

## Curriculum Map: English 7- 2021-2022

Course: ENGLISH 7 Sub-topic: English

Grade(s): 7 to 8

**Course Description:** This course of study is for all students who follow the regular education program. Students are heterogeneously grouped. In terms of methodology, literary content and communication skills are presented to students through an integrated approach. Composition skills stem from PA State Assessment; reading skills stem from and the core content, which is literature.

**Course Textbooks, Workbooks, Materials Citations:** Prentice Hall Literature: Timeless Voices, Timeless Themes (Bronze Edition)  
Sadlier-Oxford Vocabulary Workbook Level B  
Freak the Mighty by Rodman Philbrick  
Where the Red Fern Grows by Wilson Rawls  
Walk Two Moons by Sharon Creech  
Heath Grammar Book-Grade 7

### Unit: Short Stories/Characterization

**Unit Description:** This unit of study focuses readers on studying not just characters, but characterization, or how authors create complex characters with weakness and strengths, complex relationships with others, and life lessons they learn and teach.

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text?  
What is this text really about?  
How do readers know what to believe?  
How does what readers read influence how they should read it?  
How does a reader's purpose influence how text should be read?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

**Unit Materials:** "Papa's Parrot"

### STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.7.C \(Advanced\)](#) Analyze the interactions between individuals, events, and ideas in a text.

[CC.1.3.7.B \(Advanced\)](#) 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.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

STATE: Pennsylvania State Anchors (2010)

[R7.A.1 \(Advanced\)](#) Understand fiction appropriate to grade level.

[R7.A.1.3 \(Advanced\)](#) Make inferences, draw conclusions, and make generalizations based on text.

(\* standards consolidated from Topic level)

### Topic: "Papa's Parrot"

Minutes for Topic: 44

**Core Lesson Essential Questions:**

**Core Lesson Big Ideas:**

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.7.C \(Advanced\)](#) Analyze the interactions between individuals, events, and ideas in a text.
- [CC.1.3.7.B \(Advanced\)](#) 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.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

STATE: Pennsylvania State Anchors (2010)

- [R7.A.1 \(Advanced\)](#) Understand fiction appropriate to grade level.
- [R7.A.1.3 \(Advanced\)](#) Make inferences, draw conclusions, and make generalizations based on text.

**Unit: Short Stories/Conflict**

**Unit Description:** Students will learn about the different types of story conflicts which will help them better comprehend their reading.

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text?  
What is this text really about?  
How do readers know what to believe?  
How does what readers read influence how they should read it?  
How does a reader's purpose influence how text should be read?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

**Unit Materials:** "Seventh Grade"

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.7.A \(Advanced\)](#) 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.1.3.7.B \(Advanced\)](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
- [CC.1.3.7.C \(Advanced\)](#) Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- [CC.1.3.7.D \(Advanced\)](#) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- [CC.1.3.7.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

(\* standards consolidated from Topic level)

**Topic: "Seventh Grade"**

Minutes for Topic: 44

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.7.A \(Advanced\)](#) 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.1.3.7.B \(Advanced\)](#) Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.
- [CC.1.3.7.C \(Advanced\)](#) Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- [CC.1.3.7.D \(Advanced\)](#) Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- [CC.1.3.7.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Unit: Short Stories/Plot**

**Unit Description:** Students will learn there's more to plot than identifying the series of events in a story.

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text?  
 What is this text really about?  
 How do readers know what to believe?  
 How does what readers read influence how they should read it?  
 How does a reader's purpose influence how text should be read?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

**Unit Materials:** "Rikki Tikki Tavi"

"The Third Wish"

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.7.C (Advanced)</a>	Analyze the interactions between individuals, events, and ideas in a text.
<a href="#">CC.1.3.7.A (Advanced)</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.
<a href="#">CC.1.3.7.B (Advanced)</a>	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.
<a href="#">CC.1.3.7.C (Advanced)</a>	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D (Advanced)</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
<a href="#">CC.1.3.7.G (Advanced)</a>	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).

