

# **Scranton School District**

## **Planned Instruction**

**English**

**Grade 7**

**SUBJECT AREA:** ENGLISH

**GRADE/COURSE:** 7/ENGLISH

**Standard And Strand** 1.1 Learning to Read Independently.

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Identify appropriate reading materials (literary enjoyment, information, or to perform a task) for a specific purpose.</p> <p>Correctly identify and use synonyms, homographs, homophones, root words and affixes, idioms and figurative language. Use a dictionary or related reference correctly.</p>	<p>Use common graphic features to increase understanding of reading materials.</p> <p>Apply knowledge of decoding skills, structural analysis, context clues, and glossaries to understand specialized vocabulary. Use these words accurately in speaking and writing.</p> <p>Utilize specific strategies to identify basic facts and ideas in reading.</p> <p>Use mapping, webbing, Venn diagrams, charting and various other comprehension strategies</p> <p>Mastered vocabulary decoding skills and structural analysis. Use of context clues and glossaries with vocabulary words.</p>	<p>Homework Observations Presentations and discussions Projects and investigations Quizzes Tests Worksheets Writer’s Reference Book (or various text)</p> <p><u>REMEDIATION:</u> Additional supplemental materials</p> <p><u>ENRICHMENT:</u> Games for the English classroom Puzzles to increase vocabulary</p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Interpret and show understanding of both fiction and nonfiction text. Demonstrate understanding of text by responding critically to major ideas and themes of the text; support opinions about text, compare and contrast text using graphic organizers; explain connections to related ideas, topics, or information learned through additional reading and media.</p> <p>Demonstrate fluency and comprehension; read aloud with accuracy correcting mistakes. Read a variety of genres and types of texts using appropriate rhythm, flow, meter and pronunciation (recommend 25 books per year).</p>	<p>Identified basic facts and ideas in texts.</p> <p>Expanded vocabulary by using synonyms, homographs, homophones, root words and affixes. Students will show proficiency in using idioms and figurative language.</p> <p>Distinguishes between fiction and non-fiction.</p> <p>Fluent; comprehends text.</p>	

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**Standard And Strand** 1.2 Reading Critically in All Content Areas

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Read and understand essential content of informational texts and documents in all academic areas: differentiate fact from opinion; distinguish between essential and nonessential information; identify bias and propaganda; make inferences and draw conclusions; evaluate text and content.</p> <p>Use and understand a variety of media and evaluate the quality of material produced; compare and analyze how different media offer a unique perspective on the information presented; analyze the techniques of particular media messages and identify their targeted audience; use, design, and develop a media project (e.g. script, play, audio tape, web site) to express understanding.</p> <p>Produce and work in at least one literary genre that follows the conventions of the genre.</p>	<p>Reads critically.</p> <p>Reads to determine the writer's purpose across a variety of media.</p> <p>Produces work in at least one literary genre.</p>	<p>Homework Observation Persuasive writing activities Presentations &amp; discussions Projects and investigations Quizzes Teacher and peer conferencing Tests Worksheets Writing Reference Book Writing rubric</p> <p><u>REMEDIATION:</u> Additional independent conferencing Re-teaching of skills Supplemental worksheets Use of media to aid comprehension</p> <p><u>ENRICHMENT:</u> Peer coaching Presentation opportunities</p>

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**Standard And Strand** 1.3 Reading, Analyzing, and Interpreting Literature

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Read and understand works of literature.</p> <p>Compare and contrast the use of literary elements by an author including characterization, setting, plot, theme, and point of view.</p> <p>Compare and contrast the use of various literary devices; sound techniques (e.g. rhyme, rhythm, meter, alliteration); figurative language (e.g. personification, simile, metaphor, hyperbole, allusion; imagery).</p> <p>Identify the characteristics of poetic forms.</p> <p>Analyze drama for information, entertainment, persuasion or transmitter of culture. Students will identify characters actions and infer basic motivations.</p>	<p>Performs objective, literal and interpretive activities.</p> <p>Identifies the elements of fiction.</p> <p>Explores various literary devices.</p> <p>Explores the characteristics of poetic forms.</p> <p>Explores dramatic conventions and character motivation.</p>	<p>Homework Observation Presentations &amp; discussions Projects and investigations Quizzes Tests Worksheets Writing rubric Writing Reference Book</p> <p><u>REMEDIATION:</u> Peer coaching Re-teaching of skills Supplemental worksheets Use of media to aid comprehension</p> <p><u>ENRICHMENT:</u> Research literary elements from a historical approach Researching various historical works for literary significance Presentations opportunities</p>

