Course Information

TOPIC/TITLE	Message	Assignment (CALL TO ACTION)	URL
COURSE INFORMATION	In this section, you can find helpful tools and resources that will enable you to better understand the tasks and assignments that you are asked to perform.		
TAKING NOTES	In this lesson, you will review how to take strong notes.	WATCH the video on how to take great notes.	https://www.youtube.com/watch?v=UAhRf3U50IM
ANNOTATING	In this lesson, you will review how to annotate your notes and other pieces of literature.	WATCH the video on how to annotate a text.	https://www.youtube.com/watch?v=IzrWOj0gWHU
EDIT AND REVISE WRITING	In this lesson, you will learn five tips to improve your writing.	WATCH the video on how to improve your writing.	https://www.youtube.com/watch?v=GgkRoYPLhts
CREATING A WRITER'S NOTEBOOK	In this lesson, you will learn the steps necessary to create your own writer's notebook.	WATCH the video on how to create a writer's notebook	https://www.youtube.com/watch?v=4vSpv3cYTl0

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The Environment in Which We Live Affects our Decision-Making	In this module, reading, writing, speaking and listening are constructed around the big idea of using appropriate strategies to derive meaning from text while grappling with the question of how the environment in which we live affects our decision-making. Students read from, and write to, informational text as well as classic and contemporary literature. The goal is to strengthen students' reading, writing, speaking, and listening skills for the purpose of identifying and analyzing main ideas, citing evidence that supports the analysis of text, determining an author's purpose and point of view, analyzing word and phrase use in text and how each are used to influence the meaning of the text, and finally, acknowledging and distinguishing between opposing claims. **Focus Standards** **CC.1.2.7.A** - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **CC.1.2.7.D** - 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. **CC.1.2.7.F** - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings. **CC.1.2.7.H** - Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. **Important Standards** **CC.1.2.7.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. **CC.1.4.7.B** - Identify and introduce the topic clearly, including a preview of what is to follow. **CC.1.4.7.C** - Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension. **CC.1.4.7.H** - Introduce and state an opinion on a topic. **CC.1.4.7.S** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.			
		ACCESS the Module 1 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16697	Teachers: This link will take you to the PDE/SAS Portal with the full Module I Instructional Framework aligned to the PA Standards. To access the instructional modules, you must be a registered SAS user.
Identifying and Analyzing Main /Central Idea	In this lesson, you will be able to find the main idea of a text and analyze how it changes over the course of the text. (CC.1.2.7.A)	LEARN about main idea then CHECK your learning.	http://www.brainpop.com/english/writing/mainidea/	http://www.pdesas.org/CMap/CMap/DefaultCmap/16697

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		IDENTIFY the main idea in the following excerpts.	http://www.quia.com/pop/120023.html?AP_rand=1773192757	
		LISTEN to the story *SeaWorld Hopes New Orca Habitats Will Stem A Tide of Criticism.*	http://www.npr.org/2014/09/11/347638921/seaworld-hopes-new-orca-habitats-will-stem-a-tide-of-criticism	Listen and/or read this article focusing on the main idea.
		IDENTIFY the main idea of *SeaWorld Hopes New Orca. Habitats Will Stem a Tide of Criticism* and its supporting details.	Tools 4 Students - https://itunes.apple.com/us/app/tools-4-students/id472911218?mt=8	Tools 4 Students (paid) hosts a collection of graphic organizers. The "Main Idea" graphic organizer can be used to record notes about the story.
		CREATE a *ShowMe* screencast teaching the important points of finding the main idea.	ShowMe Interactive Whiteboard - https://itunes.apple.com/us/app/showme-interactive-whiteboard/id445066279?mt=8	You might include your own method of teaching main idea, a mnemonic device, song, or other way to communicate tips or techniques.
Determining Author's Purpose and Point of View	In this lesson, you will 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. (CC.1.2.7.D)	WATCH the video to understand author's purpose.	https://www.youtube.com/watch?v=ECE0I0AeXXE	
		CHECK your understanding of author's purpose.	http://www.ereadingworksheets.com/reading-worksheets/authors-purpose-quiz.htm	**COMPLETE** the short practice worksheet.
		WATCH the video *High School Students Need More Sleep, Study Finds.*	http://www.cbsnews.com/videos/high-school-students-need-more-sleep-study-finds/	The video is a brief introduction to the theme discussed in the editorial.
		DETERMINE the author's purpose.	"But I'm Not Tired!" - http://my.hrw.com/support/hos/hostpdf/host_text_101.pdf	**READ** the editorial.
		PRACTICE identifying author's purpose using the article/video above.	Editorial Author's Purpose PDF	**COMPLETE** the worksheet.
		SELECT one of the three purposes for writing (informative, entertaining, and argumentative).	Puppet Pals HD - https://itunes.apple.com/us/app/puppet-pals-hd/id342076546?mt=8	**CREATE** a skit to illustrate purposes for writing you selected. Students may use alternative skit creation apps.

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Interpreting Figurative Language and Use of Words in a Text	In this lesson, you will define vocabulary words for selected texts, including the difference between connotative and denotative meanings. (CC.1.2.7.F)	LEARN how authors use words with both literal and suggestive meanings.	https://www.youtube.com/watch?v=UHMmrWOXv-A	**WATCH** the video and **TAKE NOTES.** A dictionary is needed to complete this task. Additional information on taking notes can be found in the course information section.
		COMPLETE the word splash for new vocabulary words.	Word Splash document.	Encourage students to take a risk and experiment with the word meanings.
		EXPLAIN the rationale for how you sorted your new vocabulary words.	Explain Everything App - https://itunes.apple.com/us/app/explain-everything/id431493086?mt=8	USE Explain Everything to present your rationale**.**
		VIEW the presentation and COMPLETE the activity to practice vocabulary.	The Scholarship Jacket Vocabulary Power Point.	The presentation should be used to determine meaning of new vocabulary without the use of a dictionary. Students use context clues.
		READ the text and/or DISCUSS connotative versus denotative language.	The Scholarship Jacket - http://www.mohonasen.net/DR/teacher/rgeracitano/mypdfs/The%20Scholarship%20Jacket%20Reading.pdf	Post-its, notesheet, or a notes app can be used for notes.
		CHOOSE a text. CREATE a list of new vocabulary words.	http://www.dogonews.com/	Choose an article. Students should create a list of words and explain their connotative and denotative meanings. A model response should be provided. If technology is not available, post-it notes on a hard copy can be used.
		EXPLAIN the connotative and denotative meanings of the words on the list you created.	Native Nations Culture Quest Graphic Organizer	The connotative and denotative meaning lists can be shared in groups or as a class.
		CREATE an acceptance speech that includes both connotative and denotative language.	http://www.digitalspy.com/movies/at-the-movies/a454248/oscars-20-most-memorable-academy-awards-acceptance-speeches.html#~oTqy6MFoyzpOGS	Excerpts of famous speeches can be read and/or shown. The speeches should illustrate both suggestive and literal meanings. Students could create an iMovie depicting them giving the speech and then explaining the connotative and denotative language.
Writing Informational Text	In this lesson you will learn about writing informational text to examine a topic and convey ideas, concepts, and information thorough the organization and analysis of relevant content. (CC.1.4.7.A)	WATCH the *Expository Writing Song* video. REVIEW how to write a 5-paragraph essay.	https://www.youtube.com/watch?v=3sNHpXjRuL8	This is a Youtube video on activating strategy.