(\* standards consolidated from Topic level)

**Topic: "Rikki-Tikki-Tavi"**

Minutes for Topic: 90

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.3.7.A (Advanced)</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.
<a href="#">CC.1.3.7.C (Advanced)</a>	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D (Advanced)</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
<a href="#">CC.1.3.7.G (Advanced)</a>	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).

**Topic: "The Third Wish"**

Minutes for Topic: 44

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.7.C \(Advanced\)](#)

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

[CC.1.3.7.A \(Advanced\)](#)

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 \(Advanced\)](#)

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.

### Unit: Short Stories/Setting

Timeline: Week 36

#### Unit

##### Description:

Students will study the impact that setting can have on a story.

##### Unit Essential Questions:

How do strategic readers create meaning from informational and literary text?

What is this text really about?

How do readers know what to believe?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

**Unit Materials:** "All Summer in a Day"  
"Rip Van Winkle"

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.7.A \(Advanced\)](#)

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 \(Advanced\)](#)

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

[CC.1.3.7.C \(Advanced\)](#)

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

[CC.1.3.7.G \(Advanced\)](#)

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).

[CC.1.3.7.H \(Advanced\)](#)

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.

[CC.1.3.7.J \(Advanced\)](#)

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

[CC.1.3.7.K \(Advanced\)](#)

Read and comprehend literary fiction on grade level, reading independently and proficiently.

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions

[E04.A-K.1.1.3 \(Advanced\)](#)

Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Alternate Eligible Content Code E04AK1.1.3a: Identify details from the text to answer questions related to the characters, setting or events

[E04.A-V.4.1.2](#)  
(Advanced)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Alternate Eligible Content Code E04AV4.1.2a: Identify the nonliteral meaning of words or phrases E04AV4.1.2b: Use relationships between words to aid comprehension

(\* standards consolidated from Topic level)

### Topic: Story "All Summer in a Day"

Minutes for Topic: 44

#### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.7.B \(Advanced\)](#)

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.G \(Advanced\)](#)

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).

STATE: PA Core Anchors and Eligible Content (2014)

[E03.A-K.1.1.1 \(Advanced\)](#)

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Alternate Eligible Content E03AK1.1.1a: Answer a literal question about a text E03AK1.1.1b: Ask a question about the text E03AK1.1.1c: Identify details from the text to support answers to literal questions

[E04.A-K.1.1.3 \(Advanced\)](#)

Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Alternate Eligible Content Code E04AK1.1.3a: Identify details from the text to answer questions related to the characters, setting or events

[E04.A-V.4.1.2 \(Advanced\)](#)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Alternate Eligible Content Code E04AV4.1.2a: Identify the nonliteral meaning of words or phrases E04AV4.1.2b: Use relationships between words to aid comprehension

### Topic: "Rip Van Winkle"

Minutes for Topic: 120

#### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.7.A \(Advanced\)](#)

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 \(Advanced\)](#)

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

[CC.1.3.7.C \(Advanced\)](#)

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

[CC.1.3.7.H \(Advanced\)](#)

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.

[CC.1.3.7.J \(Advanced\)](#)

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

[CC.1.3.7.K \(Advanced\)](#)

Read and comprehend literary fiction on grade level, reading independently and proficiently.

### Unit: Short Stories/Theme

#### Unit

**Description:** Students will learn to infer and express the theme in any given story.

**Unit Essential** How do strategic readers create meaning from informational and literary text?

**Questions:** What is this text really about?  
How do readers know what to believe?  
How does what readers read influence how they should read it?  
How does a reader's purpose influence how text should be read?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

**Unit Materials:** "The Cat Who Thought Who Thought She Was a Dog and the Dog who Thought he was a Cat"

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.3.7.A (Advanced)</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.
<a href="#">CC.1.3.7.B (Advanced)</a>	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.
<a href="#">CC.1.3.7.C (Advanced)</a>	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
<a href="#">CC.1.3.7.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.

