

## POCONO MOUNTAIN SCHOOL DISTRICT

### Reading Enhancement: Grade 7

#### **Course Description:**

Reading Enhancement for grade 7 will focus on Common Core Standards, learning strategies, and test taking skills for the grade 7 PSSA tests. Primary content focus will be based on integration of previous student deficiencies based on data into the relevant grade 7 PSSA Eligible Content Standards. Continued progress monitoring and guided personalized instruction of non-proficient skill areas will be incorporated into lessons and assignments to help ensure master of eligible content standards.

Students will receive 55 minutes of reading instruction in addition to their regularly scheduled ELA class. The additional time for instruction will be scheduled in place of one out of the two related arts rotations for 90 days. Ongoing communication between the Reading Enhancement teacher, students and parents will occur through progress reports, report cards, phone contacts, email, conferences, etc.

#### **Student Selection:**

Students were recommended for this 55 minute class based on the following criteria:

- PSSA Scores
- Marking period grades and local benchmark assessments

#### **Best Practice:**

Core instructional content based on eligible content standards will be reinforced through the use of:

- Direct instruction
- Teacher feedback
- Common Core Appendix B Exemplars
- Starter Passages
- Thoughtful questioning:
  - \*"Through the art of thoughtful questioning teachers can extract not only factual information, but aid learners in : connecting concepts, making inferences, increasing awareness, encouraging creative and imaginative thought, aiding critical thinking processes, and generally helping learners explore deeper levels of knowing, thinking, and understanding".
- Personalized instruction
- Interactive small group cliques
- Continued review and teacher modeling
- Independent practice
- Computer assisted technology (Ex. StudyIsland and other resources listed in curriculum)
- Researched based learning strategies
- Constructed response through guided and independent assignments
- Other research based strategies/activities as per class and individual needs

\*Erickson, H.L.(2007) *Concept-based curriculum and instruction for the thinking classroom*.

#### **Data and Assessment:**

Students' academic histories as per Performance Plus, teacher in-put as well as report cards will be utilized to identify areas of need.

#### **Ongoing Assessment:**

As each concept is taught, teachers will track proficiency using a checklist based on eligible content standards.

- Deficiencies will be addressed through personalized assignments, remediation techniques, and review lessons to help students meet proficiency.
  - Formative and summative assessments will be utilized as part of classroom assessment practices.
  - Diagnostic assessments including the CDT's, IRI, CBA's, STAR and StudyIsland assessments will be used as additional information for differentiation.
    - All assessments will be shared through communication between the Reading Enhancement and 7<sup>th</sup> grade ELA teachers on an ongoing basis.

A post-test will be given to determine growth of each student at the end of the 90 days.

- Student data from the post-test will be distributed to students' year-long ELA teacher for review and use in addressing any additional areas of need.
- Post-test information will also be used to continually evaluate the Reading Enhancement course focus and strategies.

**Differentiating Instruction:**

StudyIsland, Reading Coach, PSSA Released Items, and other resources listed in the curriculum will be utilized to help differentiate instruction based on student data and needs.

## Pocono Mountain Reading Enhancement Course

Students entering the seventh and eighth grades, who are not reading on grade level, have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based interventions and strategies, based on the Common Core Standards, which have been proven successful in **accelerating** the development of reading skills in struggling readers.

Instruction for struggling readers will be explicit and systematic. Teachers will provide direct explanations (modeling) and systematic practice opportunities (guided instruction), as well as carefully managed cumulative review to insure concept mastery. Pocono Mountain has many resources in place to support this type of instruction.

Improving the reading proficiency and achievement of our struggling readers requires intensive intervention. True intensive intervention must be provided through increased instructional time, taught by certified reading specialists, in reading enhancement classes. The intensity of the intervention will be determined using the most recent data available from reliable and valid assessments.

Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences provided in our Reading Enhancement course.

Based on the assessment data, Instruction and materials will accommodate the individual needs of students.

Technology is available for students to support and enhance development of competencies in reading.

Students will be provided with independent-level reading resources, incorporated on a daily basis through a variety of genres and cultures allowing for the greatest degree of student choice.

Teachers are responsible for monitoring students' independent reading to ensure students are actively engaged in the reading process. Students will be held accountable for their independent reading. Progress monitoring will be continuous.

Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included in the PMSD Reading Enhancement Program for those students showing deficiency in these areas. Regular fluency checks will be given, comprehension will be monitored by follow-up questions, as well as passage retell.