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**Standard And Strand** 1.4 Types of Writing

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Write short stories, poems and plays that include: organized thoughts; elaborate use of detail; relevant illustrations; dialogue; literary conflict; characterization, setting, plot, theme, point of view, tone, and style; rhyme, rhythm, meter, alliteration, personification, simile, metaphor, hyperbole, and allusion.</p> <p>Write multi-paragraph, information pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include: cause and effect; a problem and solution when appropriate to the topic; relevant graphics such as maps, charts, graphs, illustrations, photographs and tables; distinguishing between primary and secondary sources.</p>	<p>Writes short stories, poems and/or skits.</p> <p>Writes multi-paragraph nonfiction pieces, distinguishing between primary and secondary sources.</p>	<p>Business and friendly letters Cause and effect essay Homework Independent conferencing Journal writing activities Observation Presentation &amp; discussion Projects using visual aids Original expository pieces, newspaper articles, persuasive pieces, poetry, short stories, skits Quizzes &amp; tests Worksheets Written response to open ended questions Writing rubric Writing Reference Book</p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Write persuasive pieces that include: a clearly stated position or opinion, include convincing and specific detail; properly cite evidence; focus on the audience to establish reader interest.</p>	<p>Writes persuasive pieces.</p>	<p><u>REMEDIATION:</u>            Additional independent conferencing            Modeling            Re-teaching of skills            Small group or partner projects            Story starters</p> <p><u>ENRICHMENT:</u>            Independent exploration of additional topics            Presentation opportunities</p>

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**Standard And Strand** 1.5 Quality of Writing

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Write with a sharp, distinct focus by identifying topic, task and audience; identify and compare point of view in samples.</p> <p>Write using well-developed content appropriate for the topic: rank the usefulness of gathered information; establish audience and purpose; write paragraphs that have details and information specific to the topic and relevant to the focus.</p>	<p>Writes with a sharp distinct focus.</p> <p>Developed content appropriate to topic.</p>	<p>Grammar exercises Homework Independent conferencing Journal writing activities Observation Presentations &amp; discussion Projects PSSA writing rubric Original writing various genre Quizzes &amp; tests Self/Peer/Teacher revision and editing Worksheets Written response to open ended questions in reading and math Writing rubric/checklist Writing reference book</p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Write with controlled and/or subtle organization: sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion; include an expanded introduction, body and conclusion.</p> <p>Write with an understanding of the stylistic aspects of composition: use different types and lengths of sentences; use tone and voice through the use of precise language using adjective, adverbs, action verbs, and specific detail that convey the writer's meaning; develop and maintain a consistent voice.</p> <p>Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</p>	<p>Explores writing a well organized piece of original writing.</p> <p>Explores development of style and voice through original writing.</p> <p>Explores revision of original work.</p>	<p><u>REMEDIATION:</u>  Additional independent conferencing  Additional grammar review  Modeling  Re-teaching of skills  Small group or partner projects  Supplemental worksheets</p>



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**Standard And Strand** 1.6 Speaking and Listening