(\* standards consolidated from Topic level)

**Topic: "The Cat Who Thought She Was a Dog and the Dog Who Thought He Was a Cat"**

Minutes for Topic: 44

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.3.7.A (Advanced)</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.
<a href="#">CC.1.3.7.B (Advanced)</a>	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.
<a href="#">CC.1.3.7.C (Advanced)</a>	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
<a href="#">CC.1.3.7.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Unit: Short Stories/Point of View**

**Unit Description:** Students will explain the author's purpose in using a particular point of view and how the point of view relates to the overall theme of the literary work using critical thinking skills, skills that can be applied outside of the classroom.

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text?  
What is this text really about?  
How do readers know what to believe?  
How does what readers read influence how they should read it?  
How does a reader's purpose influence how text should be read?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

**Unit Materials:** "Amigo Brothers"

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.3.7.A</a> (Advanced)	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.
<a href="#">CC.1.3.7.B</a> (Advanced)	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.
<a href="#">CC.1.3.7.C</a> (Advanced)	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D</a> (Advanced)	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.E</a> (Advanced)	Analyze how the structure or form of a text contributes to its meaning.
<a href="#">CC.1.3.7.F</a> (Advanced)	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
<a href="#">CC.1.3.7.K</a> (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

(\* standards consolidated from Topic level)

**Topic: "Amigo Brothers"**

Minutes for Topic: 60

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.3.7.A</a> (Advanced)	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.
<a href="#">CC.1.3.7.B</a> (Advanced)	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.
<a href="#">CC.1.3.7.C</a> (Advanced)	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D</a> (Advanced)	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.E</a> (Advanced)	Analyze how the structure or form of a text contributes to its meaning.
<a href="#">CC.1.3.7.F</a> (Advanced)	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
<a href="#">CC.1.3.7.K</a> (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Unit: Novel Study****Unit****Description:** In depth study of three separate novels**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text?

What is this text really about?

How do readers know what to believe?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?

How does interaction with text provoke thinking and response?

How do task, purpose, and audience influence how speakers craft and deliver a message?

How do speakers employ language and utilize resources to effectively communicate a message?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Effective speakers prepare and communicate messages to address the audience and purpose.

**Unit Materials:** Novels: Freak the Mighty by Rodman Philbrick, Where the Red Fern Grows by Wilson Rawls, Walk Two Moons by Sharon Creech

Various study guides, activities, and projects

Walk Two Moons research presentation/speech

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.7.A</a> (Advanced)	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.
<a href="#">CC.1.2.7.B</a> (Advanced)	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.
<a href="#">CC.1.2.7.C</a> (Advanced)	Analyze the interactions between individuals, events, and ideas in a text.
<a href="#">CC.1.2.7.D</a> (Advanced)	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.
<a href="#">CC.1.2.7.F</a> (Advanced)	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
<a href="#">CC.1.2.7.G</a> (Advanced)	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<a href="#">CC.1.2.7.J</a> (Advanced)	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.
<a href="#">CC.1.2.7.L</a> (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.7.A</a> (Advanced)	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.
<a href="#">CC.1.3.7.B</a> (Advanced)	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.
<a href="#">CC.1.3.7.C</a> (Advanced)	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D</a> (Advanced)	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.E</a> (Advanced)	Analyze how the structure or form of a text contributes to its meaning.
<a href="#">CC.1.3.7.G</a> (Advanced)	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).
<a href="#">CC.1.3.7.H</a> (Advanced)	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.
<a href="#">CC.1.3.7.K</a> (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.7.A</a> (Advanced)	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<a href="#">CC.1.4.7.B</a> (Advanced)	Identify and introduce the topic clearly, including a preview of what is to follow.
<a href="#">CC.1.4.7.M</a> (Advanced)	Write narratives to develop real or imagined experiences or events.
<a href="#">CC.1.4.7.V</a>	Conduct short research projects to answer a question,



<a href="#">(Advanced)</a>	drawing on several sources and generating additional related, focused questions for further research and investigation.
<a href="#">CC.1.4.7.W (Advanced)</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<a href="#">CC.1.5.7.A (Advanced)</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.
<a href="#">CC.1.5.7.C (Advanced)</a>	Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">CC.1.5.7.D (Advanced)</a>	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.
<a href="#">CC.1.5.7.E (Advanced)</a>	Adapt speech to a variety of contexts and tasks.
<a href="#">CC.1.5.7.F (Advanced)</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<a href="#">CC.1.5.7.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