Formal and informal testing will determine the duration of the students' enhancement experience.

It is the goal of Pocono Mountain, that every student graduates reading on grade level.

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

| READING ENHANCEMENT:<br>GRADE 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | STATE STANDARD AREA/UNIT: | Reading Informational Text                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | TIME FRAME: | 90 days |
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| <p><b>NATIONAL COMMON CORE STANDARDS:</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>• <b>7.RI.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.</li> <li>• <b>7.RI.2</b> 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.</li> <li>• <b>7.RI.3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> </ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"> <li>• <b>7.RI.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>• <b>7.RI.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</li> <li>• <b>7.RI.6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</li> </ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"> <li>• <b>7.RI.7</b> 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).</li> <li>• <b>7.RI.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</li> <li>• <b>7.RI.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"> <li>• <b>7.RI.10</b> By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> </ul> |                           | <p><b>INSTRUCTIONAL TOOLS</b></p> <p>Core instructional content based on eligible content standards will be reinforced through the use of:</p> <ul style="list-style-type: none"> <li>• Academic histories</li> <li>• Direct instruction</li> <li>• Teacher feedback</li> <li>• Common Core Appendix B Exemplars</li> <li>• Starter Passages</li> <li>• Thoughtful questioning*</li> <li>• Learning journals</li> <li>• Conferencing</li> <li>• Tickets out</li> <li>• Personalized instruction</li> <li>• Interactive small group cliques</li> <li>• Continued review and teacher modeling</li> <li>• Independent practice</li> <li>• Computer assisted technology (Ex. StudyIsland and other resources listed in curriculum)</li> <li>• Researched based learning strategies</li> <li>• Constructed response through guided and independent assignments</li> <li>• Other research based strategies/activities as per class and individual needs</li> </ul> <p>*Erickson, H. L.. (2007) Concept-based curriculum and instruction for the thinking classroom.</p> |             |         |

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

| ESSENTIAL QUESTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | VOCABULARY                                                                                                                                                                                         | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ol style="list-style-type: none"> <li>1. How do you cite textual evidence to support analysis of what the text explicitly says or infers?</li> <li>2. How do you determine the central idea of a text and analyze its development? How do you provide an objective summary of the text?</li> <li>3. How do you analyze interactions between individuals, events, and ideas in a text?</li> <li>4. How do you determine meaning of words and phrases included in figurative and connotative meaning?</li> <li>5. How do you analyze the structure an author uses to organize text?</li> <li>6. How do you determine an author's point of view or purpose in a text?</li> <li>7. How do you compare and contrast a written text to an audio-visual or multimedia version of the same topic?</li> <li>8. How do you trace and evaluate an argument and claims in a text? How do you assess whether the reasoning is sound and the evidence is relevant?</li> <li>9. How do you analyze how two or more authors writing about the same topic shape their presentations of key information?</li> </ol> | <p>Appendix C and teacher selected vocabulary needed for close reading of complicated text</p> <p>Isabel Beck's Tier III Vocabulary as it relates to primary sources and cross-curricular text</p> | <p>Students' academic histories as per Performance Plus, teacher in-put as well as report cards will be utilized to identify areas of need.</p> <p>Ongoing Assessment:<br/>As each concept is taught, teachers will track proficiency using a checklist based on eligible content standards.</p> <p>Deficiencies will be addressed through personalized assignments, remediation techniques, and review lessons to help students meet proficiency.</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments will be utilized as part of classroom assessment practices.</li> <li>• Diagnostic assessments including the CDT's, IRI, CBAs, STAR and StudyIsland assessments will be used as additional information for differentiation.</li> </ul> <p>All assessments will be shared through communication between the Reading Enhancement and 7th grade ELA teachers on an ongoing basis.</p> <p>A post-test will be given to determine growth of each student at the end of the 90 days.</p> <ul style="list-style-type: none"> <li>• Student data from the post-test will be distributed to students' year-long ELA teacher for review and use in addressing any additional areas of need.</li> <li>• Post-test information will also be used to continually evaluate the Reading Enhancement course focus and strategies.</li> </ul> |

