
Reading 7

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Reading 7

Prerequisite: Successful completion of Reading 6

Course Description:

Students in Reading 7 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

Subject: Reading	Grade Level: 7	Date Completed: 3/12/2019
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1st Quarter

Topic	Resources	Standards
Reading Literature	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> Jamestown Critical Reading Series Worksheets www.studyisland.com Cold Reads Power Point <i>Jeremy Visick</i> by David Wiseman (AR) https://hosted326renlearn.com Power Point Presentations PSSA Workbooks	1.3 Reading Literature
Reading Informational Text	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> Jamestown Critical Reading Series Worksheets www.studyisland.com Cold Reads Power Point PSSA Workbooks www.readworks.org (AR) https://hosted326renlearn.com	1.2 Reading Informational Text
Writing	Power Point Presentations on the Writing Process PSSA Workbooks	1.4 Writing

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Speaking and Listening	Audio for Listening Skills Discussions	1.5 Speaking and Listening
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2nd Quarter

Topic	Resources	Standards
Reading Literature	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> Jamestown Critical Reading Series Worksheets www.studyisland.com Cold Reads Power Point (AR) https://hosted326renlearn.com	1.3 Reading Literature
Reading Informational Text	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> Jamestown Critical Reading Series Worksheets www.studyisland.com Cold Reads Power Point www.readworks.org (AR) https://hosted326renlearn.com	1.2 Reading Informational Text
Writing	Power Point Presentations on the Writing Process PSSA Workbooks	1.4 Writing
Speaking and Listening	Audio for Listening Skills Discussions	1.5 Speaking and Listening

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3rd Quarter

Topic	Resources	Standards
Reading Literature	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> Jamestown Critical Reading Series Worksheets www.studyisland.com Cold Reads Power Point (AR) https://hosted326renlearn.com	1.3 Reading Literature
Reading Informational Text	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> Jamestown Critical Reading Series Worksheets www.studyisland.com Cold Reads Power Point PSSA Workbooks www.readworks.org (AR) https://hosted326renlearn.com	1.2 Reading Informational
Writing	Power Point Presentations on the Writing Process PSSA Workbooks	1.4 Writing
Speaking and Listening	Audio for Listening Skills Discussions	1.5 Speaking and Listening

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4th Quarter

Topic	Resources	Standards
Reading Literature	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> Jamestown Critical Reading Series Worksheets www.studyisland.com Cold Reads Power Point <i>The Outsiders</i> by S.E. Hinton (AR) https://hosted326renlearn.com	1.3 Reading Literature
Reading Informational Text	<i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i> Jamestown Critical Reading Series Worksheets www.studyisland.com Cold Reads Power Point PSSA Workbooks www.readworks.org (AR) https://hosted326renlearn.com	1.2 Reading Informational Text
Writing	Power Point Presentations on the Writing Process PSSA Workbooks	1.4 Writing
Speaking and Listening	Audio for Listening Skills	1.5 Speaking and Listening
Review and Final Exam		

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Experiencing Historical Fiction Through Literary Terms	<p>Text analysis</p> <p>Inferences</p> <p>Summary</p> <p>Critical Reading</p> <p>Close and Careful Reading</p> <p>Context Clues</p> <p>Compare/Contrast</p> <p>Critical Reading</p> <p>Vocabulary</p> <p>Literary Terms</p> <ul style="list-style-type: none"> • Setting • Plot • Plot Diagram • Characterization • Protagonist • Antagonist • Summarize • Tone/Mood • Theme • Context Clues • Primary Source • Point of View 	<p>Approved textbook</p> <p><i>Jeremy Visick</i> by David Wiseman</p> <p>Literary Terms Power Point</p> <p>www.studyisland.com</p> <p>Coal Mine Tour</p> <p>Jamestown Critical Reading Series</p> <p>“Digging Out From the Disaster”</p> <p><i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i></p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Worksheets</p> <p>www.studyisland.com</p> <p>Cold Reads</p> <p>www.readworks.org</p> <p>Accelerated Reader</p> <p>Series available assessments online. (Optional)</p>	<p>45 Days</p>

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	<ul style="list-style-type: none"> • Conflict • Foreshadowing • Flashback • Fantasy • Historical Fiction • Imagery • Allusion • Falling Action • Rising Action • Resolution • Narrator • Symbolism 			
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1.3 Reading Literature

1.4 Writing

1.5 Speaking and Listening

Anchor Descriptor:

E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.