(\* standards consolidated from Topic level)

**Topic: Freak the Mighty by Rodman Philbrick**

Minutes for Topic: 600

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.7.A (Advanced)</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.
<a href="#">CC.1.2.7.B (Advanced)</a>	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.
<a href="#">CC.1.2.7.C (Advanced)</a>	Analyze the interactions between individuals, events, and ideas in a text.
<a href="#">CC.1.2.7.D (Advanced)</a>	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.
<a href="#">CC.1.2.7.G (Advanced)</a>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<a href="#">CC.1.2.7.L (Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.7.A (Advanced)</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.
<a href="#">CC.1.3.7.B (Advanced)</a>	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.
<a href="#">CC.1.3.7.C (Advanced)</a>	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D (Advanced)</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.E (Advanced)</a>	Analyze how the structure or form of a text contributes to its meaning.
<a href="#">CC.1.3.7.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.7.A (Advanced)</a>	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

**Topic: Where the Red Fern Grows by Wilson Rawls**

Minutes for Topic: 800

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.7.A (Advanced)</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.
<a href="#">CC.1.2.7.B (Advanced)</a>	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.
<a href="#">CC.1.2.7.C (Advanced)</a>	Analyze the interactions between individuals, events, and ideas in a text.
<a href="#">CC.1.2.7.D (Advanced)</a>	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.
<a href="#">CC.1.2.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
<a href="#">CC.1.2.7.G (Advanced)</a>	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
<a href="#">CC.1.2.7.J (Advanced)</a>	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.
<a href="#">CC.1.2.7.L (Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.7.A (Advanced)</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.
<a href="#">CC.1.3.7.B (Advanced)</a>	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.
<a href="#">CC.1.3.7.D (Advanced)</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.G (Advanced)</a>	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).
<a href="#">CC.1.3.7.H (Advanced)</a>	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.
<a href="#">CC.1.3.7.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.7.M (Advanced)</a>	Write narratives to develop real or imagined experiences or events.
<a href="#">CC.1.5.7.A (Advanced)</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.

**Topic: Walk Two Moons by Sharon Creech**

Minutes for Topic: 600

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.7.A (Advanced)</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.
<a href="#">CC.1.2.7.B (Advanced)</a>	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.
<a href="#">CC.1.2.7.C (Advanced)</a>	Analyze the interactions between individuals, events, and ideas in a text.
<a href="#">CC.1.2.7.D (Advanced)</a>	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.
<a href="#">CC.1.3.7.B (Advanced)</a>	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.
<a href="#">CC.1.3.7.C (Advanced)</a>	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D (Advanced)</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.E (Advanced)</a>	Analyze how the structure or form of a text contributes to its meaning.
<a href="#">CC.1.3.7.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.7.B (Advanced)</a>	Identify and introduce the topic clearly, including a preview of what is to follow.
<a href="#">CC.1.4.7.V (Advanced)</a>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<a href="#">CC.1.4.7.W (Advanced)</a>	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and

	following a standard format for citation.
<a href="#">CC.1.5.7.A (Advanced)</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.
<a href="#">CC.1.5.7.C (Advanced)</a>	Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">CC.1.5.7.D (Advanced)</a>	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.
<a href="#">CC.1.5.7.E (Advanced)</a>	Adapt speech to a variety of contexts and tasks.
<a href="#">CC.1.5.7.F (Advanced)</a>	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<a href="#">CC.1.5.7.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

## Unit: Poetry

**Unit Description:** The unit focuses on familiarizing students with the structural elements of poetry (e.g., rhyme, meter, stanzas, line breaks) as well as using the writing process to write original poems that convey sensory details using the conventions of poetry. Students will also analyze and interpret poems, using evidence to support their claims. Students will understand that people write poetry to express their thoughts and emotions in a creative, unique way.