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

| UNIT OF INSTRUCTION:<br>READING INFORMATIONAL TEXT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | PA COMMON CORE ASSESSMENT ANCHORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PA ELIGIBLE CONTENT STANDARDS/ESSENTIAL CONTENT LEARNING ACTIVITIES |
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| <b>KEY IDEAS AND DETAILS</b><br><b>Main Idea</b><br><b>CC.1.2.7.A:</b> 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.<br><br><b>Text Analysis</b><br><b>CC.1.2.7.B:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.<br><br><b>Analysis Development/Connections</b><br><b>CC.1.2.7.C:</b> Analyze the interactions between individuals, events, and ideas in a text.<br><br>***<br><br><b>CRAFT AND STRUCTURE</b><br><b>Point of View</b><br><b>CC.1.2.7.D:</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.<br><br><b>Text Structure</b><br><b>CC.1.2.7.E:</b> Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.<br><br><b>Vocabulary</b><br><b>CC.1.2.7.F:</b> 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. |  | <b>E07.B-K.1.1: Demonstrate understanding of key ideas and details in informational texts.</b><br><br><b>E07.B-K.1.1.1</b> <ul style="list-style-type: none"><li>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.</li></ul><br><b>E07.B-K.1.1.2</b> <ul style="list-style-type: none"><li>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.</li></ul><br><b>E07.B-K.1.1.3</b> <ul style="list-style-type: none"><li>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).</li></ul><br>***<br><br><b>E07.B-C.2.1: Demonstrate understanding of craft and structure in information texts.</b><br><br><b>E07.B-C.2.1.1</b> <ul style="list-style-type: none"><li>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.</li></ul><br><b>E07.B-C.2.1.2</b> <ul style="list-style-type: none"><li>Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.</li></ul><br><b>E07.B-C.2.1.3</b> <ul style="list-style-type: none"><li>Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone</li></ul> |                                                                     |

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

| UNIT OF INSTRUCTION:<br>READING INFORMATIONAL TEXT | PA COMMON CORE ASSESSMENT ANCHORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | PA ELIGIBLE CONTENT STANDARDS/ESSENTIAL CONTENT LEARNING ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                                                    | <p><b>INTEGRATION OF KNOWLEDGE AND IDEAS</b><br/> <b>Evaluating Arguments</b><br/> <b>CC.1.2.7.H:</b> Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p><b>Analysis Across Texts</b><br/> <b>CC.1.2.7.I:</b> Analyze how two or more authors present and interpret facts on the same topic.</p> <p>***</p> <p><b>VOCABULARY ACQUISITION AND USE</b><br/> <b>CC.1.2.7.F:</b> 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.</p> <p><b>CC.1.2.7.J:</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.</p> <p><b>CC.1.2.7.K:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexible from a range of strategies and tools.</p> | <p><b>E07.B-C.3.1:</b> Demonstrate understanding of connections within, between, and/or among informational texts.</p> <p><b>E07.B-C.3.1.1</b></p> <ul style="list-style-type: none"> <li>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</li> </ul> <p><b>E07.B-C.3.1.2</b></p> <ul style="list-style-type: none"> <li>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</li> </ul> <p>***</p> <p><b>E07.B-V.4.1: Demonstrate understanding of vocabulary and figurative language in informational texts.</b><br/> <b>E07.B-V.4.1.1</b></p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.               <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>)</li> <li>Determine the meaning of technical words and phrases used in a text.</li> </ol> </li> </ul> <p><b>E07.B-B.4.1.2</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.               <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary and mythological allusions) in context.</li> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ol> </li> </ul> |

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

| POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |
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| Teacher directed differentiated instructional projects and activities are ongoing and based on student need.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |
| MAINTENANCE:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | DIFFERENTIATION ACTIVITIES:                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                             | SUSTAINABILITY: |
| <p>Based on student academic histories, small-group instruction will be comprised of grade-level directed instruction using grade-level passages including primary sources, documentaries, speeches, etc. supporting informational Common Core standards from the students' point of challenge.</p> <p>Students will be provided with opportunities for guided practice of challenging concepts in a small group setting. Tickets out will monitor academic development of these concepts.</p> <p>Take-home practice will be distributed for further understanding of complex ideas and concept reinforcement.</p> <p>On-going mandatory student conferencing will be held and documented in learning journals.</p> | <ul style="list-style-type: none"> <li>• Review and reinforcement</li> <li>• Guided application in cross-curricular disciplines</li> <li>• Cooperative groups</li> <li>• Educational games</li> <li>• Technology-based activities</li> <li>• Continued formative assessment</li> <li>• Power point</li> <li>• Motivational techniques</li> <li>• Multi-modality guided instruction</li> <li>• YouTube</li> <li>• Teacher-to-teacher consultation</li> </ul> |                 |

