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# English 7

Curriculum Guide

Dunmore School District

Dunmore, PA



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Curriculum Guide**

**English 7**

**Prerequisite:**

- Successful completion of English 6

**Course Description:**

Students in English 7 Academic will approach learning with a focus on college and career readiness. Students will be able to read, understand, and respond to works of literature and informational text. Students will develop the skills of informational, argumentative, and narrative writing as well as the ability to engage in evidence-based analysis of text and research. Students will also focus on communication skills that enable critical listening and effective presentation of ideas.

**Special Education:**

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

<b>Subject: English 7 Academic</b>	<b>Grade Level: 7</b>	<b>Date Completed: 3/12/2019</b>
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**1<sup>st</sup> Quarter**

Topic	Resources	Standards
<b>Reading Informational Text</b>	<i>Scope, The Great Fire</i> by Jim Murphy, Readworks.org, worksheets, teacher generated notes, worksheets, writing prompts, and writing samples	<b>1.2 Reading Informational Text</b>
<b>Reading Literature</b>	<i>Scope, Readworks.org, "The New Colossus" by Emma Lazarus, "Moco Limping" by David Nava Monreal, The Banana Tree</i> by James Barry, "Pigeon Woman" by May Swenson	<b>1.3 Reading Literature</b>
<b>Writing</b>	START sentence template worksheet, ten percent summary template worksheet, <i>Scope, English Essentials Workbook</i> , Readworks.org, Collin's Writing I & 2, teacher generated notes, worksheets, writing prompts, and writing samples, dictionaries, thesauruses, quotation books	<b>1.4 Writing</b>
<b>Speaking and Listening</b>	"The New Colossus" by Emma Lazarus, <i>The Banana Tree</i> by James Barry	<b>1.5 Speaking and Listening</b>

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**2<sup>nd</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
<b>Reading Informational Text</b>	<i>Scope</i> , Readworks.org, worksheets, teacher generated notes, worksheets, writing prompts, and writing samples	<b>1.2 Reading Informational Text</b>
<b>Reading Literature</b>	<i>Scope</i> , Readworks.org	<b>1.3 Reading Literature</b>
<b>Writing</b>	START sentence template worksheet, ten percent summary template worksheet, <i>Scope</i> , <i>English Essentials Workbook</i> , Readworks.org, John Collins Writing I & 2, teacher generated notes, worksheets, writing prompts, and writing samples, dictionaries, thesauruses, quotation books	<b>1.4 Writing</b>
<b>Speaking and Listening</b>	<i>The Great Fire</i> by Jim Murphy	<b>1.5 Speaking and Listening</b>

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**3<sup>rd</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
<b>Reading Informational Text</b>	<i>Scope</i> , Readworks.org, teacher generated notes, worksheets, writing prompts, and writing samples	<b>1.2 Reading Informational Text</b>
<b>Reading Literature</b>	<i>Out of the Dust</i> by Karen Hesse, <i>Scope</i> , Readworks.org	<b>1.3 Reading Literature</b>
<b>Writing</b>	START sentence template worksheet, ten percent summary template worksheet, <i>Scope, English Essentials Workbook</i> , Readworks.org, John Collins Writing I & 2, teacher generated notes, worksheets, writing prompts, and writing samples, dictionaries, thesauruses, quotation books	<b>1.4 Writing</b>
<b>Speaking and Listening</b>	<i>Out of the Dust</i> by Karen Hesse audio	<b>1.5 Speaking and Listening</b>

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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
Reading Informational Text	<i>Scope</i> , Readworks.org, teacher generated notes, worksheets, writing prompts, and writing samples	1.2 Reading Informational Text
Reading Literature	<i>Woods Runner</i> by Gary Paulsen, <i>Scope</i> , Readworks.org, “Paul Revere’s Ride” by Henry Wadsworth Longfellow	1.3 Reading Literature
Writing	START sentence template worksheet, ten percent summary template worksheet, <i>Scope</i> , <i>English Essentials Workbook</i> , Readworks.org, John Collins Writing I & 2, teacher generated notes, worksheets, writing prompts, and writing samples, dictionaries, thesauruses, quotation books	1.4 Writing
Speaking and Listening	<i>Woods Runner</i> audio by Gary Paulsen, “Paul Revere’s Ride” by Henry Wadsworth Longfellow	1.5 Speaking and Listening
Review and Final Exam	Combining Sentences Parallel Structure Sentence Variety Using Commas Correctly <i>Woods Runner</i> text- evidence based question	

