

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p><b>MP1</b>  <b>Grammar (Language &amp; Usage)</b>  <i>*Note grammar skills for capitalization, punctuation, spelling, and structure continue through all marking periods; see parts of speech changes)</i></p> <p><b>CC.1.4.7.F</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>EO7.D.1.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>EO7.D.1.1.1.</b> Explain the function of phrases and clauses in general and their functions in specific sentences.</p> <p><b>EO7.D.1.1.2</b> Choose among simple, compound, complex and compound-complex sentences to signal different relationships among ideas.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Begin the basics of how to <b>identify, edit, and revise DOL grammar sentences</b> to demonstrate understanding of grammar and usage, as well as conventions of standard English.</li> <li>• Share and explain grammatical changes in the daily DOL individually and in a large group setting, <b>using proper use of editing/proofreading symbols within sentences.</b></li> <li>• identify <b>nouns/adjectives and pronouns</b>, and how they are used in sentences             <ul style="list-style-type: none"> <li>○ Nouns – collective, compound, and common/proper – how they affect capitalization</li> <li>○ Recognize and correct vague pronouns with correct pronouns and referents</li> <li>○ personal pronouns – nominative/objective/possessive; singular/plural; POV</li> <li>○ antecedents</li> <li>○ pronouns – demonstrative, interrogative, indefinite</li> </ul> </li> </ul>	<p><b>DOL Language</b></p> <ul style="list-style-type: none"> <li>• daily sentences organized with recurring edits in one-week period, across a four-week unit</li> <li>• student notes in grammar journal</li> <li>• blue/black pen; colored editing pen</li> <li>• SMARTBoard/Elmo</li> <li>• Nerf balls/beanie bears</li> <li>• Study Island</li> <li>• Wiki</li> </ul> <p><b>Nouns/Pronouns/Adjectives</b></p> <ul style="list-style-type: none"> <li>• Ring of Knowledge</li> <li>• PH Writing &amp; Grammar</li> <li>• PH Grammar Exercises</li> <li>• Skill Support in PH Literature Workbook</li> <li>• PH Review</li> <li>• PH Assessments</li> <li>• Study Island</li> <li>• Wiki</li> </ul>	<p><b>DOL Language</b></p> <ul style="list-style-type: none"> <li>• Teacher-facilitated discussion – students make individual edits, volunteer to make edits on SMARTboard/Elmo (formative); teacher leads whole group discussion; and students conclude by noting final edits and rules based on final model/explanation.</li> <li>• Individual Study/review - derived from a 4-week unit (handouts in class and on Teacher wiki)</li> <li>• Whole Class Review Game - class discussion and interactive game (mushroom mania)</li> <li>• Quiz - based on 4-week review</li> <li>• Post-mortem review – students correct quiz with colored editing pen</li> <li>• Study Island – practice skills and establish baseline (language)</li> </ul> <p><b>Nouns/Pronouns/Adjectives</b></p> <ul style="list-style-type: none"> <li>• Definition and examples noted on study cards (saved on Ring of Knowledge – ROK)</li> <li>• PH Writing &amp; Grammar – Practice activities individually in class and for homework; whole class review (corrections with colored editing pen)</li> <li>• Study Island – practice and establish baseline (language)</li> <li>• PH Literature Review – skill support – connect to anthology stories showing relationship between</li> <li>• nouns/pronouns/adjectives and point of view (context reinforcement)</li> </ul>

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<p><i>(MP1 Continued)</i></p> <p><b>E07.D.1.1.3</b> Place clauses and phrases within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p><b>E07.D.1.2.1</b> Use a comma to separate coordinate adjectives</p> <p><b>E07.D.1.2.2</b> Spell correctly.</p> <p><b>E07.D.1.2.3</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>E07.D.1.2.4</b> Use punctuation to set off items in a series.</p>	<ul style="list-style-type: none"> <li>○ write with increasing accuracy when using pronoun case</li> <li>○ Recognize adjectives – how they modify nouns; identify using affixes; expanding descriptive vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• PH review – individual activities, whole class review, corrections w/colored editing pen</li> <li>• PH quiz</li> <li>• Post mortem review – whole class discussion, corrections using colored editing pen</li> </ul>
<p><b>Reading - Literature (narrative fiction)</b></p> <p><b>CC.1.3.7.C</b> Analyze how particular elements of a story or drama interact (identify story elements how each affect the other; e.g. how setting shapes the characters or plot).</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• understand the different forms of literature as an aid to reading comprehension</li> <li>• identify the purposes and characteristics of major literary genres <ul style="list-style-type: none"> <li>○ differentiate between novel, short story, drama, folk literature, poetry, and non-fiction</li> </ul> </li> </ul>	<p><b>PH Literature</b> Xxvi – forms of literature IN2 – story elements Excerpts with guided lessons for story elements, specifically theme</p> <p><b>PH Literature</b> any short story from PH Literature Unit One: Independence &amp; Identity</p>	<p><b>Forms of Literature Anticipatory Set</b></p> <ul style="list-style-type: none"> <li>• Jigsaw Forms of Literature – students read excerpts from each form of literature and predict which types match quotes</li> <li>• Small groups work together to write definitions of story elements based on their prior knowledge and discuss in large group</li> <li>• Individual practice – revise definitions as needed based on explanations in PH Literature; Reinforce with definitions in PH Literature map</li> <li>• Interdisciplinary connections - Read and discuss narrative fiction and non-fiction stories (narrative reading &amp; writing is focus for MP1; also connects to grammar and writing)</li> </ul>

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<p>(MP1 continued)</p> <p><b>CC.1.3.7.D</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p> <p><b>CC.1.2.7.D</b> 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.</p> <p><b>EO7.A-K.1.1.2</b> 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.</p> <p><b>CC.1.2.7. B</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.</p>	<ul style="list-style-type: none"> <li>• understand and identify the elements of a short story <ul style="list-style-type: none"> <li>○ plot and conflict</li> <li>○ characters</li> <li>○ theme</li> <li>○ point of view</li> <li>○ setting</li> </ul> </li> </ul> <p><b>Point of View</b></p> <ul style="list-style-type: none"> <li>• understand that every narrative or story is told from a point of view</li> <li>• differentiate between first and third person</li> <li>• understand which points of view use specific personal pronouns to identify the difference between limited and omniscient third person.</li> </ul> <p><b>Theme</b></p> <ul style="list-style-type: none"> <li>• determine the theme (central message) of the selection <ul style="list-style-type: none"> <li>○ compare and contrast themes in different selections</li> <li>○ analyze theme's development over course of text</li> <li>○ provide support and evidence from text that connects to theme</li> </ul> </li> </ul>	<p><i>(7 narrative stories that coincide and connect with narrative reading and writing objectives and goals)</i></p> <p><b>Class Novels</b> (emphasizing narrative themes of independence and identity) Stargirl Outsiders Pictures of Hollis Woods Bell Prater's Boy</p> <p><b>Teacher Exemplars</b> <i>(Junior Great Books, Stories to Enjoy, Conflict, Thrills, Shocks, This I Believe)</i></p> <p><b>Study Island</b> <b>PSSA Crosswalk</b> <b>Wiki</b> <b>Ring of Knowledge</b> <b>SMARTBoardElmo</b> <b>Colored Editing Pens</b> <b>Construction Paper</b> <b>Crayons</b></p>	<ul style="list-style-type: none"> <li>• Interest grabber video clips – connecting to PH Lit stories (use Collins 1 open-ended “writing in the wake of” reflections “text to self and world connections)</li> <li>• Assessment - Include forms of literature/genre questions in Point of View and Theme quiz assessments</li> </ul> <p><b>Point of View</b></p> <ul style="list-style-type: none"> <li>• Small groups brainstorm prior knowledge</li> <li>• Analyze PH examples clarifying 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> point of view in context</li> <li>• Students copy definitions on study cards and add/save to Ring of Knowledge (ROK)</li> <li>• Small groups - As one student reads aloud PH examples about a character's POV, other students pantomime the expression and movement; groups conclude with a discussion of what point of view is being used and what point of view would be used if character was speaking (not narrator)</li> <li>• Limited &amp; Omniscient Challenge – students volunteer to read aloud 1<sup>st</sup> and 4<sup>th</sup> paragraphs of PH examples illustrate the 3<sup>rd</sup> person omniscient view</li> <li>• Study Island – individual practice; establish baseline; review errors with whole class using SMARTboard/Elmo</li> <li>• quiz assessment in class (15 SI questions) (Reading Strategies for Literature )</li> </ul> <p><b>Theme</b></p> <ul style="list-style-type: none"> <li>• Teacher facilitated discussion of why theme is important to a story</li> <li>• Copies – universal themes</li> <li>• Critical viewing of PH text illustrations</li> </ul>