**Unit Essential Questions:** What makes clear and effective writing?  
 Why do writers write?  
 What is the purpose?  
 Who is the audience?  
 What will work best for the audience?

How do strategic readers create meaning from informational and literary text?  
 What is this text really about?  
 How do readers know what to believe?  
 How does what readers read influence how they should read it?  
 How does a reader's purpose influence how text should be read?

**Unit Big Ideas:** Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Effective readers use appropriate strategies to construct meaning.

**Unit Materials:** Poetry Portfolio

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.3.7.A (Advanced)</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.
<a href="#">CC.1.3.7.B (Advanced)</a>	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.
<a href="#">CC.1.3.7.C (Advanced)</a>	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D (Advanced)</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.E (Advanced)</a>	Analyze how the structure or form of a text contributes to its meaning.
<a href="#">CC.1.3.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
<a href="#">CC.1.3.7.G (Advanced)</a>	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).
<a href="#">CC.1.3.7.I (Advanced)</a>	Determine or clarify the meaning of unknown and multiple-

meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

[CC.1.3.7.J](#)  
(Advanced)

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

[CC.1.3.7.K](#)  
(Advanced)

Read and comprehend literary fiction on grade level, reading independently and proficiently.

[CC.1.4.7.E](#)  
(Advanced)

Write with an awareness of the stylistic aspects of composition.

- 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.

[CC.1.4.7.F](#)  
(Advanced)

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

[CC.1.4.7.L](#)  
(Advanced)

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

[CC.1.4.7.Q](#)  
(Advanced)

Write with an awareness of the stylistic aspects of writing.

? Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ? Use sentences of varying lengths and complexities ? Use precise language. ? Develop and maintain a consistent voice.

[CC.1.4.7.X](#)  
(Advanced)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(\* standards consolidated from Topic level)

### Topic: Writing Poetry

Minutes for Topic: 400

#### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.4.7.E](#) (Advanced)

Write with an awareness of the stylistic aspects of composition.

- 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.

[CC.1.4.7.F](#) (Advanced)

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

[CC.1.4.7.L](#) (Advanced)

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

[CC.1.4.7.Q](#) (Advanced)

Write with an awareness of the stylistic aspects of writing.

? Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ? Use sentences of varying lengths and complexities ? Use precise language. ? Develop and maintain a consistent voice.

[CC.1.4.7.X](#) (Advanced)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Topic: Reading and Analyzing Poetry

Minutes for Topic: 400

#### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.3.7.A](#) (Advanced)

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](#) (Advanced)

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.
<a href="#">CC.1.3.7.C (Advanced)</a>	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D (Advanced)</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.E (Advanced)</a>	Analyze how the structure or form of a text contributes to its meaning.
<a href="#">CC.1.3.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
<a href="#">CC.1.3.7.G (Advanced)</a>	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).
<a href="#">CC.1.3.7.I (Advanced)</a>	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.
<a href="#">CC.1.3.7.J (Advanced)</a>	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.
<a href="#">CC.1.3.7.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.

### Unit: Drama Study

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text?

- What is this text really about?
- How do readers know what to believe?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

**Unit Materials:** "A Christmas Carol"

TDA Prompt

### STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.3.7.A (Advanced)</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.
<a href="#">CC.1.3.7.B (Advanced)</a>	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.
<a href="#">CC.1.3.7.C (Advanced)</a>	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D (Advanced)</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
<a href="#">CC.1.3.7.G (Advanced)</a>	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).
<a href="#">CC.1.3.7.H (Advanced)</a>	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.
<a href="#">CC.1.3.7.I (Advanced)</a>	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.
<a href="#">CC.1.3.7.J (Advanced)</a>	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.
<a href="#">CC.1.3.7.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.7.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

(\* standards consolidated from Topic level)