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Appendix A: Nonfiction Resources

Appendix C: Vocabulary

Common Core Exemplars

- **Print Sources**

- Released PSSA tests
- Primary source documents
- Short Stories, excerpts, and poetry aligned to the exemplars listed in Appendix B of the Common Core
- Prefixes/Suffixes/Roots Power Points and resources
- Keystone Glossary to the Assessment Anchors and Eligible Content
- Pennsylvania PSSA Coach Triumph Learning
- Additional teacher selected resources
- Thinking Maps
- Prentice Hall Grade 7 Literature Book

- **Digital Sources**

- SAS Portal
- Study Island
- Quizlet
- Quizlet Flash Cards <http://quizlet.com/13537297/keystone-exams-literature-terms-flash-cards/>
- Test Designer [http://www.testdesigner.com/questions/Reading\\_Strategies](http://www.testdesigner.com/questions/Reading_Strategies)
- K12 Reader <http://www.k12reader.com>
- <http://www.teachertube.com>
- Reading Comprehension <http://www.teachervision.fen.com/reading-comprehension/skill-builder/55665.html>
- <http://udltechtoolkit.wikispaces.com/>
- Purdue's Online Writing Lab <http://owl.english.purdue.edu/owl/>
- Literary Analysis <http://www.sophia.org/selecting-topics-for-literary-analysis-tutorial>
- eReading Worksheets <http://www.ereadingworksheets.com/>
- <http://www.ereadingworksheets.com/e-reading-worksheets/all-reading-worksheets-list/>
- Additional teacher-approved selected online resources

- **Teacher Created Materials**

- Designed as per student need for differentiation

## RESOURCES:

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

| READING ENHANCEMENT:<br>GRADE 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | STATE STANDARD AREA/UNIT: | Reading Literature Text (Fiction) | TIME FRAME:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 90 days |
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| <p><b>NATIONAL COMMON CORE STANDARDS:</b></p> <p><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"><li>• <b>7.RL.1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>• <b>7.RL.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</li><li>• <b>7.RL.3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</li></ul> <p><b>Craft and Structure</b></p> <ul style="list-style-type: none"><li>• <b>7.RL.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li><li>• <b>7.RL.5</b> Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li><li>• <b>7.RL.6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li></ul> <p><b>Integration of Knowledge and Ideas</b></p> <ul style="list-style-type: none"><li>• <b>7.RL.7</b> 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 file).</li><li>• <b>7.RL.8</b> (Not applicable to literature)</li><li>• <b>7.RL.9</b> 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.</li></ul> <p><b>Range of Reading and Level of Text Complexity</b></p> <ul style="list-style-type: none"><li>• <b>7.RL.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li></ul> |                           |                                   | <p><b>INSTRUCTIONAL TOOLS</b></p> <p>Core instructional content based on eligible content standards will be reinforced through the use of:</p> <ul style="list-style-type: none"><li>• Academic histories</li><li>• Direct instruction</li><li>• Teacher feedback</li><li>• Common Core Appendix B Exemplars</li><li>• Starter Passages</li><li>• Thoughtful questioning*</li><li>• Learning journals</li><li>• Conferencing</li><li>• Tickets out</li><li>• Personalized instruction</li><li>• Interactive small group cliques</li><li>• Continued review and teacher modeling</li><li>• Independent practice</li><li>• Computer assisted technology (Ex. StudyIsland and other resources listed in curriculum)</li><li>• Researched based learning strategies</li><li>• Constructed response through guided and independent assignments</li><li>• Other research based strategies/activities as per class and individual needs</li></ul> <p><i>*Erickson, H. L.. (2007) Concept-based curriculum and instruction for the thinking classroom.</i></p> |         |

