

## Pine Hill Public Schools Curriculum

<b>Content Area:</b>	<b>English Language Arts</b>		
<b>Course Title/ Grade Level:</b>	Grade Seven		
<b>Unit 1:</b>	<b>Elements of Fiction/Non Fiction Conventions of Writing</b>	<b>Month:</b>	<b>September – October 6 weeks</b>
<b>Unit 2:</b>	<b>Comparing Literature and Informational Text</b>	<b>Month:</b>	<b>November – December 6 weeks</b>
<b>Unit 3:</b>	<b>Analyzing and Responding to Literature and Informational Text</b>	<b>Month:</b>	<b>January 4 weeks</b>
<b>Unit 4:</b>	<b>History through Literature and Informational Text</b>	<b>Month:</b>	<b>February – March 4 weeks</b>
<b>Unit 5:</b>	<b>Responding to Informational Text</b>	<b>Month:</b>	<b>April 3 weeks</b>
<b>Unit 6:</b>	<b>Utilizing a Range of Disciplines</b>	<b>Month:</b>	<b>May –June 6 weeks</b>
<b>Date Created or Revised:</b>	June 2012 J. Cochran/ H. Daunoras/ P. Dunleavy/ L. Myers		
<b>BOE Approval Date:</b>	July 17, 2012		

**Pine Hill Public Schools**  
**English Language Arts Curriculum**

<b>Unit Title: Elements of Fiction/Nonfiction Conventions of Writing</b>		<b>Unit #: 1</b>
<b>Course or Grade Level: Seven</b>		<b>Length of Time: 6 weeks</b>
<b>Pacing</b>	September - October	
<b>Essential Questions</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• What do we know about various genres of literature?</li> <li>• How do elements of literature interact and affect comprehension?</li> <li>• How does one develop strategies for reading comprehension?</li> <li>• What is the relationship between fiction and “truth”?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Why are organization and style important in helping the audience understand the purpose and meaning of text?</li> <li>• How do conventions of writing affect the clarity and organization of written communication?</li> </ul>	
<b>Content</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Vocabulary</li> </ul>	
<b>Skills</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Distinguish and compare elements of different genres: fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Identify and Analyze Elements of Literature: setting, plot, theme, characters, conflict, point-of-view, exposition, rising action, climax, falling action)</li> <li>• Research and summarize author background</li> <li>• Organize internal and external elements of text to build comprehension (i.e. author background, genre, elements of literature, )</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Define and apply parts of speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles)</li> <li>• Demonstrate understanding of and apply a variety of sentence structures to writing: simple, compound, complex, and compound-complex.</li> <li>• Demonstrate understanding of and apply punctuation when writing: use commas to separate ideas in a series.</li> <li>• Exchange information, understand feedback from others (both verbal and non-verbal), respond to questions, use feedback to evaluate contributions, and explain the main idea in a group discussion by relating and retelling information.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>• Response Journal (real life connections to literature)</li> <li>• <b>Writing</b></li> </ul>	

	<ul style="list-style-type: none"> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative Writing)</li> <li>• Summative Writing Assessments (Expository, Persuasive, Narrative)</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Small Group Instruction</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: Geography, Social Context, Historical Context</li> <li>• Science: Life, Physical and Earth</li> <li>• Health: Health and Wellness Issues</li> <li>• Math: Consumer Math</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Novels</b>  <i>The Giver by Lois Lowry</i>  <i>The Breadwinner by Deborah Ellis</i>  <i>The Acorn People by Ron Jones</i>  <i>Among the Hidden by Margaret Peterson Haddix</i>  <i>A Wrinkle in Time by Madeleine L'Engle</i> </li> <li>• <b>Various nonfiction informational text</b> (<i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>)</li> <li>• <i>Language Network</i> – McDougal Littell (Red, Grade 7)</li> <li>• <i>Language of Literature</i> – McDougal Littell (Red, Grade 7)  Unit One – <i>Learning from Experience</i></li> <li>• <i>Vocabulary for Achievement</i> – Great Source</li> <li>• SmartBoard Activities– Smart Exchange</li> <li>• <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>• <i>Collaborative Learning Activities</i></li> </ul>

**ELA Common Core Standards**

**Grade: Seven**

**Strand: Reading Standards for Literature 6-12 (RL)**  
**Reading Standards for Informational Text 6-12 (RI)**  
**Writing Standards 6-12 (W)**  
**Speaking and Listening Standards 6-12 (SL)**  
**Language Standards 6-12 (L)**