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		TAKE NOTES then ANNOTATE your notes after watching the video Expository Writing.	https://www.youtube.com/watch?v=YpCzBdWdpTs	The Youtube video should be ended at 2:06. Additional information on taking notes and annotating them can be found in the course information section.The annotations can be made using paper and pencil or through the Notability, Evernote apps.
			https://itunes.apple.com/us/app/notability/id360593530?mt=8	
			https://itunes.apple.com/us/app/evernote/id281796108?mt=8	
		WATCH the *How to Plan & Write an Expository Essay* video. TAKE NOTES. ANNOTATE your notes	https://www.youtube.com/watch?v=GR4LunWz-jU	This is Youtube video. Additional information on taking notes and annotating them can be found in the course information section.The annotations can be made using paper and pencil or the Notability or Evernote apps.
			https://itunes.apple.com/us/app/notability/id360593530?mt=8	
			https://itunes.apple.com/us/app/evernote/id281796108?mt=8	
		HIGHLIGHT specific parts of a selected essay.TAKE NOTES and ANNOTATE your notes.		Teachers should provide essays to the class that demonstrate the types of expository essays. These include: Definition, Process, Cause-effect and Opposing Sides. Additional information on annotating can be found in the course information section.
Writing Informational Text	In this lesson you will write informational text that examines a topic and convey ideas, concepts, and information thorough the organization and analysis of relevant content. (CC.1.4.7.A)	LEARN how to plan and write an expository essay. WATCH *How to Plan & Write an Expository Essay* video and TAKE NOTES using the graphic organizer.	https://www.youtube.com/watch?v=GR4LunWz-jU	This is a You Tube Video. Additional information on taking notes and annotating them can be found in the course information section. Annotations can be made using paper and pencil or through the Notability or Evernote app.
		CHOOSE one Native nation to explore in the *Infinity of Nations Culture Quest*.	Infinity of Nations Culture Quest - http://www.nmai.si.edu/exhibitions/infinityofnations/culturequest/?intro=false	

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		LIST information from the website through use of the graphic organizer.	Native Nations Graphic Organzier Document	Students should first complete the main idea and detail sections on the graphic organizer. They can cite direct quotations or paraphrase. Students can then complete the introduction and conclusion sections, with a focus on a specific topic. Links for graphic organizers contain a student copy and teacher notes..
		LEARN the Five *Tips to Improve your Writing.* WATCH the video.	https://www.youtube.com/watch?v=GgkRoYPLhts	Additional information on taking notes and annotating them can be found in the course information section.
		WRITE an expository/informational essay.	PSSA Narrative Rubric PDF	Students should use the graphic organizer as a rough draft. They should use Pages (or a similar word processing app) to draft an essay. Last, they can edit and revise before turning in a final copy. Links for graphic organizers contain a student copy and teacher notes.
Citing Evidence to Support Analysis of a Text	In this lesson, you will evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. (CC.1.2.7.H)	LEARN about the author's argument and relevance of evidence. WATCH the video.	http://www.slideshare.net/ashleytroxell/analyzing-and-evaluating-arguments	
		READ *The Little Owls That Live Underground* article.	http://www.smithsonianmag.com/science-nature/the-little-owls-that-live-underground-203543/?no-ist	Complete the guided notes.
		WATCH Evaluate an Argument by Assessing the Author's Claims and Evidence.	https://learnzillion.com/lessons/1978-evaluate-an-argument-by-assessing-the-author-s-claims-and-evidence	
		CREATE a graphic organizer to determine the author's argument and supporting evidence of the previous article and video.	http://popplet.com	Students can use an online graphic organizer maker, an iPad app such as Popplet or a chart in Notability or Pages.
		EVALUATE how the author's supporting evidence furthers his argument/claims.	http://popplet.com	Students can use the graphic organizer to answer the following questions: 1. Is the author's argument clear? 2. How well does the author support the argument?

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Text Dependent Analysis	In this lesson you will draw evidence from within literary and/or informational text to support analysis, research, and reflection when responding to text-dependent analysis essay questions. (CC.1.4.7.S)	REVIEW the definition of textual evidence. WATCH the video.	http://www.youtube.com/watch?v=C36nczcgcyM	Students should complete the Powerpoint's embedded discussion questions.
		READ the passage in Chapter 1 of the iBook and CITE specific evidence within a text.	7th Grade ELA PA Learns iBook	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool.
		CITE two pieces of evidence that support the given thesis statement. USE the graphic organizer.	Text Based Aanalysis Graphic Organizer document	Links for graphic organizers contain student copy and teacher notes.
		WRITE a short response to the prompt.	Pages - https://itunes.apple.com/us/app/pages/id361309726?mt=8	Students should use the Text Based Analysis graphic organizer to draft this piece. A video on tips to improve your writing can be found in the course information section.

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Personal Perspectives Influence the Outcome of a Situation	In this module, reading, writing, and speaking and listening are framed around the big idea of actively and skillfully interpreting, analyzing, evaluating, and synthesizing information while students grapple with the question of how personal perspectives influence the outcome of a situation. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving informational texts and literature to examine how personal perspectives influence the outcome of a situation. Key outcomes include analyzing how elements of a story or drama interact and how setting shapes characters and plot, determining a theme and analyzing its development over the course of the text, analyzing how an author develops and contrasts the points of view of different characters or narrators in a text, citing evidence that strongly supports analysis, and analyzing the influence and use of words and phrases in text. **Focus Standards** **CC.1.2.7.F** - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings. **CC.1.3.7.A** - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **CC.1.3.7.C** - Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot. **CC.1.3.7.D** - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. **CC.1.4.7.N** - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters. **CC.1.2.7.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. **CC.1.4.7.D** - Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension. **CC.1.4.7.J** - Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.7.O** - Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. **CC.1.4.7.P** - Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from and reflects on the narrated experiences and events. **Important Standards** **CC.1.2.7.B** - Cite several pieces of textual evidence to support analysis of what the text says	READ the Module overview.		