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<i>(MP1 continued)</i>	<ul style="list-style-type: none"> <li>• Identify and cite text evidence to support analysis of theme               <ul style="list-style-type: none"> <li>○ Explicit details</li> <li>○ Inferences</li> <li>○ Generalizations leading to theme</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Students create posters identifying and illustrating themes of their choice; Display students' creative art gallery of themes around classroom and 7<sup>th</sup> grade wing</li> <li>• Guided practice – identify themes in class novel, teacher exemplars, and PH short stories               <ul style="list-style-type: none"> <li>○ Students practice citing evidence – explicit and inferential generalizations</li> </ul> </li> <li>• Study Island – individual practice; establish baseline; review errors with whole class using SMARTboard/ELMO; quiz assessment in class (15 SI questions) (Reading Strategies for Literature)</li> <li>• Students practice individual PSSA released samples connecting to theme; then whole class Fish bowl review using interactive SMART board/ELMO and correcting notes with colored editing pens</li> <li>• Writing Quiz – Students identify theme from a choice of short passages and support using explicit and inferential citations of text evidence. Reading and grammar skill connections emphasized as part of rubric.</li> </ul>
<p><b>Vocabulary</b>  <b>CC.1.2.7.J</b> (reading Informational)          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.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of new words to improve literacy, and for PACC PSSA and SAT/ACT readiness.</li> <li>• Pronounce and spell vocabulary terms</li> <li>• Identify and apply definition of words in vocab exercises and in context</li> <li>• Identify and apply denotations and connotations of multiple meaning words</li> </ul>	<p><b>Wordly Wise Vocabulary (RegEd)</b></p> <p><b>Classical Roots Vocabulary (Honors)</b></p> <p><b>PH Literature Class Novels Teacher Exemplars</b></p> <p><b>Study Island PSSA Crosswalk Wiki</b></p>	<p><b>Anticipatory Set</b></p> <ul style="list-style-type: none"> <li>• Use vocab workbooks (Chapter 1-4) to introduce pronunciation (phonetic key), affixes, and etymology (language of origin and connections to cognates, Latin/Greek roots)</li> </ul> <p><b>Affixes (Prefixes/Suffixes)</b></p> <ul style="list-style-type: none"> <li>• Individual and small group practice with interdisciplinary connections to science and social studies academic terms. (teacher-created activities, PSSA Crosswalk)</li> </ul>

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<p><i>(MP1 continued)</i></p> <p><b>R7.A.1.1</b> Identify and apply the meaning of vocabulary</p> <p><b>R7.A.1.1.1</b> Identify and/or apply meaning of multiple meaning words</p> <p><b>R7.A.1.1.2</b> Identify and/or apply a synonym/antonym used in text.</p> <p><b>R7.A.1.2.</b> Identify and apply word recognition skills</p> <p><b>R7.A.1.2.1</b> Identify how meaning of a word is changed when affix is added.</p> <p><b>R7.A.1.2.2</b> Define and apply how the meaning of a word changes when context clues are given in explanatory sentences.</p>	<ul style="list-style-type: none"> <li>Identify and apply a synonym and antonym of a word used in text</li> <li>Understand and identify word recognition skills</li> <li>Identify the meaning of a word used when a prefix or suffix (affix) is added</li> <li>Define and apply the meaning of a word when context clues are given in explanatory sentences.</li> </ul>	<p><b>Study Cards</b>  <b>Quizlet</b>  <b>SMARTBoardElmo</b>  <b>Colored Editing Pens</b>  <b>Thefreedictionary.com</b>  <b>quia</b>  <b>Roget’s thesaurus</b>  <b>Webster’s collegiate dictionary</b></p>	<p><b>Vocab workbooks</b></p> <ul style="list-style-type: none"> <li>Applied activities – denotation, connotation, synonyms, antonyms, logical reasoning, context to determine multiple meanings</li> <li>Whole class review – review and discussion of corrections; mark the text to edit/revise/correct using colored editing pens;</li> <li>Individual review/study – Wordly Wise/Classical Roots online activities; quizlet, study cards (paper/online)</li> <li>Study Island – individual practice and establish baseline (Vocab Standards) (Reading Standards for Literature)</li> <li>Quiz (one chapter every two weeks) – paper/quia</li> <li>Post-mortem- review of assessment and corrections (most common errors show up in future assessments as extra credit)</li> </ul>
<p><b>Writing (Narrative)</b></p> <p><b>CC.1.4</b> Students write for different purposes and audiences</p> <p><b>EO7.C.1.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p>	<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li><b>Write a “letter essay” or “critique review”</b> to teacher about summer reading (using model, rubric, checklist, peer review, and editing/revising strategies through Collins Writing and MLA style format).</li> </ol>	<p><b>Teacher Exemplars:</b>  Narrative Writing Prompts (This I Believe, Put a Stamp on Me, The Day You Were Born, I am From...)</p> <p>Graphic Organizers for pre-writing and development</p> <p>Writer’s guidebook</p>	<p>Teacher encourages small group and whole class listening, sharing, and reading of:</p> <ul style="list-style-type: none"> <li>1) a variety of <b>critiques/reviews</b> of favorite summer reading books and films (NYTimes, Rotten Tomato, Popcorn, etc.)</li> <li>2) <b>narrative auto/bio essays/stories</b> (The Lanyard, Where I’m From, My Name, Come On, Rain!, excerpts from short stories, novels, etc.) exploring themes of independence and identity.</li> </ul> <p><b>Connections to Blocked LA</b></p>

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<p>(MP1 continued)</p> <p><b>E07.C.1.3.1</b> Engage and orient the reader by establishing a context and point of view; organize an event sequence that unfolds naturally and logically.</p> <p><b>E07.C.1.3.2</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p><b>E07.E.1.1</b> Students write clear and focused text to convey a well-defined perspective and appropriate content. Draw evidence from literature or informational text to support analysis, reflection, and/or research.</p>	<p>2. <b>Write a narrative essay</b> (either based on NPR’s middle school curriculum of the “This I Believe” essay or a narrative nonfiction memoir essay)</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Draft essays with an accurate understanding of the conventions, grammar and usage, point of view, pronoun case, and theme.</li> <li>• Use precise words and phrases, descriptive details, and sensory language to capture the action and convey experiences and events.</li> </ul>	<p>PA Writing Rubric</p> <p>Writer’s Guidebook</p> <p>Editing Checklist</p> <p>Interim check-in handout</p> <p>Computers</p> <p>Google docs</p> <p>Wiki</p> <p>Public Speaking Rubric</p>	<ul style="list-style-type: none"> <li>• Students write using connections to grammar, vocabulary, reading: write Collins 1 open-ended reflections connecting to: POV and theme and nouns/pronouns/adjective</li> </ul> <p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>• Students use graphic organizers to brainstorm ideas for their own narrative essays (includes guided pre-writing activities for letter-essay and “This I Believe” essay)</li> <li>• Interim check-in, teacher monitors progress</li> <li>• Peer Edit w/ checklist</li> <li>• Revision Round One</li> <li>• Teacher mini conference</li> <li>• Revision Round Two</li> <li>• Self-edit with checklist</li> <li>• Revision Round Three</li> <li>• Publication to wiki/eportfolios/google docs</li> </ul>