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Listen to others: ask probing questions; differentiate between relevant and irrelevant information, ideas and opinions to determine relevancy; take notes when needed.</p> <p>Listen to selections of literature (fiction and/or nonfiction); relate them to previous knowledge; predict content/events; summarize events; identify and define new words and concepts; compare and contrast selections.</p> <p>Speak, using skills appropriate to formal speech situations; use complete sentences; pronounce words correctly; adjust volume to purpose and audience; adjust pace to convey meaning; adjust content and style for different audiences.</p>	<p>Explores critical listening skills.</p> <p>Applies listening skills to literature.</p> <p>Explores effective public speaking skills</p>	<p>Homework Independent conferencing Journal writing activities Observation Presentations &amp; discussion Projects Quizzes &amp; tests Self/Peer/Teacher revision and editing Speech rubric Worksheets Writing Reference Book</p> <p><u>REMEDIATION:</u> Additional conferencing Modeling Re-teaching of skills Small group or partner projects Supplemental worksheets</p> <p><u>ENRICHMENT:</u> Independent exploration of additional topics. Presentation opportunities</p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Contribute to discussions: ask relevant questions to gain information, clarify thinking, and understand others; respond to questions, ideas or support opinions; listen and acknowledge contributions of others; insure equitable participation; support and explain responses; paraphrase and summarize.</p> <p>Participate in small/large group discussions and presentations; initiate everyday conversations; select a topic and present an oral reading; organize and participate in informal debates.</p> <p>Use media for learning purposes; analyze information from a variety of media (e.g. television, newspapers, radio); assess role of advertising; use a variety of media to create a presentation.</p>	<p>Contributes to discussions.</p> <p>Speaks and listens in a variety of contexts.</p> <p>Explores various media for learning purposes.</p>	

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**Standard And Strand** 1.7 Characteristics and Functions of the English Language.

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Identify the origins and meanings of common, learned and foreign words used frequently in the English language.</p> <p>Recognize the role and place of standard American English in speech, writing and literature.</p> <p>Compare and contrast word meanings that have changed over time.</p>	<p>Identifies word origins and meanings.</p> <p>Recognizes standard American English usage.</p> <p>Recognizes how words have changed over time.</p>	<p>Discussion Homework Observation Quizzes &amp; tests Vocabulary activities Worksheets Writing Reference Book</p> <p><u>REMEDIATION:</u> Re-teaching of skills Supplemental worksheets</p> <p><u>ENRICHMENT:</u> Opportunities for additional vocabulary presentations</p>

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**Standard And Strand** 1.8 Research

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
<p>Select and refine a topic for research</p> <p>Locate information using appropriate sources/strategies: evaluate the usefulness and effectiveness of the sources; select appropriate sources; (e.g. dictionaries, encyclopedias and other reference materials) use table of contents, indices, keywords, cross-references, and appendices; use traditional and electronic search tools.</p>	<p>Explores topics for research.</p> <p>Explores various strategies in locating research information.</p>	<p>Creation of a research bibliography, note cards, outlines and presentation of findings</p> <p>Discussion</p> <p>Homework</p> <p>Investigation</p> <p>Observation</p> <p>Quizzes &amp; test</p> <p>Worksheets</p> <p>Writing Reference Book</p> <p><u>REMEDIATION:</u></p> <p>Modeling</p> <p>Re-teaching of skills</p> <p>Supplemental Worksheets</p> <p><u>ENRICHMENT:</u></p> <p>Opportunities for more detailed research techniques</p>

<b>OBJECTIVES</b>	<b>PERFORMANCE INDICATORS</b>	<b>ASSESSMENTS (Variety as per Section 4.52, Chapter 4)</b>
Organize, summarize and present the main idea from research; identify the steps necessary to carry out a research project; take relevant notes from sources; give precise, formal credit for others' ideas, images or information using a standard method of documentation.	Explores various techniques for organizing, summarizing and presenting research findings.	

### English 7/Resource List

1. Warriner English Grammar and Composition, First Course Heritage Edition, c.1977 Harcourt, Brace and Jovanovich, Inc. (ISBN: 0153119004)
2. World of Language, Grade 7, Silver Burdett & Gin, c. 1990 (ISBN: 0382106668)
3. World of Language, Grade 7, Evaluation and Testing Program, Silver Burdett & Gin, c.1990
4. World of Language, Grade 7, Practice Masters, Silver Burdett and Gin, c.1990.
5. Middle School Writing Projects: Ideas For Writing Across the Curriculum, Gary Chadwell, c.1996, John Collins (ISBN: 0865301603)
6. High School Writing Projects: Prompts and Projects for Thinking and Learning Across the Curriculum, c.1998, John Collins. (ISBN: 0863107732)
7. Spelling Word and Skills Copyright, 1978, Scott, Foresman and Company.
8. The Treasure Chest, c. 1983, Susan Bartoletti and Elaine Slavinski Liasndrelli