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		ACCESS the Module 2 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16698	This link will take you to the PDE/SAS Portal with the full Module 1 Instructional Frameworks aligned to the PA Core Standards. To access the
Determining and Analyzing the Development of Theme	In this lesson, you will determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CC.1.3.7.A)	REVIEW the list of *Common Themes* and BRAINSTORM additional themes of your own.	http://premium.betterlesson.com/document/180448/themes-sheet-doc	Consider common literary themes. Some have been identified for you. This may be done as a small group.
		CREATE a list of your own themes to add to a class *Common Themes* Google document.	Google Docs - https://itunes.apple.com/us/app/google-docs/id842842640?mt=8	Compile a list of your own themes in a Google Doc. Classes can collaborate on a master class list or upload finished lists to a class website for reference and collaboration.
		LISTEN to *The Tell-Tale Heart* and DETERMINE the theme of the story.	Audiobook-Tell-Tale Heart - https://itunes.apple.com/us/app/audiobook-tell-tale-heart/id304222260?mt=8	
		SUMMARIZE *The Tell-Tale Heart* by using the *Somebody Wanted But So* graphic organizer.	SomebodyWantedButSoGO.doc	
		READ and SUMMARIZE an Edgar Allan Poe story of your choosing. DETERMINE the theme of your chosen story.	The Works of Edgar Allan Poe - Volume 1 - https://itunes.apple.com/us/book/works-edgar-allan-poe-volume/id396135651?mt=11	There are a number of free Edgar Allan Poe short story collections in the iBooks library. Any may be used, depending on your interest. The link provided is for the first volume in the series.
		HIGHLIGHT and/or ANNOTATE evidence that supports the determined theme throughout the text.	The Works of Edgar Allan Poe - Volume 1 - https://itunes.apple.com/us/book/works-edgar-allan-poe-volume/id396135651?mt=11	If you have access to a PDF version of the chosen story, annotations can be made through the iBook app or with note taking tools such as Evernote. Additional information on annotating can be found in the course information section.
		CREATE a 3-5 minute *Prezi* about the main idea and evidence found in your chosen Edgar Allan Poe story.	Prezi - https://itunes.apple.com/us/app/prezi/id407759942?mt=8	You may choose another presentation app or technology. Your presentation should: - Summarize the text. - Identify the story's theme and include three pieces of evidence that shows your theme throughout the text.
Determining Author's Purpose and Point of View	In this lesson, you will analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (CC.1.3.7.D)	COMPARE and CONTRAST point of view and perspective.	POV and Perspective - http://users.pgtc.com/~slmiller/perspective.htm	Students may use graphic organizers to visually represent this information.

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		READ *The Dinner Party* and ANSWER the comprehension questions following the story.	The Dinner Party - http://www.waupaca.k12.wi.us/ms_pie_documents/The%20Dinner%20Party%20%20%20by%20Mona%20Gardner.pdf	
		CREATE a *Prezi* to teach point of view as found in *The Dinner Party.*	http://prezi.com/	Students should include a summary of the story in addition to an analysis of the characters' perspectives.
		WRITE a three-paragraph essay on point of view, perspective, and characterzation.	The Dinner Party Essay document	A video on tips to improve your writing can be found in the course information section.
Interpreting Figurative Language and Use of Words in a Text	In this lesson, you will determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative meanings. (CC.1.2.7.F)	LEARN about figurative language. WATCH the video.	http://www.teachertube.com/video/rap-video-for-teaching-figurative-language-324219	Use this TeacherTube Video of a short song for teaching figurative language.
		LISTEN to the podcast to learn figurative language terms.	https://www.youtube.com/watch?v=FUhJh7fkpAs	Use these podcasts to define figurative language terms.
		EXPERIMENT with the terms.	Word Sort Poetry" doc,	Use this Word Sort on figurative language to allow students to experiment with the terms.
		READ *The Highwayman* poem.	"The Highwayman" - http://www.accrispin.com/highwaymanpoem.pdf	This PDF of "The Highwayman can be posted or printed for student use.
		FORMULATE your own questions using the reference sheet.	The Highwayman" Lesson doc.	
		DESCRIBE how Alfred Noyes uses figurative language to create images in the reader's mind in *The Highwayman*.	http://kidblog.org/home/	Technology such as Padlet or Kidblog can be used for interactive student responses.
		DESIGN a visual media representation of T*he Highwayman* to illustrate the poet's use of figurative language.	http://desktopvideo.about.com/od/desktopediting/ss/mmphotomontage.htm	Students can use iPad apps or any other available technology to create a movie, montage, short clip, etc.
		PRACTICE identifying figurative language with the *Orpheus* app.	Orpheus the Lyrical: Figurative Language Review Game Free - https://itunes.apple.com/us/app/orpheus-lyrical-figurative/id906092245?mt=8	The Orpheus app should be used for practice with the figurative language terms..
		COMPLETE the poetry webquest to apply concepts.	http://www.atticacsd.org/webpages/csholts/teacherpages.cfm?subpage=1277246	Possible assessment ideas and questions can be found here: http://achievethecore.org/file/2300

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		CONSTRUCT a poem that includes figurative language.	http://poetfreak.com/	Post the poem to any of the various websites available, including blogs.
Citing Evidence to Support Analysis of a Text	In this lesson, you will cite several pieces of textual evidence to support analysis of what the text says explicitly. (CC.1.2.7.B)	WATCH the *Textual Evidence* definition video.	http://www.youtube.com/watch?v=C36nczcgcyM	Students should complete the discussion questions that are embedded in the PowerPoint.
		READ the prompt in Chapter 2 of the iBook. HIGHLIGHT and ANNOTATE the passage.	ELA Grade 7 iBook Chapter 2	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		USE the graphic organizer to CITE two pieces of evidence that support the response to the prompt.	*Text Based Analysis GO* document	
		WRITE a short response to the prompt.		Students should use the information gathered on the text based analysis graphic organizer to draft this piece. A word processing app such as Pages or GoogleDocs can be used to compose a response. A rubric has been provided for teachers to grade student responses. A video on tips to improve your writing can be found in the course information section.
Citing Evidence to Support Analysis of a Text	In this lesson, you will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CC.1.2.7.B)	ACTIVATE prior knowledge by playing *Inferencing Battleship.*	http://www.quia.com/ba/41785.html	Inferencing Battleship can be used as an activating strategy or to help students who are struggling understand the concept.
		WATCH the slideshow about inferencing and ANNOTATE.	http://www.slideshare.net/gherm6/inferences-and-inferring?next_sl	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		READ the *Monsters are Due on Maple Street* screenplay.	*Monsters are Due on Maple Street* - http://www.nvms7thgradelanguagearts.com/uploads/1/4/7/4/14740620/monsters_on_maple_st.pdf	