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<p><b>MP2</b>  <b>Grammar (Language &amp; Usage)</b>  <i>*Note grammar skills for capitalization, punctuation, spelling, and structure continue through all marking periods; see parts of speech changes – MP2 is verb/adverbs and prepositions.)</i></p> <p><b>CC.1.4.7.F</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>E07.D.1.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>E07.D.1.1.1.</b> Explain the function of phrases and clauses in general and their functions in specific sentences.</p> <p><b>E07.D.1.1.2</b> Choose among simple, compound, complex and compound-complex sentences to signal different relationships among ideas.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Master the basics and add more content about how to <b>identify, edit, and revise DOL grammar sentences</b> to demonstrate understanding of grammar and usage, as well as conventions of standard English.</li> <li>Share and explain grammatical changes in the daily DOL individually and in a large group setting, <b>using proper use of editing/proofreading symbols within sentences and explain rules.</b></li> <li>Correctly use frequently confused words (e.g., to, too, two, their, there, they're).</li> <li>Produce complete sentences, recognizing and correcting in</li> <li>appropriate fragments and run on sentences.</li> </ul> <p><b>Students will be able to</b></p> <ul style="list-style-type: none"> <li>identify <b>verbs, adverbs, prepositions, subject-verb agreement/parallel structure,</b> and how they are used in sentences <ul style="list-style-type: none"> <li>Verbs – action (mental/visible), linking verbs (commit 30 to memory), helping, transitive/intransitive, and conjugations</li> </ul> </li> </ul>	<p><b>DOL Language</b></p> <ul style="list-style-type: none"> <li>daily sentences organized with recurring edits in one-week period, across a four-week unit</li> <li>student notes in grammar journal</li> <li>blue/black pen; colored editing pen</li> <li>SMARTBoard/Elmo</li> <li>Nerf balls/beanie bears</li> <li>Study Island</li> <li>Wiki</li> </ul> <p><b>Verbs, Adverbs, Prepositions, Subject-Verb Agreement</b></p> <ul style="list-style-type: none"> <li>Ring of Knowledge</li> <li>PH Writing &amp; Grammar</li> <li>PH Grammar Exercises</li> <li>Skill Support in PH Literature Workbook</li> <li>PH Review</li> <li>PH Assessments</li> <li>Study Island</li> <li>Wiki</li> </ul>	<p><b>DOL Language</b></p> <ul style="list-style-type: none"> <li>Teacher-facilitated discussion – students make individual edits, volunteer to make edits on SMARTboard/Elmo (formative); teacher leads whole group discussion; and students conclude by noting final edits and rules based on final model/explanation.</li> </ul> <p><b>Study/review</b></p> <ul style="list-style-type: none"> <li>derived from a 4-week unit (handouts in class and on Teacher wiki)</li> <li>Whole Class Review Game - class discussion and interactive game (mushroom mania)</li> <li>Quiz - based on 4-week review</li> <li>Post-mortem review – students correct quiz with colored editing pen</li> <li>Study Island practice skills and establish baseline (language)</li> </ul> <p><b>Verbs, Adverbs, Prepositions, Subject-Verb Agreement</b></p> <ul style="list-style-type: none"> <li>Definition and examples noted on study cards (saved on Ring of Knowledge – ROK)</li> <li>PH Writing &amp; Grammar – Practice activities individually in class and for homework; whole class review (corrections with colored editing pen)</li> <li>Study Island – practice and establish baseline (language)</li> <li>PH Literature Review – skill support – connect to anthology stories showing relationship between</li> <li>Verbs, adverbs, prepositions, and subject-verb agreements (context reinforcement)</li> <li>PH review – individual activities, whole class review, corrections w/colored editing pen</li> <li>PSSA Crosswalk Excersizes</li> </ul>



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<p>(MP2 continued)</p> <p><b>E07.D.1.1.3</b> Place clauses and phrases within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>(MP2 continued)</p> <p><b>E07.D.1.2.1</b> Use a comma to separate coordinate adjectives</p> <p><b>E07.D.1.2.2</b> Spell correctly</p> <p>.</p> <p><b>E07.D.1.2.3</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>E07.D.1.2.4</b> Use punctuation to set off items in a series.</p>	<ul style="list-style-type: none"> <li>○ Prepositions – understand how prepositions direct time and place; commit 50</li> <li>○ preps to memory; identifying and analyzing structure of prep phrases</li> <li>○ Recognize adverbs – how they modify verbs; identify using affixes; expanding descriptive vocabulary</li> <li>○ Understand how adverbs modify verbs and utilize in descriptive writing</li> <li>○ recognize and correct inappropriate shifts in verb tense.</li> <li>○ Recognize and correct subject-verb agreement and parallel structure; write with increasing accuracy</li> </ul>		<ul style="list-style-type: none"> <li>• PH quiz</li> <li>• Post mortem review – whole class discussion, corrections using colored editing pen</li> </ul>
<p><b>Vocabulary</b></p> <p><i>(*Note vocab skills continue through all marking periods; see changes for MP2 in excerpts, articles, stories, and novels.)</i></p> <p><b>CC.1.2.7.J</b> Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases: gather vocabulary knowledge when considering a word</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of new words to improve literacy, and for PACC PSSA and SAT/ACT readiness.</li> <li>• Pronounce and spell vocabulary terms</li> <li>• Identify and apply definition of words in vocab exercises and in context</li> <li>• Identify and apply denotations and connotations of multiple meaning words</li> <li>•</li> </ul>	<p><b>Wordly Wise Vocabulary (RegEd)</b></p> <p><b>Classical Roots Vocabulary (Honors)</b></p> <p><b>PH Literature Class Novels Teacher Exemplars</b></p> <p><b>Study Island PSSA Crosswalk Wiki Study Cards</b></p>	<p><b>Anticipatory Set</b></p> <ul style="list-style-type: none"> <li>• Use vocab workbooks (Chapter 5-8) to introduce pronunciation (phonetic key), affixes, and etymology (language of origin and connections to cognates, Latin/Greek roots)</li> </ul> <p><b>Affixes (Prefixes/Suffixes)</b></p> <ul style="list-style-type: none"> <li>• Individual and small group practice with interdisciplinary connections to science and social studies academic terms. (teacher-created activities, PSSA Crosswalk)</li> </ul>



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<p><i>(MP2 continued)</i> or phrase important to comprehension or expression.</p> <p><b>R7.A.1.1</b> Identify and apply the meaning of vocabulary</p> <p><b>R7.A.1.1.1</b> Identify and/or apply meaning of multiple meaning words <i>(MP2 continued)</i></p> <p><b>R7.A.1.1.2</b> Identify and/or apply a synonym/antonym used in text.</p> <p><b>R7.A.1.2.</b> Identify and apply word recognition skills</p> <p><b>R7.A.1.2.1</b> Identify how the meaning of a word is changed when an affix is added (also as used in text).</p> <p><b>R7.A.1.2.2</b> Define and apply how the meaning of a word changes when context clues are given in explanatory sentences.</p>	<ul style="list-style-type: none"> <li>• Identify and apply a synonym and antonym of a word used in text</li> <li>• Understand and identify word recognition skills</li> <li>• Identify the meaning of a word used when a prefix or suffix (affix) is added</li> <li>• Define and apply the meaning of a word when context clues are given in explanatory sentences.</li> </ul>	<p><b>Quizlet</b> <b>SMARTBoardElmo</b> <b>Colored Editing Pens</b> <b>Thefreedictionary.com</b> <b>quia</b> <b>Roget’s thesaurus</b> <b>Webster’s collegiate dictionary</b></p>	<p><b>Vocab workbooks</b></p> <ul style="list-style-type: none"> <li>• Applied activities – denotation, connotation, synonyms, antonyms, logical reasoning, context to determine multiple meanings</li> <li>• Whole class review – review and discussion of corrections; mark the text to edit/revise/correct using colored editing pens;</li> <li>• Individual review/study – Wordly Wise/Classical Roots online activities; quizlet, study cards (paper/online)</li> <li>• Study Island – individual practice and establish baseline (Vocab ) (Reading Standards for Literature)</li> <li>• Quiz (one chapter every two weeks) – paper/quia</li> <li>• Post-mortem review and corrections (most common errors will be included on future assessments as extra credit)</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p>(MP2 continued)</p> <p><b>Reading – Literature (Historic Fiction and Classic Stories)</b></p> <p><b>R7A.1.1.7.D</b> Demonstrate comprehension/understanding before, during, after reading of grade level texts through strategies such as comparing and contrasting texts, identifying context, and interpreting positions and arguments, distinguishing fact from opinion, and citing evidence from the text to support conclusions.