### Topic: Charles Dickens' A Christmas Carol

Minutes for Topic: 600

#### STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.3.7.A (Advanced)</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.
<a href="#">CC.1.3.7.B (Advanced)</a>	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.
<a href="#">CC.1.3.7.C (Advanced)</a>	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
<a href="#">CC.1.3.7.D (Advanced)</a>	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
<a href="#">CC.1.3.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
<a href="#">CC.1.3.7.G (Advanced)</a>	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).
<a href="#">CC.1.3.7.H (Advanced)</a>	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.
<a href="#">CC.1.3.7.I (Advanced)</a>	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.
<a href="#">CC.1.3.7.J (Advanced)</a>	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.
<a href="#">CC.1.3.7.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.7.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

### Unit: Myths, Fables, Legends, and Folktales

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text?  
 What is this text really about?  
 How do readers know what to believe?  
 How does what readers read influence how they should read it?  
 How does a reader's purpose influence how text should be read?

How do readers know what to believe in what they read, hear, and view?  
 How does interaction with text provoke thinking and response?

**Unit Big Ideas:** Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Effective readers use appropriate strategies to construct meaning.

#### STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.7.A (Advanced)</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.
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<a href="#">CC.1.2.7.B</a> (Advanced)	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.
<a href="#">CC.1.2.7.C</a> (Advanced)	Analyze the interactions between individuals, events, and ideas in a text.
<a href="#">CC.1.2.7.D</a> (Advanced)	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.
<a href="#">CC.1.2.7.F</a> (Advanced)	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
<a href="#">CC.1.3.7.A</a> (Advanced)	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.
<a href="#">CC.1.3.7.B</a> (Advanced)	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.
<a href="#">CC.1.3.7.K</a> (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.7.T</a> (Advanced)	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.
<a href="#">CC.1.5.7.E</a> (Advanced)	Adapt speech to a variety of contexts and tasks.
<a href="#">CC.1.5.7.F</a> (Advanced)	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<a href="#">CC.1.5.7.G</a> (Advanced)	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

(\* standards consolidated from Topic level)

### Topic: Myths

Minutes for Topic: 440

#### STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.5.7.E</a> (Advanced)	Adapt speech to a variety of contexts and tasks.
<a href="#">CC.1.5.7.F</a> (Advanced)	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
<a href="#">CC.1.5.7.G</a> (Advanced)	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

### Topic: Fables

Minutes for Topic: 88

#### STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.7.A</a> (Advanced)	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.
<a href="#">CC.1.3.7.K</a> (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.7.T</a> (Advanced)	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.

### Topic: Legends

Minutes for Topic: 88

#### STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.7.A</a> (Advanced)	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.
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<a href="#">CC.1.2.7.B (Advanced)</a>	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.
<a href="#">CC.1.2.7.C (Advanced)</a>	Analyze the interactions between individuals, events, and ideas in a text.
<a href="#">CC.1.2.7.D (Advanced)</a>	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.
<a href="#">CC.1.2.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
<a href="#">CC.1.3.7.A (Advanced)</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.
<a href="#">CC.1.3.7.B (Advanced)</a>	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.

**Topic: Folktales**

Minutes for Topic: 88

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.7.A (Advanced)</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.
<a href="#">CC.1.2.7.B (Advanced)</a>	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.
<a href="#">CC.1.2.7.C (Advanced)</a>	Analyze the interactions between individuals, events, and ideas in a text.
<a href="#">CC.1.2.7.D (Advanced)</a>	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.
<a href="#">CC.1.2.7.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

**Unit: Parts of Speech**

**Unit Description:** Students will review how to identify and use nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections effectively in their writing and their speech.

**Unit Essential Questions:** How do learners make decisions concerning formal and informal language in social and academic settings?  
How do grammar and the conventions of language influence spoken and written communication?

**Unit Big Ideas:** Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

**Unit Materials:** Parts of speech booklet/project

**Unit Key Terminology & Definitions :** Nouns  
Pronouns  
Verbs  
Adjectives  
Adverbs  
Prepositions  
Conjunctions  
Interjections

**STANDARDS: STANDARDS**  
STATE: PA Core Standards (2014)



[CC.1.4.7.R](#)  
(Advanced)

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

[CC.1.4.7.T](#)  
(Advanced)

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.