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

| ESSENTIAL QUESTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | VOCABULARY                                                                                     | ASSESSMENT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ol style="list-style-type: none"> <li>1. How do you cite textual evidence to support analysis of what the text explicitly says or infers?</li> <li>2. How do you determine the central idea of a text and analyze its development?</li> <li>3. How do you determine how setting shapes character or plot?</li> <li>4. How do you determine meaning of words and phrases included in figurative and connotative meaning?</li> <li>5. How does a poem's or drama's form or structure contribute to its meaning?</li> <li>6. How does an author develop and contrast points of view of different characters?</li> <li>7. How do you analyze the effects of techniques unique to each medium?<br/>Example: lighting, sound, color, etc.</li> <li>8. How do you compare and contrast a fictional portrayal of time, place, or character in an historical fiction with an account of the same period in history?</li> </ol> | <p>Appendix C and teacher selected vocabulary needed for close reading of complicated text</p> | <p>Students' academic histories as per Performance Plus, teacher in-put as well as report cards will be utilized to identify areas of need.</p> <p>Ongoing Assessment:<br/>As each concept is taught, teachers will track proficiency using a checklist based on eligible content standards.</p> <p>Deficiencies will be addressed through personalized assignments, remediation techniques, and review lessons to help students meet proficiency.</p> <ul style="list-style-type: none"> <li>• Formative and summative assessments will be utilized as part of classroom assessment practices.</li> <li>• Diagnostic assessments including the CDT's, IRI, CBAs, STAR and StudyIsland assessments will be used as additional information for differentiation.</li> </ul> <p>All assessments will be shared through communication between the Reading Enhancement and 7th grade ELA teachers on an ongoing basis.</p> <p>A post-test will be given to determine growth of each student at the end of the 90 days.</p> <ul style="list-style-type: none"> <li>• Student data from the post-test will be distributed to students' year-long ELA teacher for review and use in addressing any additional areas of need.</li> <li>• Post-test information will also be used to continually evaluate the Reading Enhancement course focus and strategies.</li> </ul> |

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

| PA COMMON CORE ASSESSMENT ANCHORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | PA ELIGIBLE CONTENT STANDARDS/ESSENTIAL CONTENT LEARNING ACTIVITIES |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>KEY IDEAS AND DETAILS</b><br><b>Main Idea</b><br><b>CC.1.3.7.A:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.<br><br><b>Text Analysis</b><br><b>CC.1.3.7.B:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from text.<br><br><b>Analysis Development/Connections</b><br><b>CC.1.3.7.C:</b> Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.<br><br>***<br><br><b>CRAFT AND STRUCTURE</b><br><b>Point of View</b><br><b>CC.1.3.7.D:</b> Determine an author's purpose in a text and explain how it is conveyed in a text.<br><br><b>Text Structure</b><br><b>CC.1.3.7.E:</b> Analyze how the structure of a text contributes to the development of theme, setting, and plot.<br><br><b>Vocabulary</b><br><b>CC.1.3.7.F:</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings. | <b>E07.A-K.1.1: Demonstrate understanding of key ideas and details in literature.</b><br><br><b>E07.A-K.1.1.1</b> <ul style="list-style-type: none"><li>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.</li></ul><br><b>E07.A-K.1.1.2</b> <ul style="list-style-type: none"><li>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.</li></ul><br><b>E07.A-K.1.1.3</b> <ul style="list-style-type: none"><li>Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).</li></ul><br>***<br><br><b>E07.A-C.2.1: Demonstrate understanding of craft and structure in literature.</b><br><br><b>E07.A-C.2.1.1</b> <ul style="list-style-type: none"><li>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</li></ul><br><b>E07.A-C.2.1.2</b> <ul style="list-style-type: none"><li>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</li></ul><br><b>E07.A-C.2.1.3</b> <ul style="list-style-type: none"><li>Determine how the author uses the meaning of words or phrases, including figurative, connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</li></ul> |                                                                     |

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

| UNIT OF INSTRUCTION:<br>READING LITERATURE TEXT | PA COMMON CORE ASSESSMENT ANCHORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PA ELIGIBLE CONTENT STANDARDS/ESSENTIAL CONTENT LEARNING ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 | <p><b>INTEGRATION OF KNOWLEDGE AND IDEAS</b><br/> <b>Evaluating Arguments</b><br/> <b>CC.1.3.7.H:</b> 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.</p> <p style="text-align: center;">***</p> <p><b>VOCABULARY ACQUISITION AND USE</b><br/> <b>CC.1.3.7.F:</b> Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.</p> <p><b>CC.1.3.7.I:</b> 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.</p> <p><b>CC.1.3.7.J:</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension of expression.</p> | <p><b>E07.A-C.3.1:</b> Demonstrate understanding of connections within, between, and/or among texts.</p> <p><b>E07.A-C.3.1.1</b></p> <ul style="list-style-type: none"> <li>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 and alter history.</li> </ul> <p style="text-align: center;">***</p> <p><b>E07.A-V.4.1: Demonstrate understanding of vocabulary and figurative language in literature.</b></p> <p><b>E07.A-V.4.1.1</b></p> <ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.             <ol style="list-style-type: none"> <li>Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>)</li> <li>Determine the meaning of technical words and phrases used in a text.</li> </ol> </li> </ul> <p><b>E07.B-B.4.1.2</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.             <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary and mythological allusions) in context.</li> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</li> </ol> </li> </ul> |