</p> <p><b>R7.A.1.6.1:</b> Identify and/or describe the author’s intended purpose of text.</p> <p>(MP2 continued)</p> <p><b>R7.A.1.6.2:</b> Explain, describe, and/or analyze examples of text that support the author’s intended purpose. Note: narrative and poetic text</p> <p><b>R7.B.2.</b> Understand literary devices in fictional and nonfiction text.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Determine two or more central ideas from text</li> <li>• Be able to draw a plotline to show setting, rising action, mini conflicts, climax, and denouement/resolution for a story</li> <li>• Use strategy of compare and contrast to interpret positions and arguments and distinguish fact from opinion</li> <li>• Compare and contrast a written story, drama, or poem to its audio, filmed, stage or multimedia version</li> <li>• Identify and consider author’s purpose using supporting evidence from text</li> <li>• Research the historic time period of classic stories and background of literary authors to provide a context for understanding literature</li> <li>• Understand, interpret, describe, and analyze literary devices and figurative language</li> <li>• Engage effectively in a discussion (lit circle group) to express ideas clearly and build on each other’s ideas</li> <li>• Listen critically in small or large group, and respond with appropriate questions, answers, ideas, and opinions.</li> </ul>	<p><b>PH Literature</b> Unit 3 &amp; 4: What Matters and Meeting Challenges <i>(excerpts/stories connecting to historic fiction and time periods of classic Euro/American literature – mid/late 1800s – early 1900s)</i></p> <p><b>Teacher Exemplars</b> The Necklace by Guy de Maupassant The Gift of the Magi by O’Henry The Tell-tale Heart by Edgar Allen Poe The Raven by Edgar Allen Poe The Jumping Frog of Calaveras County by Mark Twain The Legend of Sleepy Hollow by Washington Irving A Christmas Carol by Charles Dickens Call of the Wild Treasure Island</p> <p><b>Background Research</b> Teacher provided biographical Information on historic time period, influences, and background of literary authors</p>	<p><b>Demonstrate comprehension by completing:</b></p> <ul style="list-style-type: none"> <li>• MLA mini lesson in library for <b>research skills</b></li> <li>• Identify facts about time period and classic authors on timeline (colorful sentence strips)</li> <li>• <b>Draw plotlines</b> for short stories using graphic organizers</li> <li>• Use plotlines to Identify <b>central ideas</b> (and <b>review theme</b>)</li> <li>• Use background and plot lines to identify <b>author’s purpose</b> and find evidence from text to support. (pairs or small groups)</li> <li>• Reinforce and practice skills with study island and PSSA Crosswalk activities</li> <li>• Study Island – Standards for Literature and Informational Text)</li> </ul> <p><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>• Students complete T-charts and Venn diagrams to: <ul style="list-style-type: none"> <li>○ different positions/arguments</li> <li>○ distinguish fact from opinion</li> <li>○ differences between written text and audio/filmed/stage, or multimedia version</li> </ul> </li> <li>• Students use notes to develop “one-pagers” clearly expressing essential information researched for compare and contrast skills</li> <li>• Reinforce and practice skills with study island (standards for literature) and PSSA Crosswalk activities</li> </ul> <p><b>Literary Devices and Figurative Language</b></p> <ul style="list-style-type: none"> <li>• Teacher models highlighting literary elements and figurative language in short story and poem</li> <li>•</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p><i>(MP2 continued)</i></p> <p><b>R7.B.2.1.2</b> Identify, explain, interpret, describe and/or analyze the author's purpose for and effectiveness at using figurative language in text.</p> <p><b>CC.1.5.7.A</b> Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues building on others' ideas and expressing their own clearly.</p> <p><b>C.C.7.S.L.1.a</b> Come to discussions prepared, having read/researched info; explicitly draw on preparation by referring to evidence on that topic or text to probe/reflect on ideas.</p> <p><b>CC.1.6.7.A</b> Listen critically and respond to others in small/large group situations. Respond with grade-level appropriate questions, ideas, information, or opinions.</p> <p><b>C.C.1.3.7.G</b> Compare and contrast a written story, drama, or poem to its audio, filmed, stage or multimedia version, analyzing the effects of techniques unique to each medium.</p>		<p><b>Literary Term Handbook (100+terms)</b>  <b>Study Island</b>  <b>PSSA Crosswalk</b>  <b>Wiki</b>  <b>Literature Circle Guide</b>  <b>SMARTBoardElmo</b>  <b>Colored Editing Pens</b></p>	<ul style="list-style-type: none"> <li>• Students use 100-term handbook to identify figurative language in short stories, excerpts, and novels/dramas studied during MP2</li> <li>• Teacher leads group discussion of figurative language used in popular music</li> <li>• Students work in pairs or small groups to choose their own music to identify figurative language</li> <li>• Reinforce and practice skills with study island (standards for literature) and PSSA Crosswalk activities</li> </ul> <p><b>Literature Circles</b></p> <ul style="list-style-type: none"> <li>• Students work in small groups to identify, research, analyze, and interpret vocabulary, author's background, plot, theme, setting, literary terms and figurative language by engaging in collaborative discussion</li> <li>• Students develop interpretive questions, respond to each other's ideas, build on each other's ideas, and listen appropriately, while expressing their own work clearly.</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p>(MP2 continued)</p> <p><b>Writing - Informational</b></p> <p><b>CC.1.4.7.B</b> Identify the topic clearly, including a preview of what is to follow.</p> <p><b>E07.C.1.2</b> Write informational/expository text to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis relevant to content.</p> <p><b>E07.C.1.2.1</b> 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.</p> <p><b>C.C.7.W.2.b</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p><b>Students will be able to:</b> Write an informational essay showing either:</p> <ol style="list-style-type: none"> <li><b>how a main character changes over time</b> (using theme events/experiences over the course of the plot (in a text, drama, or film)); or</li> <li><b>compare/contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version</b>, analyzing the techniques unique to each medium</li> </ol> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Draft essays with an accurate understanding of the conventions, grammar and usage <b>adverbs, verbs, and prepositions</b>.</li> <li>Use precise words and phrases, descriptive details, and <b>figurative language</b> to compose essay demonstrating understanding of <b>author's purpose and plot line to compare and contrast text to different media versions</b>.</li> <li>Include FCAs to <b>connect to grammar, reading, and vocabulary skills learned during MP1 and MP2</b>.</li> </ul>	<p><b>Teacher Exemplars:</b> Informational Writing Prompts (How a character changes over time, text to stage and text to screen examples)</p> <p>Study Island (Writing standards)</p> <p>Graphic Organizers for pre-writing and development</p> <p>Writer's guidebook</p> <p>PA Writing Rubric</p> <p>Writer's guidebook</p> <p>Editing Checklist</p> <p>Interim check-in handout</p> <p>Computers</p> <p>Google docs</p>	<p><b>Anticipatory Set</b> Teacher encourages small group and whole class listening, sharing, and reading of:</p> <ul style="list-style-type: none"> <li>1) a variety of <b>short stories, excerpts, novels, and dramas</b> from historic time period of classic European and American authors – late 1800s/early 1900s)</li> <li>2) <b>non-fiction research</b> (exploring historic time period and authors' background)</li> </ul> <p><b>Connections to Blocked LA</b></p> <ul style="list-style-type: none"> <li>Students write using connections to grammar, vocabulary, reading: write Collins 1 open-ended reflections connecting to: research, fact or fiction, comparing/contrasting different positions, review of theme and setting, plotline, etc.