**Content Area:** English Lang. Arts **Grade Level: 7**

**Content Standard:** 1.1.7.C

**PASA Anchor:**R7&8.AA.1&2

**PASA linked to PSSA Anchor(s):** R7.A.1.

**Grade Level PSSA Anchor/Eligible Content:** R7.A.1.1

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| **Webb’s Depth of Knowledge (Cognitive Demand)** | |
| **1 – Recall**  **2 – Application of Skill/Concept** | **3 – Strategic Thinking**  **4 – Extended Thinking** |

**Big Idea:** Effective use of vocabulary builds social and academic knowledge.

**Essential Questions:** How can the knowledge of language help us communicate and understand?

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| **Prioritization** |
| Skill is assessed in the general assessment  Skill is assessed in the alternate assessment  Skill is required for future learning in the content area  Needed in next age/appropriate environment  Required for instructional activities in a variety of practice communities  Lesson plan available in SAS Voluntary Model Curriculum |

**Example of General Education Instructional Activity:**

Students will:

* Examine connections between images and words

1. **Introductory Activity:**

Distribute a picture from related fictional grade level text to students, e.g. a picture that captures character, setting, and vocabulary.

1. Ask students to examine the picture for a few minutes, jotting down on a piece of scratch paper or in their writer's notebooks any features or details that they notice. Model one example.
2. Using their notes, have students brainstorm about the possible events and characters this picture illustrates. Direct students to record the words or phrases under the headings Character, Setting, and Vocabulary on the graphic organizer provided. Circulate and provide individual feedback as students are working.
3. Have students write a one-paragraph description of the picture, utilizing the vocabulary words generated on their graphic organizers. Ask students to pair, share, and compare their paragraphs.
4. While reading the text, ask students to identify words from the text that are similar to words on their graphic organizers, and write the page numbers where they were found.

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| **General Instructional Format** | **Formative Assessment Options** |
| **Cooperative learning**  **Project based**  **Performance event/task**  **Note-taking**  **Presentation**  **Direct Instruction (I do, We do, You do)**  **Indirect Instruction**  **Other:** **graphic organizers** | **Observation with Data Collection**  **Random Reporter**  **Ticket out the door**  **Think Pair Share**  **Student work sample**  **Video tape**  **Multiple choice Item**  **Open response Item**  **Item Other: ( Page number correlation from text to vocabulary on graphic organizer)** |

**Access to the Instructional Activity for Students at Different Communication Levels**

**Symbolic**

Students will:

* Examine connections between images and words

1. **Introductory Activity:**

Distribute a picture from related fictional grade level text to students, e.g. a picture that captures character, setting, and vocabulary.

1. Ask students to examine the picture for a few minutes, and write, verbalize, or sign any features or details that they notice. Model one example.
2. Using their notes (including those scribed), have students brainstorm about the possible events and characters this picture illustrates. Direct students to record the words or phrases by writing words/pictures/symbols under the headings Character, Setting, and Vocabulary on the graphic organizer. Circulate and provide individual feedback as students are working.
3. Using the vocabulary words generated on their graphic organizers, have students write a description of the picture, a minimum of one sentence, utilizing inventive spelling and/or their personal dictionaries (if needed). Ask students to pair, share, and compare their descriptions.
4. While reading the text or modified text, ask students to highlight or place a post-it to identify words from the text that are similar to words on their graphic organizers.

**Emerging Symbolic**

Students will:

* Examine connections between images and words

1. **Introductory Activity:**

Distribute a picture from related fictional grade level text to students, e.g. a picture that captures character, setting, and vocabulary.

1. Hand out a word bank (each word/picture/symbol/object on a post-it) with both related and unrelated words which correspond to the picture. Have students select the post-its that they think relate to the given picture. Model one example.
2. Have students organize their post-it notes under the headings Character, Setting, and Vocabulary on the graphic organizer. Circulate and provide individual feedback as students are working.
3. Using their post-its, direct students to write/verbalize/draw/sign a description of the picture, a minimum of one sentence, utilizing inventive spelling, personal dictionaries, and/or augmentative communication device (if needed). Ask students to work in groups of three to share, compare and augment/expand their descriptions.
4. While reading the text or modified text, ask students to place both their original and new post-its to identify words from the text that are similar to words on their graphic organizers.

**Pre-Symbolic**

Students will:

* Examine connections between images and words (objects/concepts)

1. **Introductory Activity:**

Distribute a picture or modified picture from related fictional grade level text to students, e.g. a picture that captures character, setting, and vocabulary.

1. Hand out or display objects that represent both related and unrelated concepts which correspond to the picture. Have students select the objects that they think relate to the given picture and remove remaining distracters. Model several examples.
2. Use three bins to represent Character, Setting, and Vocabulary. Direct or assist students as needed to choose the bin that corresponds to the selected object by placing it in the bin. Circulate and provide individual feedback as students are working.
3. Direct students to organize their objects on the original picture to locate the related concept. Ask students to work in groups of three to share, compare, and augment/expand their descriptions/objects. Re-introduce the previously removed objects and have the group members share in selecting possible additional objects that represent new vocabulary concepts.
4. Distribute picture/vocabulary/concept cards taken from the text to students. While reading the extensively modified text, ask students to place both their original and new objects with their related picture/vocabulary/concept cards.