<b>Category:</b>	<b>#. Standard:</b>
<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> </ul>	<b>RL7:2,3,4,10</b>
<ul style="list-style-type: none"> <li>• Craft and Structure</li> </ul>	<b>RI7: 2,4,5,10</b>
<ul style="list-style-type: none"> <li>• Integration of Knowledge and Ideas</li> </ul>	<b>W7:4,5,9.b,10</b>
<ul style="list-style-type: none"> <li>• Range of Reading and Level of Text Complexity</li> </ul>	<b>SL7: 1.a.b.c.d,2,3,6</b>
<ul style="list-style-type: none"> <li>• Text Types and Purposes</li> </ul>	<b>L7:1.a.b.d.e,2.b, 3.a, 4.a.b.c.d,5.a.b,6</b>
<ul style="list-style-type: none"> <li>• Production and Distribution of Writing</li> </ul>	
<ul style="list-style-type: none"> <li>• Research to Build and Present Knowledge</li> </ul>	

<ul style="list-style-type: none"> <li>• <b>Range of Writing</b></li> <li>• <b>Comprehension and Collaboration</b></li> <li>• <b>Presentation of Knowledge and Ideas</b></li> <li>• <b>Conventions of Standard English</b></li> <li>• <b>Knowledge of Language</b></li> <li>• <b>Vocabulary Acquisition and Use</b></li> </ul>	
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**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas

**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

**21<sup>st</sup> Century Themes**

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools**  
**English Language Arts Curriculum**

<b>Unit Title: Responding to Literature and Informational Text</b>		<b>Unit #: 2</b>
<b>Course or Grade Level: Seven</b>		<b>Length of Time: 6 weeks</b>
<b>Pacing</b>	October - November	
<b>Essential Questions</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• How does one develop strategies for reading comprehension?</li> <li>• How do we build understanding of informational text?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• How does an author's background influence his/her writing?</li> <li>• What are the components of narrative, expository, and persuasive writing?</li> <li>• How do conventions of writing affect the writing process?</li> <li>• How is text information analyzed and used to support research, reflection, and analysis?</li> </ul>	
<b>Content</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, <i>Prepositions, Conjunctions, Interjections</i>)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Vocabulary</li> <li>• Narrative, Expository, and Persuasive Writing</li> </ul>	
<b>Skills</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight</li> <li>• Read and demonstrate comprehension of a variety of informational text.</li> <li>• Use non linguistic representations to demonstrate comprehension.</li> <li>• Explain prior knowledge before reading.</li> <li>• Infer ideas and draw conclusions based on textual evidence</li> <li>• Make predictions regarding movement of plot.</li> <li>• Identify the author(s) stated or implied purpose(s) for writing a specified text.</li> <li>• Describe/understand setting, character development, plot, theme and conflict.</li> <li>• Analyze elements of author's style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony,</li> <li>• Make inferences and draw conclusions based on information given by author, as well as prior knowledge.</li> <li>• Use strategies and graphic organizers to summarize and analyze text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary through use of context clues.</li> <li>• Determine and support connotative and denotative meanings with textual evidence.</li> <li>• Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses)</li> <li>• Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing</li> <li>• Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments AR Tests Comprehension Tests</li> </ul>	