</li> </ul> <p><b>Writing Process</b></p> <ul style="list-style-type: none"> <li>Students use graphic organizers to brainstorm ideas for their own informational essays (includes guided pre-writing activities for how a character changes over time and/or comparing text to stage/screen)</li> <li>Study Island – practice using (writing standards)</li> <li>Interim check-in, teacher monitors progress</li> <li>Peer Edit w/ checklist</li> <li>Revision Round One</li> <li>Teacher mini conference</li> <li>Revision Round Two</li> <li>Self-edit with checklist</li> <li>Revision Round Three</li> <li>Publication to wiki/eportfolios/google docs</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p><b>MP3</b>  <b>Grammar (Language &amp; Usage)</b>  <i>*Note grammar skills for capitalization, punctuation, spelling, and structure continue through all marking periods; see usage and structure changes – MP3 is compound/complex sentence structure and phrases/clauses.)</i></p> <p><b>CC.1.4.7.F</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>E07.D.1.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>E07.D.1.1.1.</b> Explain the function of phrases and clauses in general and their functions in specific sentences.</p> <p><b>E07.D.1.1.2</b> Choose among simple, compound, complex and compound-complex sentences to signal different relationships among ideas.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Master the basics and add more content about how to <b>identify, edit, and revise DOL grammar sentences</b> to demonstrate understanding of grammar and usage, as well as conventions of standard English.</li> <li>• Share and explain grammatical changes in the daily DOL individually and in a large group setting, <b>using proper use of editing/proofreading symbols within sentences and explain rules.</b></li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Produce complete sentences, <b>recognizing and correcting in appropriate fragments and run-on sentences.</b></li> <li>• identify <b>simple, compound, complex, and compound-complex sentences</b> to signal different relationships among ideas.</li> <li>• Place <b>clauses and phrases</b> within a sentence, recognizing and correcting <b>misplaced and dangling modifiers.</b></li> </ul>	<p><b>DOL Language</b></p> <ul style="list-style-type: none"> <li>• daily sentences organized with recurring edits in one-week period, across a four-week unit</li> <li>• student notes in grammar journal</li> <li>• blue/black pen; colored editing pen</li> <li>• SMARTBoard/Elmo</li> <li>• Nerf balls/beanie bears</li> <li>• Study Island</li> <li>• Wiki</li> </ul> <p><b>Compound/Complex Sentences; and Phrases/Clauses</b></p> <ul style="list-style-type: none"> <li>• Ring of Knowledge</li> <li>• PH Writing &amp; Grammar</li> <li>• PH Grammar Exercises</li> <li>• Skill Support in PH Literature Workbook</li> <li>• PH Review</li> <li>• PH Assessments</li> <li>• Study Island</li> <li>• Wiki</li> </ul>	<p><b>DOL Language</b></p> <ul style="list-style-type: none"> <li>• Teacher-facilitated discussion – students make individual edits, volunteer to make edits on SMARTboard/Elmo (formative); teacher leads whole group discussion; and students conclude by noting final edits and rules based on final model/explanation.</li> <li>• Individual Study/review - derived from a 4-week unit (handouts in class and on Teacher wiki)</li> <li>• Whole Class Review Game - class discussion and interactive game (mushroom mania)</li> <li>• Quiz - based on 4-week review</li> <li>• Post-mortem review – students correct quiz with colored editing pen</li> <li>• Study Island – practice skills and establish baseline (Language standards)</li> </ul> <p><b>Compound/Complex Sentences; Phrases and Clauses</b></p> <ul style="list-style-type: none"> <li>• Definition and examples noted on study cards (saved on Ring of Knowledge – ROK)</li> <li>• PH Writing &amp; Grammar – Practice activities individually in class and for homework; whole class review (corrections with colored editing pen)</li> <li>• Study Island – practice and establish baseline (language standards)</li> <li>• PH Literature Review – skill support – connect to anthology stories showing relationship between simple, compound, complex sentences; phrases/clauses; and misplaced/dangling modifiers (context reinforcement)</li> <li>• PH review – individual activities, whole class review, corrections w/colored editing pen</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p>(MP3 continued)</p> <p><b>E07.D.1.1.3</b> Place clauses and phrases within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p><b>E07.D.1.2.1</b> Use a comma to separate coordinate adjectives</p> <p><b>E07.D.1.2.2</b> Spell correctly.</p> <p><b>E07.D.1.2.3</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>E07.D.1.2.4</b> Use punctuation to set off items in a series.</p>			<ul style="list-style-type: none"> <li>• PSSA Crosswalk Excersizes</li> <li>• PH quiz</li> <li>• Post mortem review – whole class discussion, corrections using colored editing pen</li> </ul>
<p><b>Vocabulary</b>  <i>(*Note vocab skills continue through all marking periods; see changes for MP3 in excerpts, articles, stories, and novels.)</i></p> <p><b>CC.1.2.7.J</b> Acquire and use accurately grade- appropriate general academic and domain- specific words and phrases: gather vocabulary knowledge</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Determine the meaning of new words to improve literacy, and for PACC PSSA and SAT/ACT readiness.</li> <li>• Pronounce and spell vocabulary terms</li> <li>• Identify and apply definition of words in vocab exercises and in context</li> <li>• Identify and apply denotations and connotations of multiple meaning words</li> </ul>	<p><b>Wordly Wise Vocabulary (RegEd)</b></p> <p><b>Classical Roots Vocabulary (Honors)</b></p> <p><b>PH Literature Class Novels Teacher Exemplars</b></p> <p><b>Study Island PSSA Crosswalk Wiki</b></p>	<p><b>Anticipatory Set</b></p> <ul style="list-style-type: none"> <li>• Use vocab workbooks (Chapter 9-12) to introduce pronunciation (phonetic key), affixes, and etymology (language of origin and connections to cognates, Latin/Greek roots)</li> </ul> <p><b>Affixes (Prefixes/Suffixes)</b></p> <ul style="list-style-type: none"> <li>• Individual and small group practice with interdisciplinary connections to science and social studies academic terms. (teacher-created activities, PSSA Crosswalk)</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p><i>(MP3 continued)</i> when considering a word or phrase important to comprehension or expression.</p> <p><b>R7.A.1.1</b> Identify and apply the meaning of vocabulary</p> <p><b>R7A.1.1.1</b> Identify and/or apply meaning of multiple meaning words</p> <p><b>R7A.1.1.2</b> Identify and/or apply a synonym or antonym used in text.</p> <p><b>R7.A.1.2.</b> Identify and apply word recognition skills</p> <p><b>R7.A.1.2.1</b> Identify how the meaning of a word is changed when an affix is added (also as used in text).</p> <p><b>R7.A.1.2.2</b> Define and apply how the meaning of a word changes when context clues are given in explanatory sentences.</p>	<ul style="list-style-type: none"> <li>• Identify and apply a synonym and antonym of a word used in text</li> <li>• Understand and identify word recognition skills</li> <li>• Identify the meaning of a word used when a prefix or suffix (affix) is added</li> <li>• Define and apply the meaning of a word when context clues are given in explanatory sentences.</li> </ul>	<p><b>Study Cards</b> <b>Quizlet</b> <b>SMARTBoardElmo</b> <b>Colored Editing Pens</b> <b>Thefreedictionary.com</b> <b>quia</b> <b>Roget’s thesaurus</b> <b>Webster’s collegiate dictionary</b></p>	<p><b>Vocab workbooks</b></p> <ul style="list-style-type: none"> <li>• <b>Applied activities:</b> denotation, connotation, synonyms, antonyms, logical reasoning, context to determine multiple meanings</li> <li>• Whole class review – review and discussion of corrections; mark the text to edit/revise/correct using colored editing pens;</li> <li>• Individual review/study – Wordly Wise/Classical Roots online activities; quizlet, study cards (paper/online)</li> <li>• Study Island – individual practice and establish baseline (Vocab ) (Reading Standards for Literature)</li> <li>• Quiz (one chapter every two weeks) – paper/quia</li> <li>• Post mortem review and corrections – most common errors will be on future assessments as extra credit</li> </ul>



COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p>(MP3 continued)</p> <p><b>Reading – Literature (Non-fiction – Narrative and Informational)</b></p> <p><b>CC.1.2.7.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.7.R.1.8</b> Trace and evaluate the specific claim or arguments in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to the support the claims</p> <p><b>CC.1.2.7.1</b> Analyze how two or more authors present and interpret facts on the same topic.</p> <p><b>PA Standard 1.2.7.C</b> Distinguish between essential and nonessential information; identify bias and propaganda where present.</p> <p><b>R.7.B.3.</b> Understand concepts and organization of non-fiction text.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand concepts and organization of non-fiction text</li> <li>• Identify central idea and key supporting details that support, describe, and explain the basic points.</li> <li>• Identify and analyze how text structure clarifies meaning of non-fiction text</li> <li>• Identify and analyze text org/structure, including sequence, Q/A, comparison/contrast, cause and effect, and problem and solution</li> <li>• Identify content that would fit in a specific section of text</li> <li>• Interpret graphics and charts and or make connections between the text and/or graphics/charts</li> <li>• Distinguish between essential and nonessential information in text to evaluate claim for sound reasoning or relevant evidence</li> <li>• Identify bias and propaganda</li> </ul>	<p><b>PH Literature</b> Any excerpt, article, or short story from Unit 7: non-fiction <i>(11 non-fiction narrative and informational text that connect with grammar, vocabulary, and writing goals.)</i></p> <p><b>Teacher Exemplars</b> Of Beetles and Angels Fever 1793 Titanic Leonardo DaVinci History of Pirates Immigrant Kids When Plague Strikes (honors) Biography of Eleanor Roosevelt (honors)</p> <p><b>Background Research</b> Biographical Information on headings, titles, graphs, charts, and text structure</p> <p><b>Prezi</b> <b>Text Org handouts</b> <b>Study Island</b> <b>PSSA Crosswalk</b> <b>Wiki</b> <b>Literature Circle Guide</b> <b>SMARTBoardElmo</b> <b>Colored Editing Pens</b></p>	<p><b>Demonstrate comprehension by completing:</b></p> <ul style="list-style-type: none"> <li>• Guiding small group activities to monitor that students can <b>identify central idea and key details</b> (using articles and excerpts of non-fiction, i.e. Scope, Upfront, Scholastic, NYT Educational stories, etc.)</li> <li>• Background lesson to understand <b>purpose of headings, titles, graphics, charts</b>, etc. – highlighting articles and excerpts</li> <li>• Reinforce and practice skills with PSSA Crosswalk activities</li> <li>• Study Island – Standards for Literature and Informational Text)</li> </ul> <p><b>Text Organization/Structure</b></p> <ul style="list-style-type: none"> <li>• mini lesson on <b>text organization</b> (handout puzzles, scavenger hunts, and Prezi presentation)</li> <li>• Reinforce and practice skills with PSSA Crosswalk activities</li> <li>• Study Island – Standards for Literature and Informational Text)</li> <li>• Students <b>identify content that would fit in a specific section from text</b> using their non-fiction short stories and novels</li> <li>• Students use notes to develop “one-pagers” clearly expressing <b>connections between text and the content of graphics and charts</b>.</li> <li>• Reinforce and practice skills with study island (standards for informational text) and PSSA Crosswalk activities</li> </ul> <p><b>Bias and Propaganda</b></p> <ul style="list-style-type: none"> <li>• Mini lesson on types of <b>bias and propaganda</b> (handouts and Prezi presentation)</li> <li>• Background lesson to <b>differentiate essential and nonessential information</b> using evidence to evaluate claim for sound reasoning - highlighting articles and excerpts</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p><i>(MP3 continued)</i></p> <p><b><u>R.7.B.3.3.</u></b> Identify, compare, explain, describe, and analyze how text organization clarifies meaning of non-fiction text.</p> <p><b><u>R.7.B.3.3.1</u></b> Identify, compare, explain, describe, and analyze text structure, including sequence, question/answer, comparison/contrast, cause and effect, and problem solution.</p> <p><b><u>R.7.B.3.3.2</u></b> Identify content that would fit in a specific section of text.</p> <p><b><u>R.7.B.3.3.3</u></b> Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p><b><u>R.7.B.3.3.4</u></b> Identify, compare, explain, describe, and analyze the sequence of steps in a list of directions.</p>			<ul style="list-style-type: none"> <li>• Reinforce and practice skills with PSSA Crosswalk activities</li> <li>• Study Island – Standards for Literature and Informational Text)</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p>(MP3 continued)</p> <p><b>Writing – Persuasive/Argumentative</b></p> <p><b>CC.7.W.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>CC.7.W.1.a</b> Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p><b>CC.7.W.1.b</b> Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p><b>CC.7.W.1.c</b> Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence.</p>	<p><b>Students will be able to:</b> Write a <b>persuasive/argumentative</b> essay that shows:</p> <ol style="list-style-type: none"> <li>1. a clearly <b>stated position</b> or opinion</li> <li>2. a <b>convincing, elaborated, and properly cited evidence</b></li> <li>3. <b>persuasive techniques</b> to anticipate reader concerns and arguments</li> </ol> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Draft essays with an accurate understanding of the conventions, grammar and usage, <b>clauses and phrases</b>; and <b>simple, compound, and complex sentences</b>; <b>avoid run-ons and fragments</b>; and <b>identify misplaced and dangling modifiers</b>.</li> <li>• Use precise words and phrases, descriptive detail to compose an essay demonstrating understanding <b>text structure, and bias and propaganda</b>.</li> <li>• Include FCAs to <b>connect to grammar, reading, and vocabulary skills learned during MP1. MP2, and MP3</b>.</li> </ul>	<p><b>Teacher Exemplars:</b> Persuasive and Argumentative Writing Prompts (how to formulate a claim; pro/con arguments; nailing a conclusion)</p> <p>Study Island (Writing standards) Graphic Organizers for pre-writing and development (It's Debatable outline)</p> <p>Writer's guidebook PA Writing Rubric Writer's guidebook Editing Checklist Interim check-in handout Computers Google docs</p>	<p><b>Anticipatory Set</b> Teacher encourages small group and whole class listening, sharing, and reading of:</p> <ul style="list-style-type: none"> <li>• 1) a variety of <b>non-fiction articles and editorials</b> demonstrating <b>persuasive/argumentative technique</b></li> <li>• 2) <b>non-fiction research</b> – mini-lesson in library how to research pro and con sides of a non-fiction issue</li> </ul> <p><b>Research and Pre-writing Outline</b></p> <ul style="list-style-type: none"> <li>• Students write using connections to grammar, vocabulary, reading: write Collins Type 1 open-ended brainstorming connecting to: topics they are interested to research based on introductory library and online searches.</li> <li>• Students choose topics with teacher approval and use graphic organizers to outline the "It's Debatable" notes for argumentative essays (includes guided pre-writing activities)</li> <li>• Study Island – practice with persuasive techniques (writing standards)</li> </ul> <p><b>Drafting and Writing Process</b></p> <ul style="list-style-type: none"> <li>• Interim check-in, teacher monitors progress to approve outlines</li> <li>• Students write initial draft of editorial</li> <li>• Peer Edit w/ checklist</li> <li>• Revision Round One</li> <li>• Teacher mini conference</li> <li>• Revision Round Two</li> <li>• Self-edit with checklist</li> <li>• Revision Round Three</li> <li>• Publication to wiki/eportfolios/google docs</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p><b>MP4</b>  <b>Grammar (Language &amp; Usage)</b>  <i>*Note grammar skills for capitalization, punctuation, spelling, and structure continue through all marking periods; changes – MP4 is commonly confused words; homophones; and semicolons/dashes/parentheses.)</i></p> <p><b>CC.1.4.7.F</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>E07.D.1.7.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>E07.D.1.1.8</b> Identify and correct frequently confused words (i.e. homophones, spelling, and pronunciation).</p> <p><b>E07.D.1.2.3</b> Use punctuation (commas, semicolon, colon, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>E07.D.1.2.4</b> Use punctuation to set off items in a series, introductory phrases, dependent, and independent clauses.