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		ANNOTATE the text and HIGHLIGHT at least three pieces of evidence that lead(s) to a specific inference/conclusion.	*Monsters are Due on Maple Street* - http://www.nvms7thgradelanguagearts.com/uploads/1/4/7/4/14740620/monsters_on_maple_st.pdf	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		PRACTICE making inferences. COMPLETE the inference graphic organizer about *Monsters are Due on Maple Street.*	Inference Graphic Organizer document	
Citing Evidence to Support Analysis of a Text	In this lesson, you will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as generalizations drawn from the text. (CC.1.2.7.B)	ACTIVATE prior knowledge by playing *Generalization Battleship*.	http://www.quia.com/ba/510988.html	Inferencing Battleship can be used as an activating strategy or to help students who are struggling understand the concept.
		WATCH the *Generalization* slide show and ANNOTATE.	http://www.slideshare.net/azwoyer/making-generalizations?qid=b4076ea4-a590-4714-9f44-f2f8ca8a7f81&v=default&b=&from_search=1	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool.
		READ *The Dinner Party* short story.	*The Dinner Party* - http://www.waupaca.k12.wi.us/ms_pie_documents/The%20Dinner%20Party%20%20%20by%20Mona%20Gardner.pdf	
		ANNOTATE the text and HIGHLIGHT at least three pieces of evidence that lead(s) to a specific generalization.	*The Dinner Party* - http://www.waupaca.k12.wi.us/ms_pie_documents/The%20Dinner%20Party%20%20%20by%20Mona%20Gardner.pdf	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		USE the graphic organizer to make generalizations about *The Dinner Party.*	Generalizations Graphic Organizer document	
Writing Narratives to Develop Real or Imagined Experiences.	In this lesson, you will learn about writing narratives that establish context that unfolds naturally and logically to support the writer's purpose. (CC.1.4.7.M)	WATCH the video on Narrative Context and ANNOTATE.	https://www.youtube.com/watch?v=QEgwuJJnlI0	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.

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		READ and/or WATCH the *All Summer in a Day* short story.	READ- http://www.bradford.k12.oh.us/Downloads/All%20Summer%20in%20a%20Day.pdf	HIGHLIGHT and ANNOTATE an example of narrative context used by the authors. Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
			http://www.youtube.com/watch?v=cV-rzGx21rw	
		EVALUATE author's use of context by explaining its effectiveness.	Notability - https://itunes.apple.com/us/app/notability/id360593530?mt=8	Students should compile a writer's notebook for best practices. Evaluation is included in this Writer's Notebook. Students may use paper and pencil or Pages, Notability, Evernote, or another electronic tool of their choice.
Writing Narratives to Develop Real or Imagined Experiences.	In this lesson, you will learn about writing narratives that establish context and point of view that unfolds naturally and logically to support the writer's purpose. (CC.1.4.7.M)	WATCH the video to review narrative writing and narrative point of view.	https://www.youtube.com/watch?v=mj-eh5VFsg0	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		READ *All Summer in a Day* short story. HIGHLIGHT and ANNOTATE an example of narrative point of view.	http://www.bradford.k12.oh.us/Downloads/All%20Summer%20in%20a%20Day.pdf	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		EVALUATE the author's point of view for effectiveness.	Notability - https://itunes.apple.com/us/app/notability/id360593530?mt=8	Students should compile a writer's notebook for best practices. Evaluation is included in this Writer's Notebook. Students may use paper and pencil or Pages, Notability, Evernote, or another electronic tool of their choice.
Writing Narratives to Develop Real or Imagined Experiences.	In this lesson, you will learn about writing narratives that introduce characters that unfold naturally and logically to support the writer's purpose. (CC. 1.4.7.M)	WATCH the video about creating memorable characters.TAKE NOTES about the four steps.	https://www.youtube.com/watch?v=MVjwUry2ZDk	Notes can be taken using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on taking notes can be found in the course information section.

TITLE	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
		WATCH the video on how to use *Runway Teaching* to teach short concepts.	Runway Teaching edit.mp4	
		CREATE a runway video using four different students to recite one of the four ways to create memorable characters.	iMovie - https://itunes.apple.com/us/app/imovie/id377298193?mt=8	Using the Runway Teaching video as an example, students should create their own runway show that includes the four ways to create memorable characters. Group sizes should be at least four people when possible. Students can utilize iMovie or other video editing apps.
		READ and/or WATCH *All Summer in a Day* short story or film.	http://www.bradford.k12.oh.us/Downloads/All%20Summer%20in%20a%20Day.pdf	
			http://www.youtube.com/watch?v=cV-rzGx21rw	
		ANNOTATE notes of at least two characters. EXPLAIN why they are memorable.		Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		EXAMINE two characters. EVALUATE how effective they are in the story.	Notability - https://itunes.apple.com/us/app/notability/id360593530?mt=8	Students should compile a writer's notebook for best practices. Evaluation is included in this Writer's Notebook. Students may use paper and pencil or Pages, Notability, Evernote, or another electronic tool of their choice.
Writing Narratives to Develop Real or Imagined Experiences.	In this lesson, you will learn about writing narratives that establish context and organize event sequences that unfold naturally and logically to support the writer's purpose. (CC.1.4.7.M; CC.1.4.7.P)	LEARN about story structure. WATCH the video.	https://www.youtube.com/watch?v=YwIJzYM58X0&list=PLNPJ7r5Ru3y6B5o7_VAn-tUegMGUfwFKa&index=3	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		READ and/or WATCH *All Summer in a Day* short story or film.	http://www.bradford.k12.oh.us/Downloads/All%20Summer%20in%20a%20Day.pdf	
			http://www.youtube.com/watch?v=cV-rzGx21rw	

TITLE	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
		ANNOTATE notes for at least two characters. EXPLAIN why they are memorable.	https://itunes.apple.com/us/app/notability/id360593530?mt=8	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
			https://itunes.apple.com/us/app/notability/id360593530?mt=8	Students should compile a writer's notebook for best practices. Evaluation is included in this Writer's Notebook. Students may use paper and pencil or Pages, Notability, Evernote, or another electronic tool of their choice. Additional information on how to create a writer's notebook can be found in the course information section. Students should specifically address how the author uses structure within the story.
Writing Narratives to Develop Real or Imagined Experiences.	In this lesson, you will write narratives that establish context and point of view, introduce a narrative that unfolds naturally and logically to support the writer's purpose. (CC.1.4.7.M; CC.1.3.7.D)	REVIEW the types of narratives and points of view. WATCH the video.	https://www.youtube.com/watch?v=SKi56cPUSFk	
		LEARN how to create your narrative in Chapter 3 of the iBook.	ELA Grade 7 iBook Chapter 3	
		LEARN how to create memorable characters.	https://www.youtube.com/watch?v=MVjwUry2ZDk	
		LEARN how to create story structure.	https://www.youtube.com/watch?v=YwIJzYM58X0&list=PLNPJ7r5Ru3y6B5o7_VAn-tUegMGUfwFKa&index=3	
		LEARN how to make story structure more engaging.	https://www.youtube.com/watch?v=eLWU38BvY3M	This is an enrichment activity.
		CREATE a memorable structure for your story by using the graphic organizer.	Narrative Writing Graphic Organizer document	USE the graphic organizer to help you apply your learning.
		WRITE your narrative by utilizing the organizer.	Pages - https://itunes.apple.com/us/app/pages/id361309726?mt=8	Students should complete the writing process. They can use the Pages app or Microsoft word. A video on tips to improve your writing can be found in the course information section.