	<p>Vocabulary tests          Illustrating text ideas          Graphic Organizers</p> <ul style="list-style-type: none"> <li>• Response Journal (real life connections to literature)</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative)</li> <li>• Summative Writing Assessments (Expository, Persuasive, Narrative)</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Project Shadowing</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: Geography, Social Context, Historical Context</li> <li>• Science: Life, Physical and Earth</li> <li>• Health: Health and Wellness Issues</li> <li>• Math: Consumer Math</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Novels</b>  <i>The Giver by Lois Lowry</i>  <i>The Breadwinner by Deborah Ellis</i>  <i>The Acorn People by Ron Jones</i>  <i>Among the Hidden by Margaret Peterson Haddix</i>  <i>A Wrinkle in Time by Madeleine L'Engle</i></li> <li>• <b>Various nonfiction informational text (sources: <a href="http://newseum.org">newseum.org</a>, Scholastic SCOPE Magazine)</b></li> <li>• <i>Language Network</i> – McDougal Littell (Red, Grade 7)</li> <li>• <i>Language of Literature</i> – McDougal Littell (Red, Grade 7)            Unit Two - <i>Relationships</i>            Unit Four, Part Two – <i>Nothing Stays the Same – Changes of Heart</i></li> <li>• <i>Vocabulary for Achievement</i> – Great Source</li> <li>• SmartBoard Activities– Smart Exchange</li> <li>• <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>• <i>Collaborative Learning Activities</i></li> <li>• <i>Empowering Writers</i> – Empowering Writers</li> </ul>
<b>ELA Common Core Standards</b>	
<b>Grade: Seven</b>	
<b>Strand: Reading Standards for Literature 6-12 (RL)</b> <b>Reading Standards for Informational Text 6-12 (RI)</b> <b>Writing Standards 6-12 (W)</b> <b>Speaking and Listening Standards 6-12 (SL)</b> <b>Language Standards 6-12 (L)</b>	
<b>Category:</b>	<b>#. Standard:</b>
<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> <li>• Text Types and Purposes</li> </ul>	<b>RL7:1,2,3,6,10</b>  <b>RI7: 1,2,3,4,5,6,8,9,10</b>  <b>W7:4,5,6,9.a.b,10</b>  <b>SL7: 1.a.b.c.d,2,3,6</b>

<ul style="list-style-type: none"> <li>• <b>Production and Distribution of Writing</b></li> <li>• <b>Research to Build and Present Knowledge</b></li> <li>• <b>Range of Writing</b></li> <li>• <b>Comprehension and Collaboration</b></li> <li>• <b>Presentation of Knowledge and Ideas</b></li> <li>• <b>Conventions of Standard English</b></li> <li>• <b>Knowledge of Language</b></li> <li>• <b>Vocabulary Acquisition and Use</b></li> </ul>	<b>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</b>
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**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas

**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21<sup>st</sup> Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21<sup>st</sup> Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools**  
**English Language Arts Curriculum**

**Unit Title: Analyzing and Responding to Literature and Informational Text**

**Unit #: 3**

**Course or Grade Level: Seven**

**Length of Time: 4 weeks**

**Pacing**

January

**Essential Questions**

**Reading**

- How does one develop strategies for reading comprehension?
- Which connections help most to increase understanding and analysis of text in order to compare and contrast ideas?

**Writing**

- How does an author's background influence his/her writing?
- What are the components of narrative, expository, and persuasive writing?
- How do conventions of writing affect the writing process?
- How is text information analyzed and used to support research, reflection, and analysis?

**Content**

**Reading**

- Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text
- Elements of Fiction, Non Fiction, and Informational Text
- Reading for a variety of purposes
- Reading Strategies
- Structural Analysis of Literature: Imagery and Conflict

**Writing**

- Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, *Gerunds, Participles*)
- Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)
- Vocabulary
- Narrative, Expository, and Persuasive Writing

**Skills**

**Reading**

- Compare and contrast different genres of literature that address the same theme.
- Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight
- Read and demonstrate comprehension of a variety of literature.
- Use non linguistic representations to demonstrate comprehension.
- Explain prior knowledge before reading.
- Infer ideas and draw conclusions based on textual evidence
- Make predictions regarding movement of plot.
- Identify the author(s) stated or implied purpose(s) for writing a specified text.
- Describe/understand setting, character development, plot, theme and conflict.
- Analyze elements of author's style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony,
- Make inferences and draw conclusions based on information given by author, as well as prior knowledge.
- Use strategies and graphic organizers to summarize and analyze text.

**Writing**

- Build vocabulary through use of context clues.
- Determine and support connotative and denotative meanings with textual evidence.
- Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses)
- Identify, compare/contrast, and apply elements of Narrative, Expository, and Persuasive Writing
- Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives.
- Develop arguments to support claims, develop text to convey main ideas and information in expository pieces, and develop plots, characters, setting etc. to develop a narrative story line.