(\* standards consolidated from Topic level)

## **Topic: Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections**

Minutes for Topic: 900

### **STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.7.R](#) (Advanced)

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

[CC.1.4.7.T](#) (Advanced)

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.

### **Unit: Writing**

#### **Unit Essential**

What makes clear and effective writing?

#### **Questions:**

Why do writers write? What is the purpose?

Who is the audience? What will work best for the audience?

**Unit Big Ideas:** Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

**Unit Materials:** Narrative writing

Informative writing

Persuasive writing

TDA writing

### **STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.7.A](#)  
(Advanced)

Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

[CC.1.4.7.B](#)  
(Advanced)

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

[CC.1.4.7.C](#)  
(Advanced)

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

[CC.1.4.7.D](#)  
(Advanced)

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

[CC.1.4.7.E](#)  
(Advanced)

Write with an awareness of the stylistic aspects of composition.

- 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.

[CC.1.4.7.F](#)  
(Advanced)

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

<a href="#">CC.1.4.7.G</a> (Advanced)	Write arguments to support claims.
<a href="#">CC.1.4.7.H</a> (Advanced)	Introduce and state an opinion on a topic.
<a href="#">CC.1.4.7.I</a> (Advanced)	Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
<a href="#">CC.1.4.7.J</a> (Advanced)	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.
<a href="#">CC.1.4.7.K</a> (Advanced)	Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Develop and maintain a consistent voice</li> <li>• Establish and maintain a formal style.</li> </ul>
<a href="#">CC.1.4.7.L</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.M</a> (Advanced)	Write narratives to develop real or imagined experiences or events.
<a href="#">CC.1.4.7.N</a> (Advanced)	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
<a href="#">CC.1.4.7.O</a> (Advanced)	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.
<a href="#">CC.1.4.7.P</a> (Advanced)	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
<a href="#">CC.1.4.7.Q</a> (Advanced)	Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> <li>? Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>? Use sentences of varying lengths and complexities</li> <li>? Use precise language.</li> <li>? Develop and maintain a consistent voice.</li> </ul>
<a href="#">CC.1.4.7.R</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.S</a> (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<a href="#">CC.1.4.7.T</a> (Advanced)	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.
<a href="#">CC.1.4.7.V</a> (Advanced)	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<a href="#">CC.1.4.7.X</a> (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(\* standards consolidated from Topic level)

**Topic: Narrative**

Minutes for Topic: 250

## STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.4.7.E (Advanced)</a>	Write with an awareness of the stylistic aspects of composition.  • 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.
<a href="#">CC.1.4.7.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.K (Advanced)</a>	Write with an awareness of the stylistic aspects of composition.  • 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.
<a href="#">CC.1.4.7.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.M (Advanced)</a>	Write narratives to develop real or imagined experiences or events.
<a href="#">CC.1.4.7.N (Advanced)</a>	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
<a href="#">CC.1.4.7.O (Advanced)</a>	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.
<a href="#">CC.1.4.7.P (Advanced)</a>	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events.
<a href="#">CC.1.4.7.Q (Advanced)</a>	Write with an awareness of the stylistic aspects of writing.  ? Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ? Use sentences of varying lengths and complexities ? Use precise language. ? Develop and maintain a consistent voice.
<a href="#">CC.1.4.7.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.T (Advanced)</a>	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.
<a href="#">CC.1.4.7.X (Advanced)</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### Topic: Informative

Minutes for Topic: 300

## STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.4.7.A (Advanced)</a>	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
<a href="#">CC.1.4.7.B (Advanced)</a>	Identify and introduce the topic clearly, including a preview of what is to follow.
<a href="#">CC.1.4.7.C (Advanced)</a>	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
<a href="#">CC.1.4.7.D (Advanced)</a>	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<a href="#">CC.1.4.7.E (Advanced)</a>	Write with an awareness of the stylistic aspects of composition.  • 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.
<a href="#">CC.1.4.7.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.K (Advanced)</a>	Write with an awareness of the stylistic aspects of composition.  • 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.