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

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

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 from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or

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phrase.

- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

PA Core Standards: ELA

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

CC.1.3.7.H Compare and Contrast a fictional portrayal and a historical account of the same time period as a means of understanding how authors use history.

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

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.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.1.5.7.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.1.4.7.V Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Creative Narratives	<p>Organization</p> <p>Focus</p> <p>Style</p> <p>Content</p> <p>Conventions of Language</p> <p>Illustrating Text</p> <p>Modern Fairy Tale Elements</p> <p>Magic and/or Wishes</p> <p>Unusual Creatures</p> <p>Mysterious and/or Fantastic Events</p> <p>Details about Contemporary Life</p> <p>Literary Vocabulary</p> <ul style="list-style-type: none"> • Author’s Purpose • Point of View • Figurative Language • Moral • Plot • Dialogue 	<p>Approved textbook</p> <p><i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i></p> <p><i>The True Story of the Three Little Pigs</i> by Jon Scieszka</p> <p>Story Boards Template</p> <p>Graphic Organizers</p> <p>“The Third Wish” by Joan Aiken</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Completion of Modern Fairy Tales Book</p> <p>Fairy Tale Rubric</p> <p>PSSA Workbooks</p> <p>Worksheets</p> <p>Series available assessments online. (Optional)</p>	20 Days

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1.4 Writing

1.5 Speaking and Listening

1.3 Reading Literature

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 event sequences.

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

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

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

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.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.1.2.2 Spell correctly.

PA Core Standards: ELA

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

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.Q Write with an awareness of stylistic aspects of writing.

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

CC.1.4.7.U Use technology, including the Internet to produce writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

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

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

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

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- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying lengths and complexities.
- Develop and maintain a consistent voice.
- Establish and maintain a formal style.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
5 Different Types of Essays (Brief Prose Works)	<p>Central Idea</p> <p>Supporting Details</p> <p>Text Analysis</p> <p>Close and Careful Reading</p> <p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Author’s Purpose • Narrative Essay • Descriptive Essay • Personal Essay • Persuasive Essay • Reflective Essay • Author’s Point of View 	<p>Approved textbook</p> <p><i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i></p> <p>“Independence Hall” by Walter Kuralt</p> <p>“Rattlesnake Hunt” by Marjorie Kinnan Rawlings</p> <p>“Barrio Boy” by Ernesto Galarza</p> <p>“I am a Native of North America” by Chief Dan George</p> <p>“All Together Now” by Barbara Jordan</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>www.studyisland.com</p> <p>PSSA Workbooks</p> <p>Worksheets</p> <p>Series available assessments online. (Optional)</p>	<p>15 Days</p>

1.2 Reading Informational Text

Anchor Descriptor:

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

E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

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 text.

E07.B-K.1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).

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E07.B-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 from a range of strategies.

PA Core Standards: ELA

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.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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 meanings.

CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases on grade level and content, choosing flexibly from a range of strategies and tools.