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Reading Informational Texts</b>  <b>Paired Texts</b>	<b>Author's craft</b>  <b>Text Features</b>  <b>Central Ideas</b>  <b>Supporting details</b>  <b>Text evidence</b>  <b>Start sentence</b>  <b>Objective summary</b>	<b>Approved textbook</b> <i>Scope, Readworks.org</i>  <b>START sentence template</b>  <b>Ten percent objective summary template worksheet</b>	<b>Teacher-generated tests, quizzes, etc.</b>  <b>Writing Prompts</b>  <b>START sentence assignment</b>  <b>Objective summary</b>	<b>15 days</b>

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Text Analysis in Informational Text	<p>Text features</p> <p>Text evidence</p> <p>Key ideas and details</p> <p>Author’s craft</p>	<p><i>Scope</i></p> <p>Readworks.org</p> <p><i>The Great Fire</i></p> <p>Text features worksheet</p> <p>Text evidence samples</p>	<p>Teacher-generated tests, quizzes, etc.</p> <p>Text feature assignment</p> <p>TDA questions</p>	15 days

**Anchor Descriptor:**

- E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E07.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
- E07.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

**Eligible Content:**

- E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
- E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text.
- E07.B-C.3.1.1 trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- E07.B-C.3.1.2 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- E07.E.1.1.1 Introduce texts for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- E07.E.1.1.2 Develop the analysis using relevant evidence from texts to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text.
- E07.E.1.1.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- E07.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- E07.E.1.1.5 Establish and maintain a formal style.
- E07.E.1.1.6 Provide a concluding section that follows from and supports the analysis presented.



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**PA Core Standards: ELA**

CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of that text.

CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

CC.1.2.7.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

CC.1.2.7.I Analyze how two or more authors present and interpret facts on the same topic.

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.

CC.1.4.7.H Introduce and state an opinion on a topic.

CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

CC.1.4.7.J Organize the claim with clear reasons and evidence clearly; clarify relationships among claims and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.

CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Reading Literature</b>  <i>Out of the Dust</i>	<b>Background on The Great Depression</b>  <b>Author's craft</b>  <b>Setting</b>  <b>Theme</b>	<b>Teacher-generated notes on The Great Depression</b> <i>Out of the Dust</i> by Karen Hesse <b>Book and audio</b>	<b>Teacher-generated chapter questions</b>  <b>Writing assignment</b>	<b>10 days</b>

**Anchor Descriptor:**

- E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.
- E07.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

**Eligible Content:**

- E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot.)
- E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- E07.A-C.3.1.1 Compare and contrast a fictional portrayal of a time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history.

**PA Core Standards: ELA**

- CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- CC.1.3.7.D Determine an author's purpose in a text and explain how it is conveyed in a text.
- CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.
- CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
- CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and an historical account of the same period as a means of understanding

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how authors of fiction use or alter history.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Reading Literature/Poetry</p> <p>“The New Colossus”</p> <p>“Moco Limping”</p> <p>“Pigeon Woman”</p>	<p>Theme</p> <p>Cite textual evidence to support analysis of text</p> <p>Inferences</p> <p>Conclusions/generalizations drawn from text</p> <p>Elements of a story</p> <p>Setting</p> <p>Character</p> <p>Plot</p> <p>Point of view</p> <p>Text structure</p> <p>Craft and structure</p> <p>Integration of knowledge and Ideas</p> <p>Vocabulary acquisition and use</p> <p>Range of reading</p> <p>Alliteration</p>	<p>Approved textbook “The New Colossus”</p> <p>Write original sentences using domain-specific vocabulary for “The New Colossus”</p> <p>“Moco Limping”</p> <p>“Pigeon Woman”</p> <p>Using quotation marks rules sheet</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Using vocabulary for “The New Colossus” in original sentences</p> <p>Text-analysis questions</p> <p>Writing dialogue assignment for “Pigeon Woman”</p>	<p>15 days</p>

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	<p><b>Sensory Language</b></p> <p><b>End Rhyme</b></p> <p><b>Simile/Metaphor</b></p> <p><b>Vocabulary for “The New Colossus”</b></p> <ul style="list-style-type: none"> <li>● exiles</li> <li>● mild</li> <li>● astride</li> <li>● brazen</li> <li>● beacon</li> <li>● imprisoned</li> <li>● refuse</li> <li>● teeming</li> <li>● tempest</li> <li>● pomp</li> <li>● huddled</li> <li>● yearning</li> <li>● wretched</li> </ul>			
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**Anchor Descriptor:**

- E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.
- E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
- E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

**Eligible Content:**

- E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- E07.A-C.2.1.2 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- E07.A-C.2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- E07.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly

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from a range of strategies.