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

| POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Teacher directed differentiated instructional projects and activities are ongoing and based on student need.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| MAINTENANCE:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | DIFFERENTIATION ACTIVITIES:                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | SUSTAINABILITY:                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <p>Based on student academic histories, small-group instruction will be comprised of grade-level directed instruction using grade-level passages supporting Common Core standards from the students' point of challenge.</p> <p>Students will be provided with opportunities for guided practice of challenging concepts in a small group setting. Tickets out will monitor academic development of these concepts.</p> <p>Periodic fluency checks will be administered as needed, and a running record of results will be documented.</p> <p>Take-home practice will be distributed for concept reinforcement.</p> <p>On-going mandatory student conferencing will be held and documented in learning journals.</p> | <ul style="list-style-type: none"> <li>• Review and reinforcement</li> <li>• Guided application in cross-curricular disciplines</li> <li>• Cooperative groups</li> <li>• Educational games</li> <li>• Technology-based activities</li> <li>• Continued formative assessment</li> <li>• Power point</li> <li>• Motivational techniques</li> <li>• Multi-modality guided instruction</li> <li>• YouTube</li> <li>• Teacher-to-teacher consultation</li> </ul> |  |

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

Appendix A: Nonfiction Resources  
 Appendix B: Fiction Resources  
 Appendix C: Vocabulary  
 Common Core Exemplars

- **Print Sources**

- o Released PSSA tests
- o Primary source documents
- o Short Stories, excerpts, and poetry aligned to the exemplars listed in Appendix B of the Common Core
- o Prefixes/Suffixes/Roots Power Points and resources
- o Keystone Glossary to the Assessment Anchors and Eligible Content
- o Pennsylvania PSSA Coach Triumph Learning
- o Additional teacher selected resources
- o Thinking Maps
- o Prentice Hall Grade 7 Literature Book

- **Digital Sources**

- o SAS Portal
- o Study Island
- o Quizlet
- o Quizlet Flash Cards <http://quizlet.com/13537297/keystone-exams-literature-terms-flash-cards/>
- o Test Designer [http://www.testdesigner.com/questions/Reading\\_Strategies](http://www.testdesigner.com/questions/Reading_Strategies)
- o K12 Reader <http://www.k12reader.com>
- o <http://www.teachertube.com>
- o Reading Comprehension <http://www.teachervision.fen.com/reading-comprehension/skill-builder/55665.html>
- o <http://udltechtoolkit.wikispaces.com/>
- o Purdue's Online Writing Lab <http://owl.english.purdue.edu/owl/>
- o Literary Analysis <http://www.sophia.org/selecting-topics-for-literary-analysis-tutorial>
- o eReading Worksheets <http://www.ereadingworksheets.com/>
- o <http://www.ereadingworksheets.com/e-reading-worksheets/all-reading-worksheets-list/>
- o Additional teacher-approved selected online resources

- **Teacher Created Materials**

- o Designed as per student need for differentiation

### RESOURCES:

K-12 ELA Vocabulary  
(revised June, 2012)