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)
Structure and Elements of Poetry	<p>Sound Devices</p> <p>Rhyme Scheme</p> <p>Sound and Structure</p> <p>Figurative Language</p> <p>Types of Poetry Narrative, Ballad, Lyric, Haiku Concrete, Free Verse</p> <p>Poetry Terms</p> <ul style="list-style-type: none"> • Simile • Metaphor • Personification • Hyperbole • Alliteration • Assonance • Consonance • Stanza • Repetition • Sonnet • Couplet • Quatrain • End Rhyme • Internal Rhyme • Onomatopoeia • Free Verse • Meter 	<p>Approved textbook <i>Prentice Hall Literature</i> <i>Timeless Voices, Timeless Themes</i></p> <p>“Lochinvar” by Sir Walter Scott</p> <p>“The Cremation of Sam McGee” by Robert Service</p> <p>“Washed in Silver” by James Stephens</p> <p>“Barter” by Sara Teasdale</p> <p>“Winter” by Nikki Giovanni</p> <p>“Down by the Salley Gardens” by William Butler Yeats</p> <p>“Seal” by Jay Smith</p> <p>“The Pasture” by Robert Frost</p> <p>“Three Haiku” by Matsuo Basho</p> <p>“Annabel Lee” by Poe</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Worksheets</p> <p>Tests</p> <p>www.studyisland.com</p> <p>PSSA Workbooks</p> <p>Series available assessments online. (Optional)</p>	<p>20 Days</p>

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1.3 Reading Literature

Anchor Descriptor:

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

E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E07.A-C.2.1 Demonstrate understanding of craft and structure 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-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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; analyzes 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.

PA Core Standards: ELA

CC.1.3.7.E Analyze how the structure or form of a text contributes to its meaning.

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.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)
Drama	<p>Drama Terms</p> <ul style="list-style-type: none"> • Dialogue • Characterization • Theme • Comedy • Tragedy • Soliloquy • Aside • Character Foil • Irony <p>Staging</p> <p>Script</p> <p>Deductive Reasoning</p> <p>Predictions</p> <p>Screenplay</p> <p>Conflict in Drama</p> <p>Types of Irony (Situational, Dramatic, Verbal, Historical)</p> <p>Speaker</p> <p>Audience</p> <p>Purpose</p>	<p>Approved textbook</p> <p><i>Prentice Hall Literature: Timeless Voices, Timeless Themes</i></p> <p>“The Dying Detective” by Michael and Mollie Hardwick</p> <p>“Monsters Are Due on Maple Street” by Rod Serling</p> <p>Video Presentation of “Monsters Are Due on Maple Street”</p> <p>Primary Source Documents on the Cold War</p>	<p>Teacher prepared tests, quizzes, etc.</p> <p>Worksheets</p> <p>Soapstone Assessment</p> <p>Series available assessments online. (Optional)</p>	15 Days

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1.3 Reading Literature

Anchor Descriptor:

- E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E07.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
- E07.A-C.2.1 Demonstrate understanding of craft and structure 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-C.3.1.1 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- 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.

PA Core Standards: ELA

- 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.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.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors use or alter history.
- CC.1.3.7.G Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Evaluating Arguments (Shark Tank)	Evaluating Arguments Argumentative Writing Terms <ul style="list-style-type: none"> • Claim • Counter Claim • Rebuttal Publication Critical Listening Brainstorming Strategies on Introductory Paragraphs Rough Drafts Peer Editing Fact/Opinion	Approved textbook Notes on “Shark Tank” Graphic Organizer Computers for Slide Show Poster Sketch Template Slide Sketch Template	Teacher prepared tests, quizzes, etc. PSSA Workbooks Rubric (Focus, Content, Organization, Style) Rubric on Oral Presentation Oral Presentation with Posters and Slide Show Series available assessments online. (Optional)	25 Days

1.4 Writing

1.5 Speaking and Listening

Anchor Descriptor:

E07.C.1.1 Write arguments to support claims with clear reasons and relevant evidence.

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

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

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

Eligible Content:

E07.C.1.1.1. Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer’s purpose by **logically** organizing

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the reasons and evidence.

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

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

E07.D.1.2.2 Spell correctly.

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 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(s) with clear reasons and evidence clearly: clarify relationships among claim(s) 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.