E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text.

E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

**PA Core Standards: ELA**

CC.1.3.7.D Determine an author's purpose in a text and explain how it is conveyed in a text.

CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative and connotative meanings.

CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.7.K Read and comprehend literary fiction on grade-level, reading independently and proficiently.

CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text.

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Reading Literature</p> <p><i>The Banana Tree</i></p>	<p>Foreshadowing</p> <p>Dialogue</p> <p>Personification</p> <p>Conflict</p> <p>Dialect</p>	<p><i>The Banana Tree</i> by James Barry</p> <p>Literary Devices Worksheet</p> <p>Jamaican Dialect worksheet</p> <p>Writing dialogue</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Teacher-generated text-evidence questions</p> <p>Writing Prompts</p>	<p>5 days</p>

**Anchor Descriptor:**

E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

**Eligible Content:**

E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly

As well as inferences, conclusions, and/or generalizations drawn from the text.

E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**PA Core Standards: ELA**

CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Reading Literature</b>  <b>“Paul Revere’s Ride”</b>	<b>Background information on the American Revolution</b>  <b>Alliteration</b>  <b>Rhyme</b>  <b>Personification</b>  <b>Foreshadowing</b>  <b>Simile/Metaphor</b>	<b>“Paul Revere’s Ride”</b>  <b>Class discussion of the American Revolution</b>  <b>Analysis worksheet of each stanza</b>	<b>Teacher-generated tests, quizzes, etc.</b>  <b>Writing assignment</b>  <b>Oral reading of one or more stanzas</b>  <b>Project: Choose one of the options</b>	<b>10 days</b>

**Anchor Descriptor:**

- E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.
- E07.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
- E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

**Eligible Content:**

- E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text.
- E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

**PA Core Standards: ELA**

- CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.7.C Analyze how the particular elements of a story or drama interact and how setting shapes the characters or plot.
- CC.1.3.7.D Determine an author’s purpose in a text and explain how it is conveyed in a text.



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CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history.

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Reading Literature</p> <p><i>Woods Runner</i></p>	<p>Author's craft</p> <p>Characterization</p> <p>Setting</p> <p>Conflict</p> <p>Plot</p> <p>Point of View</p> <p>Climax</p> <p>Foreshadowing</p> <p>Theme</p> <p>Tone/Mood</p> <p>Flashback</p> <p>Imagery</p> <p>Allusion</p> <p>Protagonist/Antagonist</p>	<p><i>Woods Runner</i> by Gary Paulsen book and audio</p> <p>Chapter discussions and questions</p> <p>Characterization chart</p> <p>Recreate ending</p>	<p>Chapter questions</p> <p>TDA Writing Assignment</p> <p>Recreated Ending</p>	<p>15 days</p>

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	<b>Resolution</b>			
	<b>Falling Action</b>			
	<b>Rising Action</b>			

**Anchor Descriptor:**

- E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.
- E07.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
- E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

**Eligible Content:**

- E07.A-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from a text.
- E07.A-K.1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text.
- E07.A-K.1.1.3 Analyze how particular elements of a story, drama, or poem interact ( e.g., how the setting shapes the characters or plot.)
- E07.A-C.2.1.1 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- E07.A-C.3.1.1 Compare and contrast a fictional portrayal of a time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history.
- E07.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**PA Core Standards: ELA**

- CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- CC.1.3.7.D Determine an author’s purpose in a text and explain how it is conveyed in a text.
- CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.
- CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
- CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and an historical account of the same period as a means of understanding how authors of fiction use or alter history.