| K                | 1                                  | 2               | 3                   | 4                         | 5                          |
|------------------|------------------------------------|-----------------|---------------------|---------------------------|----------------------------|
| Alphabet         | Adjectives                         | Adverb          | Abstract nouns      | Affix                     | Affix                      |
| Author           | Audience                           | Alliteration    | Audience            | Animations                | Analyze                    |
| Back             | Blends                             | Analyze         | Bold                | Categorize                | <b>Author's craft</b>      |
| Beginning        | Character trait                    | Apoptrophe      | Captions            | Chronology                | Compare                    |
| Book             | Collaborate                        | Bold Print      | Cause/Effect        | Concrete Words            | Complex informational text |
| Capital          | Comma                              | Caption         | Comparative         | Drama                     | <b>Conclude</b>            |
| Characters       | Complete and compound sentence     | Compare         | Complex sentence    | First Hand Account        | Conjunctions               |
| Consonant        | Comprehend                         | Conclusion      | Conclusion          | Formatting                | Consult                    |
| Details          | Conjunction                        | Context Clue    | Context clues       | Headings                  | Contrast                   |
| Different        | Connections                        | Contraction     | Diagrams/maps       | Inference                 | <b>Debate</b>              |
| End              | Define                             | Contrast        | Dialogue            | Interactive Elements      | Dialect                    |
| Events           | Detail                             | Definition      | Fable               | Meter                     | Dialogue                   |
| Exclamation mark | Diagram                            | Diagram         | Figurative language | Mythology                 | Elaborate                  |
| Fluent           | Discussion                         | Expression      | Folklore            | Narration                 | Establish                  |
| Front            | Explanatory text                   | Fable           | Headings            | Paraphrase                | Evaluate                   |
| Group            | Expression                         | Facts           | Historical events   | Pose (ask a question)     | Evidence                   |
| Illustrations    | Fable                              | Folklore        | Hyperlinks          | Prepositional Phrases     | Expression                 |
| Illustrator      | Fluency                            | Genre           | Informational text  | Prose                     | Figurative language        |
| Letters          | Glossary                           | Historical Text | Italics             | Quotations                | Fluency                    |
| Like             | Heading                            | Icon            | Keywords            | Relative Adverbs/Pronouns | Inference                  |
| Listen           | Informational text                 | Index           | Line                | Root                      | <b>Interjections</b>       |
| Lowercase        | Lesson ("moral" of the story)      | Informative     | Literal/non-literal | Second Hand Account       | Interpret                  |
| Main topic       | Narrative text                     | Introduction    | Main idea           | Sensory Details           | Mood                       |
| Middle           | Nouns (common, proper, possessive) | Main idea       | Mood                | Stage Directions          | Multi-media                |
| period           | Opinion                            | Moral           | Moral               | Theme                     | Perspective                |
| Question mark    | Phrase                             | Paragraph       | Multisyllable       | Timelines                 | <b>Prepositions</b>        |
| Read             | Plot                               | Point of View   | Myth                | Transitional words        | Quote                      |
| Retell           | Poem                               | Reflexive       | Narrator            | Verse                     | Reflection                 |
| Retelling        | Prefix                             | Revise/edit     | Opinion             |                           | Register                   |
| Rhyme            | Problem                            | Rhyme           | Opinion             |                           | Research                   |
| Setting          | Pronouns                           | Rhythm          | Plot/story line     |                           | Stanza                     |
| Sight word       | Punctuation                        | Subheading      | Point of view       |                           | Summarize                  |
| Sound out        | Research                           | Topic           | Prefix/Suffix       |                           | Theme                      |
| Space            | Root word                          |                 | Scene               |                           | Tone                       |
| Text             | Segment                            |                 | Sidebars            |                           | <b>Validity</b>            |
| Title            | Sequence                           |                 | Slang               |                           | Voice                      |
| Title Page       | Setting                            |                 | Stanza              |                           |                            |

K-12 ELA Vocabulary  
(revised June, 2012)

| K         | 1                 | 2 | 3                     | 4 | 5 |
|-----------|-------------------|---|-----------------------|---|---|
| Uppercase | Solution          |   | Subheadings           |   |   |
| Vowel     | Solve             |   | Superlative           |   |   |
| Word      | Solved            |   | Text features         |   |   |
|           | Spelling rule     |   | Theme/central message |   |   |
|           | Suffix            |   | Traits                |   |   |
|           | Summary           |   |                       |   |   |
|           | Syllables         |   |                       |   |   |
|           | Table of contents |   |                       |   |   |
|           | Text feature      |   |                       |   |   |
|           | Verbs             |   |                       |   |   |
|           | Writing process   |   |                       |   |   |