- Use precise language and domain-specific vocabulary
- Use sentences of varying lengths and complexities
- Develop and maintain a consistent voice
- Establish and maintain a formal style

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

CC.1.4.7.T With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

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

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Coming of Age and Social Pressures	Textual Evidence Text Analysis Academic Vocabulary <ul style="list-style-type: none"> • Characterization Traits • Theme • Plot • Summary • Tone/Mood • Point of View • Theme • Prediction • Setting • Conflict 	Approved textbook <i>The Outsiders</i> by S.E. Hinton Movie Video of <i>The Outsiders</i> Character Charts Template	Teacher prepared tests, quizzes, etc. www.studyisland.com PSSA Workbooks Accelerated Reader Worksheets Series available assessments online. (Optional)	25 Days

1.3 Reading Literature

Anchor Descriptor:

E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.

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

E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E07.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

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-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-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-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 from a range of strategies.

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.

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PA Core Standards: ELA

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

CC.1.3.7.H Compare and Contrast a fictional portrayal and a historical account of the same time period as a means of understanding how authors use history.

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

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.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.1.5.7.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.1.4.7.C Develop and analyze the topic clearly with relevant facts, definitions, concrete details, quotations, or other information and examples; including graphics and multimedia when useful to aiding comprehension.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Step Up Word Relationships	Word Analysis Context Clues Greek and Latin Affixes Analogies Connotations Denotations Meaning and Tone Pronunciation Roots Synonyms/Antonyms Multiple Meanings	Approved textbook PSSA Workbooks Jamestown Critical Reading Series Affixes Chart www.studyisland.com Dictionaries Thesaurus	Teacher prepared tests, quizzes, etc. Worksheets Series available assessments online. (Optional)	10 Days
<p>1.2 Reading Informational Text 1.3 Reading Literature 1.5 Speaking and Listening</p> <p>Anchor Descriptor: E07.D.2.1 Use Knowledge of language and its conventions. E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.</p> <p>Eligible Content: E07.D.2.1.5 Choose words and phrases for effect. 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 from a range of strategies.</p>				

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- a. Use context) e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning **of** a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. *belligerent, bellicose, rebel*).

PA Core Standards: ELA

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

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.

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.1.2.7.K 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.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Review for Finals Finals	Review of Literary Terms Review of Poetry Terms Review of Drama Elements Cold Reads	Approved textbook Jamestown Critical Reading Series Power Point Presentation on Terms Review Games	Teacher prepared tests, quizzes, etc. Finals Series available assessments online. (Optional)	5 Days