<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> <li>• Response Journal (real life connections to literature)</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative)</li> <li>• Summative Writing Assessments (Expository, Persuasive, Narrative)</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Project Shadowing</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: Geography, Social Context, Historical Context</li> <li>• Science: Life, Physical and Earth</li> <li>• Health: Health and Wellness Issues</li> <li>• Math: Consumer Math</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Novels</b></li> <li style="padding-left: 20px;"><i>The Giver by Lois Lowry</i></li> <li style="padding-left: 20px;"><i>The Breadwinner by Deborah Ellis</i></li> <li style="padding-left: 20px;"><i>The Acorn People by Ron Jones</i></li> <li style="padding-left: 20px;"><i>Among the Hidden by Margaret Peterson Haddix</i></li> <li style="padding-left: 20px;"><i>A Wrinkle in Time by Madeleine L'Engle</i></li> <li>• <b>Various nonfiction informational text (sources: <i>newseum.org</i>, <i>Scholastic SCOPE Magazine</i>)</b></li> <li>• <i>Language Network</i> – McDougal Littell (Red Grade 7)</li> <li>• <i>Language of Literature</i> – McDougal Littell (Red Grade 7) <ul style="list-style-type: none"> <li>Unit Three – <i>Flights of Imagination</i></li> <li>Unit Four, Part One – <i>Nothing Stays the Same, Learning the Hard Way</i></li> </ul> </li> <li>• <i>Vocabulary for Achievement</i> – Great Source</li> <li>• SmartBoard Activities – Smart Exchange</li> <li>• <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>• <i>Collaborative Learning Activities</i></li> </ul>
<b>ELA Common Core Standards</b>	
<b>Grade: Seven</b>	
<b>Strand: Reading Standards for Literature 6-12 (RL)</b> <b>Reading Standards for Informational Text 6-12 (RI)</b> <b>Writing Standards 6-12 (W)</b> <b>Speaking and Listening Standards 6-12 (SL)</b> <b>Language Standards 6-12 (L)</b>	
<b>Category:</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge</li> </ul>	<b>#. Standard:</b> <b>RL7:1,2,3,4,5,6,7,9,10</b> <b>RI7: 1,2,3,4,5,6,8,9,10</b>

<p>and Ideas</p> <ul style="list-style-type: none"> <li>• Range of Reading and Level of Text Complexity</li> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> <li>• Comprehension and Collaboration</li> <li>• Presentation of Knowledge and Ideas</li> <li>• Conventions of Standard English</li> <li>• Knowledge of Language</li> <li>• Vocabulary Acquisition and Use</li> </ul>	<p><b>W7:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</b></p> <p><b>SL7: 1.a.b.c.d,2,3,4,5,6</b></p> <p><b>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</b></p>
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**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas

**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21<sup>st</sup> Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21<sup>st</sup> Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools**  
**English Language Arts Curriculum**

<b>Unit Title: History through Literature</b>		<b>Unit #: 4</b>
<b>Course or Grade Level: Seven</b>		<b>Length of Time: 4 weeks</b>
<b>Pacing</b>	February-March	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does literature reflect the time period in which it was written?</li> <li>• How does comparing and contrasting themes from various pieces of literature increase understanding?</li> <li>• How does the selection of genre shape the author’s message?</li> <li>• How does an author’s background influence his or her writing?</li> </ul>	
<b>Content</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Vocabulary</li> <li>• Narrative, Expository, and Persuasive Writing</li> </ul>	
<b>Skills</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast historical fiction to information text on same time period.</li> <li>• Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight</li> <li>• Read and demonstrate comprehension of a variety of informational text.</li> <li>• Use non linguistic representations to demonstrate comprehension.</li> <li>• Explain prior knowledge before reading.</li> <li>• Infer ideas and draw conclusions based on textual evidence</li> <li>• Make predictions regarding movement of plot.</li> <li>• Identify the author(s) stated or implied purpose(s) for writing a specified text.</li> <li>• Describe/understand setting, character development, plot, theme and conflict.</li> <li>• Analyze elements of author’s style including word choice, sentence structure, imagery, language patterns, and literary devices including foreshadowing and irony,</li> <li>• Make inferences and draw conclusions based on information given by author, as well as prior knowledge.</li> <li>• Use strategies and graphic organizers to summarize and analyze text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary through use of context clues.</li> <li>• Determine and support connotative and denotative meanings with textual evidence.</li> <li>• Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses)</li> <li>• Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing</li> <li>• Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> </ul> </li> </ul>	