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CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Informative Writing	<p>START sentence</p> <p>Central claim</p> <p>Text features</p> <p>Supporting details</p> <p>Transitions</p> <p>Conclusion</p> <p>Graphic organizers</p> <p>Precise language</p> <p>Domain-specific vocabulary</p> <p>Sentence variation</p> <p>Voice</p> <p>Formal style</p> <p>Conventions of language</p>	<p>Approved textbook</p> <p><i>English Essentials Workbook</i></p> <p>Teacher -generated notes, worksheets, writing prompts, samples</p> <p>START sentence template</p> <p>Objective summary template</p> <p><i>Scope</i></p> <p>Paired texts</p> <p>Readworks.org</p> <p>Outline Worksheet</p> <p>Objective summary</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>START sentence</p> <p>Objective summaries</p> <p>4-5 paragraph essay</p>	25 days

**Anchor Descriptor:**

E07.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

E07.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E07.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.

E07.D.2.1 Use knowledge of language and its conventions.

E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

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E07.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

**Eligible Content:**

E07.C.1.2.1 Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

E07.C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

E07.C.1.2.3 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

E07.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E07.C.1.2.5 Establish and maintain a formal style.

E07.C.1.2.6 Provide a concluding section that follows from and supports the information or explanation presented.

E07.D.1.1.2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

E07.D.1.1.7 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.

E07.D.2.1.1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

E07.D.2.1.2 Vary sentence patterns for meaning, reader/listener interest, and style.

E07.D.2.1.3 Maintain consistency in style and tone.

E07.D.2.1.5 Choose words and phrases for effect.

E07.D.1.2.1 Use a comma to separate coordinate adjectives.

E07.D.1.2.2 Spell correctly.

E07.D.1.2.3 Use punctuation to set off nonrestrictive/parenthetical elements.

E07.D.1.2.4 Use punctuation to separate items in a series.

E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. And analyze their development over the course of the text; provide an objective summary of the text.

E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text.

E07. B-C.3.1.1 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim.

**PA Core Standards: ELA**

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.7.E Write with an awareness of the stylistic aspects of composition.

CC.1.4.7.F,L,R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation,

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and spelling.

CC.1.4.7.E, K, Q Write with an awareness of the stylistic aspects of composition.

CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Narrative Writing	<p>Develop real or imagined Experiences or events.</p> <p>Establish a context and point of view</p> <p>Introduce a narrator and/or characters</p> <p>Dialogue</p> <p>Sensory Language</p> <p>Transition Words</p> <p>Concise language</p> <p>Sentence variety</p> <p>Voice</p> <p>Content</p> <p>Organization</p> <p>Style</p> <p>Conventions of Language</p> <p>Attention-getter</p> <p>Transition words</p> <p>Tense</p>	<p>Teacher generated worksheets</p> <p>Sentence starter worksheet</p> <p>Verbs Alive worksheet</p> <p>Transition Words Worksheet</p> <p>Recreate an ending for a story we've read.</p> <p>Write a flashback for the beginning of a story we've read.</p> <p>Rule sheet for writing dialogue</p> <p>Rubrics</p> <p>Scope</p> <p>Readworks.org</p>	<p>Writing Assignment</p> <p>Sensory language assignment</p> <p>Recreated ending writing assignment</p> <p>Flashback writing assignment</p> <p>Publish stories for class to read and enjoy.</p>	20 days



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	<p><b>Dialogue</b></p> <p><b>Sensory Language</b></p> <p><b>Flashback</b></p> <p><b>Introduction</b></p> <p><b>Body</b></p> <p><b>Conclusion</b></p>			
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**Anchor Descriptor:**

E07.C.1.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured sequences.

**Eligible Content:**

E07.C.1.3.1 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer’s purpose.

E07.C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

E07.C.1.3.3 Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.

E07.C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

E07.C.1.3.5 Provide a conclusion that follows from and reflects on the narrated experiences or events.

**PA Core Standards: ELA**

CC.1.4.7.M Write narratives to develop real or imagined experiences or events.

CC.1.4.7.N Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

CC.1.4.7.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

CC.1.4.7.P Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.

CC.1.4.7.Q Write with an awareness of the stylistic aspects of writing.