</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Master the basics and add more content about how to <b>identify, edit, and revise DOL grammar sentences</b> to demonstrate understanding of grammar and usage, as well as conventions of standard English.</li> <li>• Share and explain grammatical changes in the daily DOL individually and in a large group setting, <b>using proper use of editing/proofreading symbols within sentences and explain rules.</b></li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify and <b>correct frequently confused words</b> (i.e. homophones, spelling, and pronunciation) <i>to/too/two, there/they're/their, where/were, of/have</i></li> <li>• Use punctuation (<b>comma, semicolon, colon, dash, parentheses</b>) to set off nonrestrictive/parenthetical elements</li> <li>• Use punctuation to set off items in a <b>series, introductory phrases, and dependent and independent clauses.</b></li> </ul>	<p><b>DOL Language</b></p> <ul style="list-style-type: none"> <li>• daily sentences organized with recurring edits in one-week period, across a four-week unit</li> <li>• student notes in grammar journal</li> <li>• blue/black pen; colored editing pen</li> <li>• SMARTBoard/Elmo</li> <li>• Nerf balls/beanie bears</li> <li>• Study Island</li> <li>• Wiki</li> </ul> <p><b>Compound/Complex Sentences; and Phrases/Clauses</b></p> <ul style="list-style-type: none"> <li>• Ring of Knowledge</li> <li>• PH Writing &amp; Grammar</li> <li>• PH Grammar Exercises</li> <li>• Skill Support in PH Literature Workbook</li> <li>• PH Review</li> <li>• PH Assessments</li> <li>• Study Island</li> <li>• Wiki</li> </ul>	<p><b>DOL Language</b></p> <ul style="list-style-type: none"> <li>• Teacher-facilitated discussion – students make individual edits, volunteer to make edits on SMARTboard/Elmo (formative); teacher leads whole group discussion; and students conclude by noting final edits and rules based on final model/explanation.</li> <li>• Individual Study/review - derived from a 4-week unit (handouts in class and on Teacher wiki)</li> <li>• Whole Class Review Game - class discussion and interactive game (mushroom mania)</li> <li>• Quiz - based on 4-week review</li> <li>• Post-mortem review – students correct quiz with colored editing pen</li> <li>• Study Island – practice skills and establish baseline (Language standards)</li> </ul> <p><b>Frequently Confused Words; Punctuation (comma, semicolon, colon, dash, and parentheses)</b></p> <ul style="list-style-type: none"> <li>• Definition and examples noted on study cards (saved on Ring of Knowledge – ROK)</li> <li>• PH Writing &amp; Grammar – Practice activities individually in class and for homework; whole class review (corrections with colored editing pen)</li> <li>• Study Island – practice and establish baseline (language standards)</li> <li>• PH Literature Review – skill support – connect to anthology stories (context reinforcement)</li> <li>• PH review – individual activities, whole class review, corrections w/colored editing pen</li> <li>• PSSA Crosswalk Excersizes</li> <li>• PH quiz</li> <li>• Post mortem review – whole class discussion, corrections using colored editing pen</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p>(MP4 continued)</p> <p><b>Vocabulary</b>  <i>(*Note vocab skills continue through all marking periods; see changes for MP3 in excerpts, articles, stories, and novels.)</i></p> <p><b>CC.1.2.7.J</b> 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.</p> <p><b>R7.A.1.1</b> Identify and apply the meaning of vocabulary</p> <p><b>R7A.1.1.1</b> Identify and/or apply meaning of multiple meaning words</p> <p><b>R7A.1.1.2</b> Identify and/or apply a synonym or antonym used in text.</p> <p><b>R7.A.1.2.</b> Identify and apply word recognition skills</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Determine the meaning of new words to improve literacy, and for PACC PSSA and SAT/ACT readiness.</li> <li>Pronounce and spell vocabulary terms</li> <li>Identify and apply definition of words in vocab exercises and in context</li> <li>Identify and apply denotations and connotations of multiple meaning words</li> <li>Identify and apply a synonym and antonym of a word used in text</li> <li>Understand and identify word recognition skills</li> <li>Identify the meaning of a word used when a prefix or suffix (affix) is added</li> <li>Define and apply the meaning of a word when context clues are given in explanatory sentences.</li> </ul>	<p><b>Wordly Wise Vocabulary (RegEd)</b></p> <p><b>Classical Roots Vocabulary (Honors)</b></p> <p><b>PH Literature Class Novels Teacher Exemplars</b></p> <p><b>Study Island PSSA Crosswalk Wiki</b></p> <p><b>Study Cards Quizlet SMARTBoardElmo Colored Editing Pens Thefreedictionary.com quia Roget’s thesaurus Webster’s collegiate dictionary</b></p>	<p><b>Anticipatory Set</b></p> <ul style="list-style-type: none"> <li>Use vocab workbooks (Chapter 13-16) to introduce pronunciation (phonetic key), affixes, and etymology (language of origin and connections to cognates, Latin/Greek roots)</li> </ul> <p><b>Affixes (Prefixes/Suffixes)</b></p> <ul style="list-style-type: none"> <li>Individual and small group practice with interdisciplinary connections to science and social studies academic terms. (teacher-created activities, PSSA Crosswalk)</li> </ul> <p><b>Vocab workbooks</b></p> <ul style="list-style-type: none"> <li><b>Applied activities:</b> denotation, connotation, synonyms, antonyms, logical reasoning, context to determine multiple meanings</li> <li>Whole class review – review and discussion of corrections; mark the text to edit/revise/correct using colored editing pens;</li> <li>Individual review/study – Wordly Wise/Classical Roots online activities; quizlet, study cards (paper/online)</li> <li>Study Island – individual practice and establish baseline (Vocab ) (Reading Standards for Literature)</li> <li>Quiz (one chapter every two weeks) – paper/quia</li> <li>Post mortem review and corrections – most common errors will be on future assessments as extra credit</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p>(MP4 continued)</p> <p><b>R7.A.1.2.1</b> Identify how the meaning of a word is changed when an affix is added (also as used in text).</p> <p><b>R7.A.1.2.2</b> Define and apply how the meaning of a word changes when context clues are given in explanatory sentences.</p>			
<p><b>Reading – Literary Fiction (Tone, Mood, Voice, and Purpose)</b></p> <p><b>CC.1.3.7.k</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><b>R7.A.1.3</b> Make inferences, draw conclusions, and make generalizations based on text.</p> <p><b>C.C.1.3.7.e</b> Analyze how the structure or form of a text and how it contributes to its meaning in a story, drama, or poem.</p> <p><b>R7.A.2.6.2</b> Identify, describe and analyze genre of text, and examples that support author’s intended purpose (info, persuasive, biographical, instructional, and editorial/essay).</p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Comprehend literary fiction at grade level, independently and proficiently</li> <li>• Make inferences and draw conclusions from text</li> <li>• Analyze structure of various fictional types of literature – story, poem, drama.</li> <li>• Analyze genre of text and examples of supporting evidence</li> <li>• Analyze the interactions between individuals, events, and ideas</li> <li>• Determine how the author uses the meaning of words and phrases, including figurative, connotative, or technical meanings, in a text</li> </ul>	<p><b>PH Literature</b> Any short story from Units 5,6,8, and 9: fiction and poetry <i>(short stories, drama, poetry, and folk literature that connect with grammar, vocabulary, and writing goals.)</i></p> <p><b>Teacher Exemplars</b> Greek Myths Golden Fleece (honors) Black Ships Before Troy Watership Down (honors) Prometheus Bound Speed: The story of Atalanta Antigone (honors) Sci-fi/fantasy SSR novels</p>	<p><b>Demonstrate comprehension by completing:</b></p> <ul style="list-style-type: none"> <li>• Background lessons to explore in depth the <b>genres of folk literature, poetry, and drama</b></li> <li>• In large and small groups, students use skills of determining genre, identifying author’s purpose and the text structure to compare/contrast different types of literature (poem, play, myth, etc.)