	<p>Graphic Organizers</p> <ul style="list-style-type: none"> <li>• Response Journal (real life connections to literature)</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative)</li> <li>• Summative Writing Assessments (Expository, Persuasive, Narrative)</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Project Shadowing</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: Geography, Social Context, Historical Context</li> <li>• Science: Life, Physical and Earth</li> <li>• Health: Health and Wellness Issues</li> <li>• Math: Consumer Math</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Novels</b>  <i>The Giver</i> by Lois Lowry  <i>The Breadwinner</i> by Deborah Ellis  <i>The Acorn People</i> by Ron Jones  <i>Among the Hidden</i> by Margaret Peterson Haddix  <i>A Wrinkle in Time</i> by Madeleine L'Engle</li> <li>• <b>Various nonfiction informational text (sources: <i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>)</b></li> <li>• <i>Language Network</i> – McDougal Littell</li> <li>• <i>Language of Literature</i> – McDougal Littell  Unit Five – <i>Personal Challenges</i></li> <li>• <i>Vocabulary for Achievement</i> – Great Source</li> <li>• SmartBoard Activities – Smart Exchange</li> <li>• <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>• <i>Collaborative Learning Activities</i></li> </ul>
<b>ELA Common Core Standards</b>	
<b>Grade: Seven</b>	
<b>Strand: Reading Standards for Literature 6-12 (RL)</b> <b>Reading Standards for Informational Text 6-12 (RI)</b> <b>Writing Standards 6-12 (W)</b> <b>Speaking and Listening Standards 6-12 (SL)</b> <b>Language Standards 6-12 (L)</b>	
<b>Category:</b>	<b>#. Standard:</b>
<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Build and</li> </ul>	<p><b>RL7:1,2,3,4,5,6,7,9,10</b></p> <p><b>RI7: 1,2,3,4,5,6,7,8,9,10</b></p> <p><b>W7:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</b></p> <p><b>SL7: 1.a.b.c.d,2,3,4,5,6</b></p> <p><b>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b,c,6</b></p>

<p><b>Present Knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>Range of Writing</b></li> <li>• <b>Comprehension and Collaboration</b></li> <li>• <b>Presentation of Knowledge and Ideas</b></li> <li>• <b>Conventions of Standard English</b></li> <li>• <b>Knowledge of Language</b></li> <li>• <b>Vocabulary Acquisition and Use</b></li> </ul>	
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**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas

**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21<sup>st</sup> Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21<sup>st</sup> Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		

**Pine Hill Public Schools**  
**English Language Arts Curriculum**

<b>Unit Title: Responding to Informational Text</b>		<b>Unit #: 5</b>
<b>Course or Grade Level: Seven</b>		<b>Length of Time: 3 weeks</b>
<b>Pacing</b>	April	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do readers approach different types of texts?</li> <li>• How does the form of writing chosen by the author accomplish his or her purpose?</li> <li>• How does knowing your audience and purpose contribute to effective writing?</li> <li>• How can organization influence meaning and clarity in a piece of writing?</li> </ul>	
<b>Content</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Vocabulary</li> <li>• Expository and Persuasive Writing</li> </ul>	
<b>Skills</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Respond to text with precise language and specific details - QUASI: question, understand, answer, support, insight</li> <li>• Read and demonstrate comprehension of a variety of informational text.</li> <li>• Research, collect, and organize information from informational text in order to form an argument for or against an issue.</li> <li>• Write an essay based on research that poses an argument for or against an issue.</li> <li>• Use non linguistic representations to demonstrate comprehension.</li> <li>• Explain prior knowledge before reading.</li> <li>• Infer ideas and draw conclusions based on textual evidence</li> <li>• Identify the author(s) stated or implied purpose(s) for writing a specified text.</li> <li>• Analyze elements of author's style including word choice, sentence structure, imagery, language patterns, and literary devices.</li> <li>• Make inferences and draw conclusions based on information given by author, as well as prior knowledge.</li> <li>• Use strategies and graphic organizers to summarize and analyze text.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary through use of context clues.</li> <li>• Determine and support connotative and denotative meanings with textual evidence.</li> <li>• Explain the function of and apply prepositional phrase, infinitive phrase, and independent/dependent clauses (adjective clauses, adverb clauses, noun clauses)</li> <li>• Identify, compare and contrast, and apply elements of Narrative, Expository, and Persuasive Writing</li> <li>• Demonstrate understanding of and apply punctuation when writing: use commas to separate coordinate adjectives.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments <ul style="list-style-type: none"> <li>AR Tests</li> <li>Comprehension Tests</li> <li>Vocabulary tests</li> <li>Illustrating text ideas</li> <li>Graphic Organizers</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• Response Journal (real life connections and projects)</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive)</li> <li>• Summative Writing Assessments (Expository, Persuasive)</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: Geography, Social Context, Historical Context</li> <li>• Science: Life, Physical and Earth</li> <li>• Health: Health and wellness issues</li> <li>• Math: Consumer math</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Novels</b>  <i>The Giver by Lois Lowry</i>  <i>The Breadwinner by Deborah Ellis</i>  <i>The Acorn People by Ron Jones</i>  <i>Among the Hidden by Margaret Peterson Haddix</i>  <i>A Wrinkle in Time by Madeleine L'Engle</i></li> <li>• <b>Various nonfiction informational text (sources: <i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>)</b></li> <li>• <i>Language Network</i> – McDougal Littell</li> <li>• <i>Language of Literature</i> – McDougal Littell</li> <li>• <i>Vocabulary for Achievement</i> – Great Source</li> <li>• SmartBoard Activities– Smart Exchange</li> <li>• <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>• <i>Collaborative Learning Activities</i></li> </ul>
<b>ELA Common Core Standards</b>	
<b>Grade: Seven</b>	
<b>Strand: Reading Standards for Literature 6-12 (RL)</b> <b>Reading Standards for Informational Text 6-12 (RI)</b> <b>Writing Standards 6-12 (W)</b> <b>Speaking and Listening Standards 6-12 (SL)</b> <b>Language Standards 6-12 (L)</b>	
<b>Category:</b>	<b>#. Standard:</b>
<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> <li>• Comprehension and</li> </ul>	<b>RI7: 1,2,3,4,5,6,7,8,9,10</b>  <b>W7:1.a.b.c.d.e,2.a.b.c.d.e.f.,4,5,6,7,8,9.a.b,10</b>  <b>SL7: 1.a.b.c.d,2,3,4,5,6</b>  <b>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</b>