K-12 ELA Vocabulary  
(revised June, 2012)

| 6                                | 7                       | 8                              | English I              | English II                  | English III & English IV       |
|----------------------------------|-------------------------|--------------------------------|------------------------|-----------------------------|--------------------------------|
| vague                            | alternate               | Allusions                      | Allusion               | Allergy                     | Abstract                       |
| thesis                           | analyze                 | Analyze                        | Antagonist             | Allusion                    | Advocacy                       |
| significance                     | audience                | Analyze                        | Aside                  | Anecdotal Information       | Annotate                       |
| rubric                           | categorize              | Argumentative                  | Bias                   | Archetype                   | Argument                       |
| relevant evidence                | clarify                 | Bias                           | Character motivation   | Audience                    | Articulate                     |
| pronouns                         | collaborate             | Characterization               | Characterization       | Clarity                     | Citation                       |
| primary/secondary sources        | complexity              | Citation                       | Claim                  | Coherence                   | Context                        |
| preliminary determination        | composition             | Claim                          | Clauses                | Colon Usage                 | Counterclaim                   |
| point of view                    | conceptual/concept      | Connotation/denotation         | Coherence              | Connotation                 | Diction                        |
| plagiarism                       | concise                 | Elaborate                      | Comedy                 | Consensus                   | Digital media                  |
| perceive                         | Connotation/Denotation  | Evaluate                       | Conflict               | Credibility                 | Ethos                          |
| paraphrase                       | correspond              | Evidence                       | Connotation            | Cultural Perspective        | Explicit                       |
| nuances                          | elaborate               | Explanatory/information        | Denotation             | Denotation                  | Fallacy                        |
| multiple meaning words           | embellish               | Expository                     | Diction                | Digital Media               | Implicit                       |
| multimedia                       | Evaluate                | Generalize                     | Dynamic character      | Essay Types: Argumentative  | Informational text/Literary no |
| interpret                        | evidence                | Imagery/sensory                | Evidence               | Essay Types: Expository     | Legal reasoning                |
| inquiry                          | Explanatory             | Inference                      | Figurative language    | Essay Types: Narrative      | Logos                          |
| Informational text               | Explicit                | Irony                          | Foil                   | Euphemism                   | MLA/APA                        |
| Inference                        | exposure                | Literal/Figurative             | Hyperbole              | Generalization              | Nuance                         |
| implied                          | figurative              | Memoir                         | Inference              | Grammatical Clauses         | Paradox                        |
| Greek/Latin affixes              | format                  | Point of view                  | Monologue              | Grammatical Phrases         | Pathos                         |
| formal voice                     | function                | Relevant/irrelevant            | Mood                   | Oxymoron                    | Perspective                    |
| figurative/connotative           | implement               | Stereotype                     | Objective              | Parable                     | Plagiarism                     |
| explicitly                       | inconsistencies         | Style                          | Parallelism            | Parallel Structure          | Rhetoric                       |
| explanatory text                 | Inference               | Support                        | Plagiarism             | Parentetical Citation (MLA) | Sarcasm                        |
| elaborate                        | influence               | Symbolism                      | Plot structure         | Pronoun Types               | Satire                         |
| cues (non-linguistic/linguistic) | interact                | Theme                          | Protagonist            | Semicolons Usage            | Seminal                        |
| credible                         | literary                | Thesis                         | Purpose                | Simultaneous Narratives     | Structure                      |
| convey                           | manipulate              | Transition CC Vocabulary Words | Soliloquy              | Synthesize                  | Style                          |
| conventions                      | mature                  | Satire                         | Static character       | Thesis Statement            | Subplot                        |
| coherent                         | medium                  | Textual Evidence               | Subject verb agreement | Validity                    | Subtle                         |
| cite                             | mood (all ELA meanings) | Works Cited                    | Subjective             | Works Cited                 | Syntax                         |
| bibliographic                    | Nuance                  |                                | Theme                  |                             | Synthesis                      |
| bias                             | Paraphrase              |                                | Thesis Statement       |                             | Textual evidence               |
| analysis                         | Point of View           |                                | Tone                   |                             | Theme/Central idea             |
|                                  | relevant                |                                | Tragedy                |                             | Understatement                 |
|                                  | segment                 |                                |                        |                             | Validity                       |

K-12 ELA Vocabulary  
(revised June, 2012)

| 6 | 7          | 8 | English I | English II | English III & English IV |
|---|------------|---|-----------|------------|--------------------------|
|   | structure  |   |           |            | Voice                    |
|   | synthesize |   |           |            |                          |
|   | technical  |   |           |            |                          |
|   | tone       |   |           |            |                          |
|   | unique     |   |           |            |                          |
|   | valid      |   |           |            |                          |