TITLE	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
Text Dependent Analysis	In this lesson, you will draw evidence from within literary and/or informational text to support analysis, research, and reflection when responding to text-dependent analysis essay questions. (CC. 1.4.7.J)	LEARN about textual evidence.	http://www.youtube.com/watch?v=C36nczcgcyM	
		READ the prompt and passage in Chapter 2 of the iBook.	ELA Grade 7 iBook Chapter 2	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		CITE two pieces of textual evidence based on a given thesis statement. USE the graphic organizer.	Text Based Analysis Graphic Organizer	Links for graphic organizers contain student copy and teacher notes.
		WRITE a short response to the prompt.	Pages - https://itunes.apple.com/us/app/pages/id361309726?mt=8	Students should use the information gathered on the Text Based Analysis graphic organizer to draft this piece. A word processing app such as Pages or GoogleDocs can be used to compose a response. A video on tips to improve your writing can be found in the course information section.

TITLE	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
Processing Opposing Perspectives	In this module, reading, writing, and speaking and listening focus on the big idea of actively and skillfully interpreting, analyzing evaluating, and synthesizing information while exploring opposing perspectives. Students engage in an examination of various perspectives that present, multiple views, often in direct opposition to one another. Students read from, and write to, informational text as well as contemporary literature. Students engage in class discussions involving the informational text and literature to grapple with and process opposing perspectives. Unit goals include opportunities for students to interact with a wide array of texts that support the ability to reason, analyze and assess divergent thinking and various perspectives. Key outcomes include understanding the defined perspective, its relationship to the author, and the impact on the central message. **Focus Standards:** **CC.1.2.7.D** - 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. **CC.1.2.7.H** - Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence. **CC.1.2.7.I** - Analyze how two or more authors present and interpret facts on the same topic. **CC.1.4.7.I** - Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic. **Important Standards:** **CC.1.2.7.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. **CC.1.2.7.C** - Analyze the interactions between individuals, events, and ideas in a text. **CC.1.3.7.A** - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **CC.1.3.7.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. **CC.1.3.7.F** - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings. **CC.1.4.7.S** - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.	READ the Module overview.		
		ACCESS the Module 3 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16699	This link will take you to the PDE/SAS Portal with the full Module 1 Instructional Frameworks aligned to the PA Core Standards. To access the instructional modules, you must be a registered SAS user.
Identifying and Analyzing Main Idea/ Central Idea	In this lesson, you will determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (CC.1.3.7.A)	READ *Are libraries finished? 5 arguments for and against* article.	http://www.bbc.com/news/magazine-12340505	This article gives an overview of popular arguments for and against libraries, along with a brief explanation of each side.
		COMPARE and CONSTRAST the arguments presented using a venn diagram.	Venn Diagram - https://itunes.apple.com/us/app/venn-diagram/id666981188?mt=8	Use the Venn Diagram to summarize the main points of each argument and claim.

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		READ *Neil Gaiman: Why our future depends on libraries, reading and daydreaming.*	http://www.theguardian.com/books/2013/oct/15/neil-gaiman-future-libraries-reading-daydreaming	This opinion piece presents an argument for the importance of libraries and their place in a digital age.
		DETERMINE the main idea of the article and CITE three pieces of evidence to support the main idea.	Tools 4 Students - https://itunes.apple.com/us/app/tools-4-students/id472911218?mt=8	Price - .99 Summarize the main idea by providing at least three pieces of evidence as support.
		READ *Libraries 'have had their day,' says Horrible Histories author.*	http://www.theguardian.com/books/2013/feb/13/libraries-horrible-histories-terry-deary	This opinion piece presents an argument on the irrelevance of libraries in today's digital age.
		DETERMINE the main idea and CITE three pieces of evidence to support the answer.	Tools 4 Students - https://itunes.apple.com/us/app/tools-4-students/id472911218?mt=8	Price - .99 Summarize the main idea by providing at least three pieces of evidence as support.
		CREATE a Google Hangout discussion or YouTube video about how the viewpoints from the previous two articles differ.	Hangouts - https://itunes.apple.com/us/app/hangouts/id643496868?mt=8	
Determining Author's Purpose and Point of View	In this lesson, you will 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. (CC.1.2.7.D)	WATCH the video on fracking.	Fracking: Positive or Negative Impact? - http://www.pbs.org/newshour/spc/thenews/thegov/story.php?	
		READ the article to understand the pros and cons of fracking.	Is Fracking A Good Idea - http://www.usnews.com/debate-club/is-fracking-a-good-idea	
		LIST the pros and cons of fracking using the graphic organizer.	Fracking Video Exercise document	
		CHOOSE a debate topic and LIST three reasons for and three against.	Argument Debate Topics document	
		PRESENT your debate with your partner for the class.		Students will participate in a live debate of their topics. Spectators will vote for the "winner" with the most compelling argument.
Interpreting Figurative Language and Use of Words in a Text	In this lesson you will determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings. (CC.1.3.7.F)	LEARN about determining the meaning of words and phrases used in grade level reading and content.	https://youtu.be/flX5mwewQCY	
		READ *Button, Button* by Richard Matheson.	http://jhampton.pbworks.com/w/file/fetch/47378440/button	Print out a hard copy, download to iPad, or post on smartboard and attach post-its or take notes.
		DETERMINE the meaning of new vocabulary words from the story.	Button, Button ppt.	Students use context clues to determine meaning. NO dictionaries should be used.
		REVIEW figurative language game	https://www.youtube.com/watch?v=-4UeRBAmevA	

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		CREATE a quiz to practice vocabulary terms.	www.quia.com www.quizlet.com	Students can exchange quizzes with one another to use as a review and/or assessment.
Citing Evidence to Support Analysis of a Text	In this lesson you will cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text. (CC.1.2.7.B)	WATCH the video that defines textual evidence.	http://www.youtube.com/watch?v=C36nczcgcyM	This PowerPoint includes information and a class activity.
		READ the prompt and passage in Chapter 4 of the iBook.	7th Grade ELA PA Learns Activities	
		HIGHLIGHT and ANNOTATE the passage in *Chapter 4* of the iBook.	7th Grade ELA PA Learns Activities	Additional information on annotating can be found in the course information section. Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool.
		COMPLETE the graphic organizer to CITE two pieces of evidence that support the response.	Text Based Analysis Graphic Organizer document	
			Teacher Notes Text Based Analysis Graphic Organizer document	
		WRITE a short response to the prompt.	https://itunes.apple.com/us/app/pages/id409201541?mt=12	Students should use the Text Based Analysis graphic organizer to draft this piece. A word processing app such as Pages or GoogleDocs is recommended for composing responses. Teachers may use the attached graphic organizer to evaluate student responses. The links for graphic organizers contain student copy and teacher notes. A video on tips to improve your writing can be found in the course information section.
Preparing to Write An Argument to Support A Claim.	In this lesson you will learn about introducing claim(s) for the intended audience, acknowledging alternate or opposing claims, and supporting the writer's purpose by logically organizing the reasons and evidence. (CC.1.4.7.I)	WATCH the video about argumentative writing and claims.	https://www.youtube.com/watch?v=-lzGy5gizKg	
		DEVELOP evidence to argue a topic of your choosing and organize it logically after watching the video.	https://www.youtube.com/watch?v=FGRouVCIaNQ	
		ACKNOWLEDGE alternate or opposing claims after watching the video.	https://www.youtube.com/watch?v=h35jfS7jnpc	
		SELECT and DEVELOP a topic to use in an argumentative essay after watching the video.	https://www.youtube.com/watch?v=47qyHGXvTSc	
		COMPLETE the graphic organizer using the selected topic.	Argumentative Writing Graphic Organizer document	