<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• <b>Presentation of Knowledge and Ideas</b></li> <li>• <b>Conventions of Standard English</b></li> <li>• <b>Knowledge of Language</b></li> <li>• <b>Vocabulary Acquisition and Use</b></li> </ul>	
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**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas

**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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**21<sup>st</sup> Century Skills**

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		



**Pine Hill Public Schools**  
**English Language Arts Curriculum**

<b>Unit Title: Utilizing a Range of Disciplines</b>		<b>Unit #: 6</b>
<b>Course or Grade Level: Seven</b>		<b>Length of Time: 6 weeks</b>
<b>Pacing</b>	May - June	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• How is reading a speech, poem, or a script for a play different from performing it?</li> <li>• How do particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision?</li> <li>• How would you rate the effectiveness of the interpretation of a film or live production’s adaptation of a story or drama?</li> <li>• What are the elements and structure of poetry that deepen the understanding of poetry?</li> <li>• <b>Writing</b></li> <li>• Why is it important to gather, select, and organize information from a variety of print and technical sources to conduct research projects?</li> <li>• How do you use technology to produce and publish a writing piece?</li> <li>• Why is it important to integrate and evaluate content presented in diverse formats and media?</li> <li>• How do you present claims and findings to generate effective discussions with peers?</li> <li>• How do you analyze the validity of claims and findings and evaluate their purpose in a presentation?</li> </ul>	
<b>Content</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Genres of Literature - fiction, nonfiction, poetry, drama, science fiction, fantasy, historical fiction, informational text</li> <li>• Elements of Fiction, Non Fiction, and Informational Text</li> <li>• Reading for a variety of purposes</li> <li>• Reading Strategies</li> <li>• Structural Analysis of Literature</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Grammar - Parts of Speech (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Gerunds, Participles)</li> <li>• Writing Conventions (punctuation, capitalization, sentence structure, paragraph form, essay form)</li> <li>• Vocabulary</li> <li>• Narrative, Expository, and Persuasive Writing</li> <li>• Presentation Rubrics</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• Analyze various genres and subgenres of fiction and nonfiction (including poetry and drama).</li> <li>• Analyze how particular lines of dialogue propel the action, reveal the aspect of a character, or provoke a decision.</li> <li>• Understand and analyze plot development.</li> <li>• Analyze the interpretation of a film or live production’s adaptation of a story or drama.</li> <li>• <b>Writing</b></li> <li>• Use technology to produce and publish a writing piece.</li> <li>• Integrate and evaluate content presented in diverse formats and media.</li> <li>• Gather, select, and organize information from a variety of print and technical sources to conduct research projects.</li> <li>• Engage in a range of collaborative discussions with peers.</li> <li>• Present information to peers for discussion and evaluation.</li> <li>• Analyze the purpose of information being presented and evaluate the motive behind its presentation.</li> <li>• Orally present claims and findings clearly and concisely.</li> <li>• Integrate multimedia and visual displays into presentations.</li> </ul>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• <b>Reading</b></li> <li>• STAR Reading Assessment</li> <li>• Formative assessments</li> <li style="padding-left: 40px;">AR Tests</li> </ul>	