</li> <li>• Introduce social commentary purpose using philosophy of Western civilization and Ancient Greece/Rome (Creation myth, United Streaming video on Greece, background of Socrates, Plato, Sophocles, and Aristotle)</li> </ul> <p><b>Folk Literature</b></p> <ul style="list-style-type: none"> <li>• Students demonstrate, independently and in small groups, comprehension by completing basic questions, inferences, and drawing conclusions about different legends, myths, and folk tales.</li> <li>• A dramatic play is acted out in Reader’s theater and staged with costumes to be performed in front of peers and at Open House (optional)</li> <li>• Small group and individual activities comparing/contrasting Greek myths and classic folk literature to modern folk tales,</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p>(MP4 continued)</p> <p><b>E07.A-C.2.1</b> Demonstrate understanding of craft and structure in literature (story, poem, drama)</p> <p><b>CC.1.2.7.B</b> Cite several pieces of text evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text</p> <p><b>CC.1.2.7.C</b> Analyze the interactions between individuals, events, and ideas in text (e.g. how events influence individuals or events, how individuals influence ideas or events).</p> <p><b>E07.B-C2.1.3</b> Determine how the author uses the meaning of words and phrases, including figurative, connotative, or technical meanings, in a text; analyze the importance of word choice on meaning and tone. Analyze the impact of rhyme and other repetition sounds on a specific verse or stanza of a poem or a section of a story or drama.</p>	<ul style="list-style-type: none"> <li>Analyze the importance of word choice on meaning and tone</li> <li>Analyze the impact of rhyme and other repetition on a verse or stanza of a poem or a section of a story or dram</li> </ul>	<p><b>Background Research</b> Teacher-provided Information on headings, rhyme, meter, other poetic devices, dramatic performance, staging a play, the role of social commentary in sci-fi &amp; fantasy (are these the modern folk literature of our present day?)</p> <p><b>Poetry and folk literature handouts</b> <b>Study Island</b> <b>PSSA Crosswalk Wiki</b> <b>Literature Term Guide (100+ terms)</b> <b>SMARTBoard/Elmo</b> <b>Colored Editing Pens</b></p>	<ul style="list-style-type: none"> <li>analyzing how the author uses the meaning of words, including figurative, connotative, or technical (Shrek, Frozen, Incredibles, Mulan, Aladdin, etc.)</li> <li>Reinforce and practice skills with PSSA Crosswalk activities (comparing text to poem to drama)</li> <li>Study Island – Standards for Literature (comparing text to poem to play)</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Guided instruction and activities on the importance of rhyme and other repetition devices on a verse or stanza of a poem or section of story or drama.</li> <li>Mini-lesson on how <b>poetry and drama can connect to folk literature</b> (Iliad, Odyssey, “There Once was a Man” &lt;from Pajama Game&gt;)</li> <li>Large group activity to model how to identify and analyze common themes and literary devices between poetry and folk literature and dramatic play (using Elmo/Smartboard)</li> <li>Small group and individual activities comparing/contrasting lyrical poetry to modern song lyrics analyzing the importance of word choice on meaning and tone (students bring in favorite lyrics to analyze)</li> <li>Reinforce and practice skills with PSSA Crosswalk activities (analyzing and comparing poetry)</li> <li>Study Island – Standards for Literature)</li> </ul> <p><b>Social Commentary – Sci-fi &amp; Fantasy SSR</b></p> <ul style="list-style-type: none"> <li>Students complete virtual scavenger hunt about fact and fiction related to genres of sci-fi and fantasy</li> <li>Brainstorm with students in small groups whether sci-fi and fantasy can be considered</li> </ul>



COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
(MP4 continued)			<ul style="list-style-type: none"> <li>• a form of folk literature (mythical creatures, futuristic science with god-like powers?)</li> <li>• Students choose independent reading at grade level within sci-fi and fantasy genre (Barcode Tattoo, The Giver, Childhood's End, Hunger Games, Divergent, The Hobbit, Lord of the Rings, etc.)</li> <li>• Students write captions and illustrate connections between SSR sci-fi/fantasy novels and folk literature by either choosing common theme, author's purpose, literary devices, or figurative language.</li> </ul>
<p><b>Writing – Narrative Fictional</b></p> <p><b>Standard 1.4.7.A</b> Write poems, short stories, and plays.</p> <p><b>1.5.7.A</b> Write with a clear focus, identifying topic, task, and audience, establishing a single point of view.</p> <p><b>1.5.7.B</b> Develop appropriate content for the topic. Select and employ the most effective format for the audience. Write with details and information specific to the topic and relevant to the focus.</p> <p><b>1.5.7.C</b> Write with controlled and/or subtle organization. Use appropriate transitions within sentences and</p>	<p><b>Students will be able to:</b>  Draw on their knowledge of folk literature, poetry and science fiction/fantasy to write a <b>poem and short story or play:</b></p> <ul style="list-style-type: none"> <li>• With a clear <b>focus</b></li> <li>• Using appropriate <b>style</b>, using <b>varied sentences and descriptive words</b></li> <li>• Create <b>tone and voice</b> through the use of precise language (vivid verbs, specific nouns, modifiers, literary devices, figurative language, etc.)</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Draft essays with an accurate understanding of the conventions, grammar and usage</li> <li>• Identify and <b>correct frequently confused words</b> (i.e. homophones,</li> </ul>	<p><b>Teacher Exemplars:</b>  Narrative Writing Prompts (modern mythology play; narrative and lyrical poems; contemporary hero or god, etc.)</p> <p>Graphic Organizers for pre-writing and development</p> <p>Writer's guidebook</p> <p>PA Writing Rubric</p> <p>Editing Checklist</p> <p>Interim check-in handout</p> <p>Computers</p> <p>wiki</p> <p>Google docs</p>	<p><b>Anticipatory Set</b>  Teacher encourages small group and whole class listening, sharing, and reading of:</p> <ul style="list-style-type: none"> <li>• 1) a variety of <b>fictional stories, folk literature, dramatic plays, and poetry</b> demonstrating <b>narrative writing</b></li> <li>• 2) guided mini-lesson to review using writer's toolkit: <b>PA rubric</b> for focus, content, organization, style, and conventions; also the <b>writer's guidebook for transitions</b>; and <b>thesaurus for varied word choice</b>.</li> </ul> <p><b>Research and Pre-writing Outline</b></p> <ul style="list-style-type: none"> <li>• Students use connections to grammar, vocabulary, reading to write Collins Type 1 open-ended brainstorming connecting to topics they are interested to explore in narrative stories, poetry, and plays.</li> <li>• Students choose topics with teacher approval and use graphic organizers to outline</li> </ul> <p><b>Drafting and Writing Process</b></p> <ul style="list-style-type: none"> <li>• Interim check-in, teacher monitors progress to approve outlines</li> </ul>

COMMON CORE STANDARDS	LEARNING OBJECTIVES (GOALS)	MATERIALS/ RESOURCES	INSTRUCTIONAL STRATEGIES AND ASSESSMENTS
<p><i>(MP4 continued)</i> between paragraphs that reflect the writer's purpose. Establish topic and purpose in introduction, and refer to topic and purpose (using varied words) in conclusion.</p> <p><b>1.5.7.D</b> Write with an understanding of style, using a variety of sentence structures and descriptive word choices.</p> <p><b>1.5.7.E</b> Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone, and word choice.</p> <p><b>1.5.7.F</b> Use grade appropriate conventions of language when writing and editing. Spell common, frequently used words correctly; use capital letters correctly; punctuate correctly; and use correct grammar and sentence formation.</p>	<p>spelling, and pronunciation) to/too/two,</p> <ul style="list-style-type: none"> <li>• there/they're/their, where/were, of/have</li> <li>• Use punctuation (<b>comma, semicolon, colon, dash, parentheses</b>) to set off nonrestrictive/parenthetical elements</li> <li>• Use punctuation to set off items in a <b>series, introductory phrases, and dependent and independent clauses.</b></li> </ul>		<ul style="list-style-type: none"> <li>• Students write initial draft of poem and story/play</li> <li>• Peer Edit w/ checklist</li> <li>• Revision Round One</li> <li>• Teacher mini conference</li> <li>• Revision Round Two</li> <li>• Self-edit with checklist</li> <li>• Revision Round Three</li> <li>• Publication to wiki/eportfolios/google docs</li> </ul>