CC.1.4.7.R Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Argumentative Writing</b>	<p><b>Write arguments to support claims</b></p> <p><b>Introduce and state an opinion on a topic.</b></p> <p><b>Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.</b></p> <p><b>Organization</b></p> <p><b>Style</b></p> <p><b>Conventions of Language</b></p> <p><b>Attention-getter</b></p> <p><b>Central claim</b> <b>Counter claim</b></p> <p><b>Rebuttal</b></p> <p><b>Conclusion</b></p>	<p><i>Scope</i></p> <p><b>Argumentative Writing Rubric</b></p> <p><b>Outlines/Graphic Organizers</b></p> <p><b>Worksheets</b></p>	<p><b>Outline worksheet</b></p> <p><b>Argumentative writing assignments</b></p>	<b>20 days</b>

**Anchor Descriptor:**  
E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.

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**Eligible Content:**

- E07.C.1.1.1 Introduce claims for the intended audience, acknowledge alternate or opposing claims, and support the writer’s purpose by logically organizing the reasons and evidence.
- E07.C.1.1.2 Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- E07.C.1.1.3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.
- E07.C.1.1.4 Establish and maintain a formal style.
- E07.C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.

**PA Core Standards: ELA**

- CC.1.4.7.G Write arguments to support claims.
- CC.1.4.7.H Introduce and state an opinion on a topic.
- CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- CC.1.4.7.J Organize the claim with clear reasons and evidence clearly; clarify relationships among claims and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.
- CC.1.4.7.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Speaking and Listening</b>	<b>Collaborative discussion</b>  <b>Critical Listening</b>  <b>Evaluating information</b>  <b>Purpose, Audience, and Task Context</b>  <b>Conventions of Standard English</b>	<b>“The New Colossus”</b>  <b>Group presentation rubric</b>	<b>Informal Assessment</b>  <b>Group Presentation</b>	<b>15 days total for all six Speaking and Listening General Topics</b>

**Anchor Descriptor:**

1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**PA Core Standards: ELA**

CC. 1.5.7.A Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CC.1.5.7.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats and explain how the ideas clarify a topic, text, or issue under study.

CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.7.E Adapt speech to a variety of contexts and tasks.

CC.1.5.7.G Demonstrate a command of the conventions of standard English when speaking based on Grade 7 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Speaking and Listening	<b>Collaborative Discussion</b>  <b>Critical Listening</b>  <b>Purpose, Audience, Task</b>  <b>Context</b>  <b>Conventions of Standard English</b>	<i>The Banana Tree</i> <b>Timeline of events worksheet</b>  <b>Dialect Worksheet</b>  <b>Rubric for group presentation</b>	<b>Informal Assessments</b>  <b>Group presentation assignment</b>	

**Anchor Descriptor:**

1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**PA Core Standards: ELA**

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.7.E Adapt speech to a variety of contexts and tasks.

CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Speaking and Listening</b>	<b>Collaborative Discussion</b>  <b>Critical Listening</b>  <b>Multimedia</b>	<i>The Great Fire audio</i> List of characters Chapter questions Maps of how fire spread in Chicago	<b>Informal Assessment</b>  <b>Text-based and open-ended questions</b>	

**Anchor Descriptor:**

1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**PA Core Standards: ELA**

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Speaking and Listening	Collaborative Discussion  Critical Listening	<i>Out of the Dust</i> audio  Class discussion to review prior knowledge of the Great Depression Teacher-generated questions	Informal Assessment  Text-based and open-ended questions	
<p><b>Anchor Descriptor:</b> 1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in a group discussions.</p> <p><b>PA Core Standards: ELA</b>            CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.            CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<b>Speaking and Listening</b>	<b>Collaborative Discussion</b>  <b>Critical Listening</b>  <b>Evaluating Information</b>  <b>Purpose, Audience, and Task</b>  <b>Context</b>  <b>Multimedia</b>  <b>Conventions of Standard English</b>	<b>“Paul Revere’s Ride” by Henry Wadsworth Longfellow</b>  <b>Discussion of each stanza in poem</b>  <b>Student samples of projects</b>	<b>Informal Assessments</b>  <b>Group assignment</b>  <b>Project/Oral Presentation</b>	

**Anchor Descriptor:**

1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**PA Core Standards: ELA**

CC.1.5.7.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

CC.1.5.7.B Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.7.C Analyze the main ideas and supporting details presented in diverse media formats and explain how the ideas clarify a topic, text, or issue under study.

CC.1.5.7.D Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.7.E Adapt speech to a variety of contexts and tasks.