	<p>Comprehension Tests Vocabulary tests Illustrating text ideas Graphic Organizers</p> <ul style="list-style-type: none"> <li>• Response Journal (real life connections and projects)</li> <li>• <b>Writing</b></li> <li>• Formative assessments (grammar/punctuation tests, DOL, vocabulary, Expository, Persuasive, Narrative)</li> <li>• Summative Writing Assessments (Expository, Persuasive, Narrative)</li> <li>• Presentation Rubrics</li> <li>• 4pt Reading Response Rubric</li> <li>• 6pt Writing Rubric</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Nonlinguistic representations of key concepts – story map, character sketches, graphs, graphic organizers, webs, plot diagrams, symbols, models</li> <li>• Note-taking organizers</li> <li>• Direct Instruction</li> <li>• Project Shadowing</li> <li>• Multi-sensory approach</li> <li>• Cooperative Learning</li> <li>• Pneumatic Devices</li> <li>• Smart Board Activities</li> <li>• STAR Reading Benchmarks</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Social Studies: Geography, Social Context, Historical Context</li> <li>• Science: Life, Physical and Earth</li> <li>• Health: Health and Wellness Issues</li> <li>• Math: Consumer Math</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Various nonfiction informational text (sources: <i>newseum.org</i>, Scholastic <i>SCOPE Magazine</i>)</b></li> <li>• <i>Language Network</i> – McDougal Littell (Red, Grade 7)</li> <li>• <i>Language of Literature</i> – McDougal Littell (Red, Grade 7) Unit Two, Part One – <i>Relationships, Reaching Out</i> Unit Six – <i>Tales from Around the World</i></li> <li>• <i>Vocabulary for Achievement</i> – Great Source</li> <li>• SmartBoard Activities– Smart Exchange</li> <li>• <i>Lessons That Change Writers</i> – Nancie Atwell, Heinemann Press</li> <li>• <i>Collaborative Learning Activities</i></li> </ul>
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<b>Category:</b>	<b>#. Standard:</b>
<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> <li>• Text Types and Purposes</li> <li>• Production and Distribution of Writing</li> </ul>	<p><b>RL7:1,2,3,4,5,6,7,9,10</b></p> <p><b>RI7: 1,2,3,4,5,6,7,8,9,10</b></p> <p><b>W7:1.a.b.c.d.e,2.a.b.c.d.e.f.,3.a.b.c.d.e,4,5,6,7,8,9.a.b,10</b></p> <p><b>SL7: 1.a.b.c.d,2,3,4,5,6</b></p> <p><b>L7:1.a.b.c.d.e,2.a.b, 3.a, 4.a.b.c.d,5.a.b.c,6</b></p>

<ul style="list-style-type: none"> <li>• <b>Research to Build and Present Knowledge</b></li> <li>• <b>Range of Writing</b></li> <li>• <b>Comprehension and Collaboration</b></li> <li>• <b>Presentation of Knowledge and Ideas</b></li> <li>• <b>Conventions of Standard English</b></li> <li>• <b>Knowledge of Language</b></li> <li>• <b>Vocabulary Acquisition and Use</b></li> </ul>	
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**Career and College Readiness Anchor Standards for Reading:** Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

**Career and College Readiness Anchor Standards for Writing:** Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, Range of Writing

**Career and College Readiness Anchor Standards for Speaking and Listening:** Comprehension and Collaboration, Presentation of Knowledge and Ideas

**Career and College Readiness Anchor Standards for Language:** Conventions of Standards English, Knowledge of Language, Vocabulary Acquisition and Use

[21<sup>st</sup> Century Themes](#)

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
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[21<sup>st</sup> Century Skills](#)

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy	X	Life and Career Skills		