TITLE	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
Writing An Argument to Support A Claim.	In this lesson you will write arguments that introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence. (CC.1.4.7.I)	READ the argumentative prompt in Chapter 5 of the iBook.	ELA Grade 7 iBook Chapter 5	
		COMPLETE the graphic organizer for the prompt.	Argumentative Writing Graphic Organizer document	
		WRITE a response to the prompt.	Pages - https://itunes.apple.com/us/app/pages/id361309726?mt=8	Students should use the information on the graphic organizer to draft this piece. Use a word processing app such as Pages or GoogleDocs to compose responses. A video on tips to improve your writing can be found in the course information section.
		COMPLETE the checklist in Chapter 5 of the iBook to revise and edit your response.	ELA Grade 7 iBook Chapter 5	Teachers may use the attached graphic organizer to evaluate student responses.
			Argumentative Prompt Scoring guide document	

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The Interpretation of Events is Impacted by Perspective	In this module, students engage in formal research while grappling with how the interpretation of events is impacted by perspective. Using multiple sources, they examine information and analyze the central idea. Students understand how the author's perspective influences the way the content is presented, allowing them to assess its accuracy and credibility. One key outcome is that students produce a research paper in which assertions are based upon textual evidence. This short research project should draw on several sources and follow a standard format for citations. **Focus Standards:** **CC.1.2.7.A** - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. **CC.1.2.7.E** - Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. **CC.1.2.7.F** - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings. **CC.1.3.7.H** - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. **CC.1.4.7.T** - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. **CC.1.4.7.V** - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **CC.1.4.7.W** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CC.1.5.7.B** - Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.			
		ACCESS the Module 4 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16700	This link will take you to the PDE/SAS Portal with the full Module 1 Instructional Frameworks aligned to the PA Core Standards. To access the instructional modules, you must be a registered SAS user.
Identifying and Analyzing Main Idea/ Central Idea	In this lesson you will determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (CC.1.2.7.A)	WATCH *The Three Little Pigs* and TAKE NOTES on how this retelling differs from the original story.	https://www.youtube.com/watch?v=m75aEhm-BYw	Traditionally the story is told from the perspective of the pigs. How does the story change when told from the wolf's perspective?

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		WATCH the video and DETERMINE the main idea.	http://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english	This TED Talk is a spoken word poetry performance dealing with cultural perception of spoken language. The speaker addresses three different "languages" that she speaks and how each are perceived by the world around her. The TED Talk also accesible through Youtube.
		LIST the different perspectives found in the TED Talk.	http://www.enchantedlearning.com/graphicorganizers/	Students may use any number of apps, tools, word processing software, etc. to create a graphic organizer. The chosen medium should reflect the perspectives presented and how each reframes and/or impacts the speaker's main idea.
		CREATE a graphic organizer that compares the influences of the speaker's perspectives on the video's main idea.	http://www.enchantedlearning.com/graphicorganizers/	
		POST a response analyzing how perspective impacts the presentation of the main idea in one or both of the articles above.	Edmodo - https://itunes.apple.com/us/app/edmodo/id378352300?mt=8	Students should use the graphic organizer and comparison notes to write their responses.
		RESPOND to at least two other posts discussing the role perspective plays in the article.	Edmodo - https://itunes.apple.com/us/app/edmodo/id378352300?mt=8	
		CREATE a blog entry listing the "languages" *you* speak and how they might be perceived by outside perspectives.	Blogger - https://itunes.apple.com/us/app/blogger/id459407288?mt=8	Consider how the "languages" that you speak are perceived. Another blogging platform such as Wordpress or EduBlogs can be substituted. A class blog may be started to compile student opinions throughout the school year in regards to various units and prompts.
Determining Author's Purpose and Point of View	In this lesson you will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (CC.1.3.7.H)	WATCH the video on the Alaska Klondike Gold Rush.	https://www.youtube.com/watch?v=1dcsYMTyZcE	The video can be shown to students independently on a personal device such as an iPad or to the class as a whole.
		READ and discuss *The Cremation of Sam McGee* poem.	http://www.poetryfoundation.org/poem/174348	Students can annotate their copies of Sam McGee by using paper and pencil or an electronic format.
		CREATE a graphic organizer to compare/contrast the fictional Klondike in *Sam McGee* with factual information from the video.	http://popplet.com	The graphic organizer can be created using paper and pencil or an app such as Popplet.

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		CREATE an iMovie or Keynote to demonstrate the similarities and differences.	https://www.apple.com/support/mac-apps/imovie/	Students can use Keynote or iMovie to create their final projects. The use of a graphic organizer is encouraged to plan and review ideas.
			https://www.youtube.com/watch?v=amzuDBDAeto	
Citing Evidence to Support Analysis of a Text	In this lesson you will delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CC.1.5.7.B)	WATCH the video that defines Textual Evidence	http://www.youtube.com/watch?v=C36nczcgcyM	This PowerPoint includes both information and a class activity.
		READ the prompt and passage in Chapter 6 of the iBook.	iBook: 7th Grade ELA PA Learns Activities	
		HIGHLIGHT and ANNOTATE the passage in Chapter 6 of the iBook.	iBook: 7th Grade ELA PA Learns Activities	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		COMPLETE the graphic organizer to CITE two pieces of evidence that support the prompt.	Text-Based Analysis Graphic Organizer	
			Teacher Notes - Text-Based Analysis Graphic Organizer	
		WRITE a short response to the prompt.	Pages App - https://itunes.apple.com/us/app/pages/id361309726?mt=8	Students can use the information gathered on the Text Based Analysis graphic organizer to help draft this piece. A word processing app such as Pages or GoogleDocs is recommended to compose the response. A video on tips to improve your writing can be found in the course information section.
Writing for Different Purposes and Audiences	In this lesson you will learn about conducting short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (CC.1.4.7.V)	WATCH the SlideShare on *Basic Research Skills.*	http://www.slideshare.net/dirtboy/library-research-skills-slideshare-versionclassroomedition-29300560?qid=c208845d-27b9-4373-a1b8-ad195bea4920&v=default&b=&from_search=2	
		COMPLETE the *Basic Research Skills* Notes activity.	Basic Skills Notes document	Students can complete notes while watching and discussing the slide share. A teacher answer key is provided.
			Answer Key Basic Skills Notes	
		SELECT a general topic for research and COMPLETE pre-research graphic organizer.	Pre-Research graphic Organizer	Students can select a variety of sources to begin their pre-research. Sources should include print and electronic sources (including databases and websites).