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Experiencing Historical Fiction Through Literary Terms</p>	<ul style="list-style-type: none"> • Adapted according to student's IEP • Modified Assignments - reduction of questions • Highlighter • Key Vocabulary highlighted • Multi-Modality Instruction including modeling, explicit instruction, repetition, rephrasing, visual cues and chunking of material • Visual Aids • Visual and Audio books • Preferential Seating • Extended Time on Assignments • Graphic Organizers • Pre-teaching concepts/vocabulary • Directions and Questions read aloud • Use of Computer (when available) • Additional Textbook sent home • Enlarged font on assignments 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change Testing Location <p>Suggested Time: 45 days as specified in curriculum with additional time as needed per individual student</p>
<p>Creative Narratives</p>	<ul style="list-style-type: none"> • Adapted according to student's IEP • Modified Assignments - reduction of questions • Highlighter • Key Vocabulary highlighted • Multi-Modality Instruction including modeling, explicit instruction, repetition, rephrasing, visual cues and chunking of material • Visual Aids • Visual and Audio books • Preferential Seating • Extended Time on Assignments • Graphic Organizers • Pre-teaching concepts/vocabulary • Directions and Questions read aloud • Use of Computer (when available) • Additional Textbook sent home • Enlarged font on assignments 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change Testing Location <p>Suggested Time: 20 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>5 Different Types of Essays (Brief Prose Works)</p>	<ul style="list-style-type: none"> • Adapted according to student's IEP • Modified Assignments - reduction of questions • Highlighter • Key Vocabulary highlighted • Multi-Modality Instruction including modeling, explicit instruction, repetition, rephrasing, visual cues and chunking of material • Visual Aids • Preferential Seating • Extended Time on Assignments • Graphic Organizers • Pre-teaching concepts/vocabulary • Directions and Questions read aloud • Use of Computer (when available) • Additional Textbook sent home • Enlarged font on assignments • Enlarged Lined Paper • Allowance of short essays 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change Testing Location • Allowance of short essay responses <p>Suggested Time: 15 days as specified in curriculum with additional time as needed per individual student</p>
<p>Structure and Elements of Poetry</p>	<ul style="list-style-type: none"> • Adapted according to student's IEP • Modified Assignments - reduction of questions • Highlighter • Key Vocabulary highlighted • Multi-Modality Instruction including modeling, explicit instruction, repetition, rephrasing, visual cues and chunking of material • Visual Aids • Visual and Audio books • Preferential Seating • Extended Time on Assignments • Graphic Organizers • Pre-teaching concepts/vocabulary • Directions and Questions read aloud • Use of Computer (when available) • Additional Textbook sent home • Enlarged font on assignments 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change Testing Location <p>Suggested Time: 20 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Drama	<ul style="list-style-type: none"> • Adapted according to student's IEP • Modified Assignments - reduction of questions • Highlighter • Key Vocabulary highlighted • Multi-Modality Instruction including modeling, explicit instruction, repetition, rephrasing, visual cues and chunking of material • Visual Aids • Visual and Audio books • Preferential Seating • Extended Time on Assignments • Graphic Organizers • Pre-teaching concepts/vocabulary • Directions and Questions read aloud • Use of Computer (when available) • Additional Textbook sent home • Enlarged font on assignments 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change Testing Location <p>Suggested Time: 15 days as specified in curriculum with additional time as needed per individual student</p>
Evaluating Arguments (Shark Tank)	<ul style="list-style-type: none"> • Adapted according to student's IEP • Modified Assignments - reduction of questions • Highlighter • Key Vocabulary highlighted • Multi-Modality Instruction including modeling, explicit instruction, repetition, rephrasing, visual cues and chunking of material • Visual Aids • Online Videos for examples • Preferential Seating • Extended Time on Assignments • Graphic Organizers • Pre-teaching concepts/vocabulary • Directions and Questions read aloud • Use of Computer (when available) • Additional Textbook sent home • Enlarged font on assignments 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change Testing Location <p>Suggested Time: 25 days as specified in curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Coming of Age and Social Pressures	<ul style="list-style-type: none"> • Adapted according to student's IEP • Modified Assignments - reduction of questions • Highlighter • Key Vocabulary highlighted • Multi-Modality Instruction including modeling, explicit instruction, repetition, rephrasing, visual cues and chunking of material • Visual Aids • Visual and Audio books • Interactive Online Videos • Preferential Seating • Extended Time on Assignments • Graphic Organizers • Pre-teaching concepts/vocabulary • Directions and Questions read aloud • Use of Computer (when available) • Additional Textbook sent home • Enlarged font on assignments 		Assessments: <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change Testing Location Suggested Time: 25 days as specified in curriculum with additional time as needed per individual student
Step Up Word Relationships	<ul style="list-style-type: none"> • Adapted according to student's IEP • Modified Assignments - reduction of questions • Highlighter • Key Vocabulary highlighted • Multi-Modality Instruction including modeling, explicit instruction, repetition, rephrasing, visual cues and chunking of material • Visual Aids • Visual and Audio books • Preferential Seating • Extended Time on Assignments • Graphic Organizers • Pre-teaching concepts/vocabulary • Directions and Questions read aloud • Use of Computer (when available) • Additional Textbook sent home • Enlarged font on assignments 		Assessments: <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 answer choices • Questions and Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified Assessments • Provide Study Guides • Change Testing Location Suggested Time: 10 days as specified in curriculum with additional time as needed per individual student
Review and Final Exam	As listed above		