<a href="#">CC.1.4.7.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.R (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.S (Advanced)</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<a href="#">CC.1.4.7.T (Advanced)</a>	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.
<a href="#">CC.1.4.7.V (Advanced)</a>	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
<a href="#">CC.1.4.7.X (Advanced)</a>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Topic: Argumentative**

Minutes for Topic: 300

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.4.7.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.G (Advanced)</a>	Write arguments to support claims.
<a href="#">CC.1.4.7.H (Advanced)</a>	Introduce and state an opinion on a topic.
<a href="#">CC.1.4.7.I (Advanced)</a>	Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
<a href="#">CC.1.4.7.J (Advanced)</a>	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.
<a href="#">CC.1.4.7.K (Advanced)</a>	Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Develop and maintain a consistent voice</li> <li>• Establish and maintain a formal style.</li> </ul>
<a href="#">CC.1.4.7.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Topic: TDA (Text Dependent Analysis)**

Minutes for Topic: 900

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.4.7.D (Advanced)</a>	Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
<a href="#">CC.1.4.7.E (Advanced)</a>	Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Develop and maintain a consistent voice</li> <li>• Establish and maintain a formal style.</li> </ul>
<a href="#">CC.1.4.7.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.K (Advanced)</a>	Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying lengths and complexities</li> <li>• Develop and maintain a consistent voice</li> <li>• Establish and maintain a formal style.</li> </ul>
<a href="#">CC.1.4.7.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.P (Advanced)</a>	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and

<a href="#">CC.1.4.7.Q (Advanced)</a>	reflects on the narrated experiences and events. Write with an awareness of the stylistic aspects of writing.
<a href="#">CC.1.4.7.R (Advanced)</a>	? Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ? Use sentences of varying lengths and complexities ? Use precise language. ? Develop and maintain a consistent voice. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.S (Advanced)</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

## Unit: Punctuation

**Unit Description:** Students will learn the importance of using punctuation properly.

**Unit Essential Questions:** How do learners make decisions concerning formal and informal language in social and academic settings?  
How do grammar and the conventions of language influence spoken and written communication?

**Unit Big Ideas:** Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

**Unit Materials:** Heath Grammar and Composition activities

### STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.4.7.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.O (Advanced)</a>	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.
<a href="#">CC.1.5.7.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

(\* standards consolidated from Topic level)

### Topic: Commas, Semicolons, Colons, Dashes

Minutes for Topic: 600

#### STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.4.7.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.7.O (Advanced)</a>	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.
<a href="#">CC.1.5.7.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking based on grade 7 level and content.

### Topic: Capitalization

Minutes for Topic: 60

### Topic: Quotation Marks

Minutes for Topic: 90

### Topic: Apostrophes

Minutes for Topic: 90

## Unit: Vocabulary

### Unit

**Description:** Students will learn to expand their written and spoken vocabularies.

### Unit Essential

Why learn new words?

### Questions:

What strategies and resources does the learner use to figure out unknown vocabulary?  
How does one develop and refine vocabulary?

**Unit Big Ideas:** An expanded vocabulary enhances one's ability to express ideas and information.

**Unit Materials:** vocabulary. com

Vocabulary review games

Sadlier Oxford Level B vocabulary workshop book

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.7.E](#)  
(Advanced)

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

[CC.1.2.7.F](#)  
(Advanced)

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

[CC.1.2.7.J](#)  
(Advanced)

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

[CC.1.2.7.K](#)  
(Advanced)

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.L](#)  
(Advanced)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.7.F](#)  
(Advanced)

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](#) (Advanced)

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.

(\* standards consolidated from Topic level)

## Topic: Sadlier-Oxford Vocabulary Workbook Units 1-15

Minutes for Topic: 999

### STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.7.E](#) (Advanced)

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

[CC.1.2.7.F](#) (Advanced)

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

[CC.1.2.7.J](#) (Advanced)

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

[CC.1.2.7.K](#) (Advanced)

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.L](#) (Advanced)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.7.F](#) (Advanced)

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 \(Advanced\)](#)

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.