TITLE	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
		DISCUSS and EVALUATE pre-research information to select a topic for continued research.		Students can share and discuss the information they located. From this information, students can select a specific narrow topic for research.
Writing for Different Purposes and Audiences	In this lesson you will learn how to gather relevant information and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CC. 1.4.7.W)	WATCH the video on the definition of plagiarism until minute 6:02.	https://www.youtube.com/watch?v=VnTPv9PtOoo	RECORD notes during the video. The video should be paused at the text breaks to allow time to complete note sheets. Since plagiarism consequences vary by district, the video should be stopped at 6:02.
			Plagiarism notesheet document	
		COMPLETE the plaigiarism scavenger hunt.	http://edtech2.boisestate.edu/patriciasmeyers/502/scavenger.html	
		REVIEW how to properly cite sources in Microsoft Word.	MLA format in Word document.	
		EXAMINE and CRITIQUE the several citing websites available.	Citing Sources and Apps document	
		COMPLETE self assessment quiz.	http://www.lib.umassd.edu/find/tutorials/CitingSources/assessment/citingsources_assessment.html	The self assessment quiz is great for discussion. It can be completed individually or as a group with discussion.
Writing for Different Purposes and Audiences	In this lesson you will learn about gathering relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source. (CC. 1.4.7.W	REVIEW PowerPoint to distinguish how to determine the credibility of your sources.	Credibility of Resources document	
		APPLY concepts from Prezi to DETERMINE the best resources for research.	http://prezi.com/va0gwyyonzw9/sources-the-good-the-bad-the-eh/	
Writing for Different Purposes and Audiences	In this lesson you will learn about delineating a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (CC.1.5.7.B)	WATCH the slideshow on author's argument and relevance of evidence and ANNOTATE.	http://www.slideshare.net/ashleytroxell/analyzing-and-evaluating-arguments	Annotations can be made using paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		READ the article *The Little Owls That Live Underground.*	http://www.smithsonianmag.com/science-nature/the-little-owls-that-live-underground-203543/?no-ist	Students can take notes if needed.
		WATCH the video, TAKE NOTES and ANNOTATE your notes.	https://learnzillion.com/lessons/1978-evaluate-an-argument-by-assessing-the-author-s-claims-and-evidence	Annotations can occur paper and pencil or via Notability, Evernote, or another note taking tool. Additional information on annotating can be found in the course information section.
		CREATE a graphic organizer to help determine the author's argument and supporting evidence.	http://popplet.com	Students can use an online graphic organizer or iPad app such as Popplet or a chart in Notability or Pages.

TITLE	MESSAGE	ASSIGNMENT (CALL TO ACTION)	URL	NOTES
		EVALUATE how the author's supporting evidence furthers his/her argument/claims using the graphic organizer.	http://popplet.com	Students can respond to the following questions: Is the author's argument clear? How well does his/her evidence support the argument?
Writing for Different Purposes and Audiences	In this lesson you will engage in a short research project that answers a question, draws on several sources and generates additional related, focused questions for further research and investigation and incorporate the learning from the previous lessons related to the research. (CC.1.4.7.V)	WATCH the SlideShare on *Basic Research Skills*.	http://www.slideshare.net/dirtboy/library-research-skills-slideshare-versionclassroomedition-29300560?qid=c208845d-27b9-4373-a1b8-ad195bea4920&v=default&b=&from_search=2	
		DISCUSS how to complete each step in the *Research Graphic Organizer* based on the information from the *Basic Research Skills* SlideShare.	Research Graphic Organizer	Students can review how to complete the graphic organizer. Teachers can explain each step to the students. This process may be front-loaded as the research begins or provided to the students on a step by step basis.
		SELECT a research topic using the pre-research graphic organizer.	Pre-Research Graphic Organizer document	Students can use the Pre-Research graphic organizer to select and narrow a topic.
		COMPLETE the *Research Graphic Organizer* using print and electronic sources.	Research Graphic Organizer document	Students can use the Research Graphic Organizer (writing plan) to gather and organize information.
		ORGANIZE specific thoughts, facts, etc. by using the Writing Plan.	Narrative Writing Organizer document	The writing plan is the rough draft. The final essays should be typed in correct format (MLA, APA, etc.).
		WRITE a short essay using the information gathered during research.		The writing plan is a rough draft. Essays should be typed in correct format (MLA, APA, etc.). A video on tips to improve your writing can be found in the course information section.

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Determining if Logic is the Best Path Toward Decision Making	In this module, reading, writing, and speaking and listening are confronted with the big idea of audience and purpose influencing a writer's choice of organizational pattern, language, and literary techniques while considering if using logic is the best path toward decision-making. Students read from, and write to, informational texts as well as classic and contemporary literature. Students compare and contrast diverse media. Key outcomes include determining and analyzing main idea, citing evidence that strongly supports an analysis of text, determining an author's point of view and purpose in text, analyzing the influence and use of words and phrases in text, and acknowledging and distinguishing between opposing claims.
	
	Focus Standards:
	CC.1.2.7.D - 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.
	CC.1.2.7.E - Analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text.
	CC.1.2.7.F - Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.
	CC.1.2.7.G - 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).
	CC.1.3.7.G - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g. lighting, sound, color, or camera focus and angles in a film).
	CC.1.4.7.U - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
	CC.1.5.7.C - Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
	
	Important Standards:
	CC.1.2.7.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.
	CC.1.4.7.E - Write with an awareness of the stylistic aspects of composition. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying lengths and complexities • Develop and maintain a consistent voice. • Establish and maintain a formal style.
	CC.1.4.7.K - Write with an awareness of the stylistic aspects of composition.
	  • Use precise language and domain-specific vocabulary to inform about or explain the topic.
	  • Use sentences of varying lengths and complexities.
	  • Develop and maintain a consistent voice.
	  • Establish and maintain a formal style.
	CC.1.4.7.Q - Write with an awareness of the stylistic aspects of writing.			