CC.1.5.7.F Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.1.5.7.G Demonstrate command of the conventions of standard English when speaking based on Grade 7 level and content.



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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Speaking and Listening	<b>Collaborative Discussion</b>  <b>Critical Listening</b>	<i>Woods Runner</i> audio Class discussions Chapter questions	<b>Informal Assessments</b>  <b>Oral assessment of open-ended chapter questions</b>	

**Anchor Descriptor:**

1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

**PA Core Standards: ELA**

CC.1.5.7.A Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

CC.1.5.7.B Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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<b>General Topic</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time (In Days)</b>
<b>Final Exam and Review</b>	<b>Combining Sentences</b>  <b>Parallel Structure</b>  <b>Sentence Variety</b>  <b>Using commas correctly</b>  <i>Woods Runner</i> text evidence based question	<b>Notes and Worksheets</b>  <b>Study Guide</b>  <b>Class Discussion</b>	<b>Review sheets</b>  <b>Final Exam</b>	<b>15 days</b>

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<b>Appendix: A</b>			
<b>IEP Enhancements</b>			
<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>Reading Informational Texts</p> <p>Paired Texts</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> <li>• Extra book sent home</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student’s IEP</li> </ul> <p><b>Suggested Time:</b> 15 days as specified in curriculum with additional time as needed per individual student</p>
<p>Text Analysis in Informational Text</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> <li>• Extra book sent home</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student’s IEP</li> </ul> <p><b>Suggested Time:</b> 15 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Reading Literature  <i>Out of the Dust</i>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> <li>• Extra book sent home</li> </ul>		Assessments: <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student’s IEP</li> </ul> Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student
Reading Literature/Poetry  <i>“The New Colossus”</i>  <i>“Moco Limping”</i>  <i>“Pigeon Woman”</i>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> <li>• Extra book sent home</li> </ul>		Assessments: <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student’s IEP</li> </ul> Suggested Time: 15 days as specified in curriculum with additional time as needed per individual student

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>Reading Literature</p> <p><i>The Banana Tree</i></p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> <li>• Extra book sent home</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student's IEP</li> </ul> <p><b>Suggested Time:</b> 5 days as specified in curriculum with additional time as needed per individual student</p>
<p>Reading Literature</p> <p>"Paul Revere's Ride"</p>	<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> <li>• Extra book sent home</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student's IEP</li> </ul> <p><b>Suggested Time:</b> 10 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
<p>Reading Literature</p> <p><i>Woods Runner</i></p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> <li>• Extra book sent home</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student's IEP</li> </ul> <p><b>Suggested Time:</b> 15 days as specified in curriculum with additional time as needed per individual student</p>
<p>Informative Writing</p>	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> <li>• Extra book sent home</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student's IEP</li> </ul> <p><b>Suggested Time:</b> 25 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Narrative Writing	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> </ul> <p>Extra book sent home</p>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student’s IEP</li> </ul> <p><b>Suggested Time:</b> 20 days as specified in curriculum with additional time as needed per individual student</p>
Argumentative Writing	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> </ul> <p>Extra book sent home</p>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student’s IEP</li> </ul> <p><b>Suggested Time:</b> 20 days as specified in curriculum with additional time as needed per individual student</p>

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<b>General Topic:</b>	<b>Specially Designed Instruction:</b>	<b>Additional Vocabulary:</b>	<b>Assessments/Suggested Time:</b>
Speaking and Listening (for all six Speaking and Listening General Topics)	<ul style="list-style-type: none"> <li>• Preferential Seating</li> <li>• Directions read aloud</li> <li>• Extra time to complete assignments</li> <li>• Highlighters</li> <li>• Modified assignments (examples but not limited to: less questions on page, reduction on questions/answers, larger print on typed worksheets)</li> <li>• Multi-modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material.</li> <li>• Audio Books</li> <li>• Graphic Organizers</li> <li>• K-W-L strategies</li> <li>• Pre-teaching concepts/vocabulary</li> <li>• Breaking down multi-steps assignments into more manageable steps</li> <li>• Extra book sent home</li> </ul>		<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete</li> <li>• Modifications in accordance with student's IEP</li> </ul> <p><b>Suggested Time:</b> 15 days total for all six Speaking and Listening General Topics as specified in curriculum with additional time as needed per individual student</p>
Final Exam and Review	As listed above		