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		ACCESS the Module 5 Instructional Framework.	http://www.pdesas.org/CMap/CMap/DefaultCmap/16701	This link will take you to the PDE/SAS Portal with the full Module 5 Instructional Frameworks aligned to the PA Core Standards. To access the instructional modules, you must be a registered SAS user.
Identifying and Analyzing Main Idea/ Central Idea	In this lesson, you will analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (CC.1.5.7.C)	READ the summary of how to render text for main idea and details.	http://www.nsrfharmony.org/system/files/protocols/text_rendering_0.pdf	
		TEXT RENDER the Remembering the *Man in the Water* blog post.	http://www.byutv.org/seethegood/post/Remembering-the-'Man-in-the-Water'.aspx	Use the ideas from the text rendering summary.
		READ the article and APPLY the text rendering strategy using post-its to analyze the text for main idea and details.	http://www.askmen.com/top_10/entertainment/unsung-hereos_9.html	This is a teacher-guided classroom activity that can be done in small groups.
		VIEW the article and pictures from the plane crash.	http://www.washingtonpost.com/local/the-30th-anniversary-of-the-air-florida-plane-crash/2012/01/12/gIQAcUmbtP_gallery.html	Students can take notes during the viewing. They can complete a t-chart or notesheet to display the ability to distinguish between main idea and details.
		USE a graphic organizer to DETERMINE the main idea and details.	http://www.scholastic.com/teachers/sites/default/files/asset/file/graphic_organizers.pdf	Students can make a distinction between main idea and supporting details.
		READ *The Hidden Cost of Heroism* article and ANALYZE the main idea and supporting details using the text rendering strategy.	http://www.nbcnews.com/id/21902983/ns/health-behavior/t/hidden-cost-heroism/#.VEftMIes3dk	Students can independently review the PDF if necessary. http://www.nsrfharmony.org/system/files/protocols/text_rendering_0.pdf
Interpreting Figurative Language and Use of Words in a Text	In this lesson you will determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings. (CC.1.2.7.F)	COMPLETE the word sort on *The Man in the Water*.	Word Sort Strategy document	The closed word sort will examine figurative, connotative and technical language.
		READ and ANALYZE *The Man in the Water* text.	*The Man in the Water* text	
		CHOOSE connotative, figurative, and technical vocabulary terms from the article and CREATE a Wordle.	http://abcnews.go.com/GMA/story?id=125881 http://www.wordle.net/ Word Generator - https://itunes.apple.com/us/app/word-generator/id488569661?mt=8	
		USE the chart to CATEGORIZE new vocabulary words from the above article.	*Man in the Water* article vocab table	Students should work independently.

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		WRITE a newspaper article about the crash that includes connotative, figurative, and technical language.	http://www.fodey.com/generators/newspaper/snippet.asp	This website allows for creation and sharing of the newspaper articles. A video on tips to improve your writing can be found in the course information section.
Citing Evidence to Support Analysis of a Text	In this lesson you will analyze the structure of the text through evaluation of the author's use of graphics, charts. and the major sections of the text. (CC.1.2.7.E)	REVIEW the resources available for handouts for understanding nonfiction reading.	http://www.scholastic.com/teachers/top_teaching/2011/03/my-march-top-ten-list-nonfiction-reading-resources	This website has a great deal of posters, handouts, and resources for both students and teachers.
		VIEW the presentation on how to determine text structure.	Text Structures ppt	This is a teacher-directed activity that can be used as modeling tool.
		READ *The Man in the Water.*	*The Man in the Water* pdf	
		DETERMINE text structure of *The Man in the Water.*	Text Feature, type, structure poster	Students can use the handout to find the signal words from the text that will help determine the text structure.
		PRACTICE reading passages and determining their text structure.	http://www.ereadingworksheets.com/text-structure-worksheets/text-structure-test-1/	This can be an independent practice.
		VIEW the presentation and ANALYZE the effects of weather on Flight 90.	http://www.slideshare.net/kevmcnulty/weather-2-focus-on-icing	Students should focus on reading the visuals, graphs and charts in the slides.
		COMPARE the text structure of the *Man in the Water* text to the structure of the article on communication.	http://papers.sae.org/851859/	
		CREATE a graph showing understanding of a specific factor of the Flight 90 crash.	http://nces.ed.gov/nceskids/createagraph/	Students should choose a factor to research. Options include weather, pilot error, deicing error, plane malfunction, etc.
Using Technology as a Collaborative Resource	In this lesson you will learn how technology can assist you with producing and publishing your writing as well as interacting and collaborating with others. (CC.1.4.7.U)	CHOOSE a collaborative writing tool and VIEW the corresponding tutorial.	Collaboration links document	
		COLLABORATE and CREATE a story with a group.	http://literacy.kent.edu/GTE2/csc/students/collabowrite/	Students can use an activity to collaborate and create a short story/narrative.
		WATCH video about how to collaborate.	https://www.youtube.com/watch?v=5zMRud0Tu9w	
		WRITE a story with a group in a collaborative setting.	CollabOWriting ppt	
		CREATE a story in a collaborative setting.	CollabO writing Narr pages document	

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		CREATE a lesson to teach a peer. Include an assessment on whiteboard or padlet to share with a group.	Padlet App - http://padlet.com	Teacher creates a list of lesson options based on what has already been taught. Teacher creates groups of 3 - 4 to work collaboratively.
		WATCH the video and DISCUSS how to work with others.	https://www.youtube.com/watch?v=nE6mDCdYuwY	Teacher models appropriate comments and editing techniques.
		COLLABORATE with a group to improve, edit, and revise the lesson and assessment.		Teacher monitors interactions among students.
		EXCHANGE lessons and assessments among groups and COMPLETE .		Students trade assessments and have original groups grade assessments.
		SHARE outcomes as a group.		Discuss what worked and what didn't. This is a good place to show how metacognition is beneficial to progress.
Text Dependent Analysis	In this lesson you will draw evidence from within literary and/or informational text to support analysis, research, and reflection when responding to text-dependent analysis essay questions. (CC.1.4.7.S)	WATCH the video and DISCUSS how the girl provided evidence.	https://www.youtube.com/watch?v=WQTsue0lKBk	Students answer the following questions: What evidence did the young girl provide? Did she prove her point?
		EXAMINE the lesson to DETERMINE how text dependent questions are formulated.	http://commoncoreinstitute.org/materials/	By understanding how the questions are created, students get a better handle on how they should be answered.
		LEARN how the acronym *RAPS* helps answer text-dependent analysis questions.	http://www.pinterest.com/pin/5911043233006986/	Teacher directed lesson on RAPS and how to use it.
		CREATE a song to remember the mnemonic device *RAPS* .	GarageBand - https://itunes.apple.com/us/app/garageband/id408709785?mt=8 iMovie - https://itunes.apple.com/us/app/imovie/id377298193?mt=8	Apps are native to the iPad; students may choose any other media creation tool to write, record, or film the song. GarageBand: $4.99 iMovie: $4.99
		PRACTICE answering text-dependent questions.	https://learnzillion.com/lesson_plans/1139	
		ASSESS ability to answer text dependent questions.	Text Dependent Analysis Response Rubric document	Teacher should use text-dependent analysis rubric to assess student responses.