

**Curriculum Map ELA 7**

**2019-2020**

General Education Teacher: Amy Seeley

Special Education Teacher: Lisa Condino

Timeframe	Unit Description - Instructional Focus	Unit Goals/NYS Standards	Essential Questions	Assessments	Specially Designed Instruction
Early September ( 2 weeks)	<b>Introduction to ELA 7</b> <ul style="list-style-type: none"> <li>Classroom procedures</li> <li>Classroom independent reading/library</li> <li>RAS(2) writing format introduction – format to be used in all short-response written answers</li> <li>Review reading strategies/literary terms and elements</li> <li>DLR &amp; DRC Level 7 (used throughout the year)</li> <li>Introduce weekly grammar/usage/punctuation review using IXL ELA7</li> <li>Introduce weekly review of non-fiction articles /fiction short passages/poems utilizing CommonLit ELA Level 7</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</li> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>Self-select text based on personal preference (repeated through each unit)</li> <li>Develop and strengthen writing through planning, revising, editing, and rewriting</li> <li>Independent, partner, group, and classroom reading activities.</li> </ul>	What does the student already know and what do they need to know/learn?	<ul style="list-style-type: none"> <li><u>Writing Piece</u> – My Favorite</li> <li>SRI (Administered once each marking period)</li> <li>LMC Book selection and Card Catalog Review</li> <li>Accelerated Reader Testing (throughout the year)</li> <li>RAS format short response</li> <li>IXL Level 7</li> <li>CommonLit</li> </ul>	<ul style="list-style-type: none"> <li>Student will receive one-on-one instruction around writing complete sentences moving from simple to compound/complex sentences</li> <li>A prompt sheet/card may be provided depicting the components of a complete sentence</li> <li>Student will use graphic organizer to organize information</li> <li>Student will be shown an example(s) of finished written product</li> <li>Student will be assisted in choosing books appropriate to his/her reading comprehension level</li> <li>Student will be read test and answer choices</li> <li>Frequent checks for understanding</li> <li>Redirection to task as necessary</li> </ul>

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Late September – October ( 7 weeks)	<b><i>Walk Two Moons</i> by Sharon Creech (Realistic Fiction)</b> <ul style="list-style-type: none"> <li>Vocabulary terms for chapters</li> <li>Figurative Language review (Personification, Similes, and Metaphors)</li> <li>United States map</li> <li>National Park</li> <li>RAS response used and reinforced</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</li> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>Identifying perspective</li> <li>Using evidence from texts</li> <li>Literary analysis of theme</li> <li>Determine meaning of words and phrases</li> <li>Analyze point of view</li> <li>Compare and contrast characters</li> <li>Determine central idea</li> <li>Analyze elements of a story</li> <li>Draw evidence from literary text to support analysis and reflection</li> <li>Reinforce United States map skills</li> <li>Independent, partner, group, and classroom reading activities.</li> </ul>	<p>Why do the characters continue to keep important family information to themselves and not share to seek help?</p> <p>How does the 13yr old character overcome hardship?</p>	<ul style="list-style-type: none"> <li><u>Writing Piece</u> –Journal entries</li> <li>Chapter assessments (matching, fill in the blank, multiple choice, and short-response)</li> <li>Spelling of US states</li> <li>Map skills</li> <li>Notebook Check</li> <li>RAS format short response</li> <li>Final test</li> <li>IXL Level 7</li> <li>CommonLit</li> </ul>	<ul style="list-style-type: none"> <li>Pre-introduce vocabulary</li> <li>Copy of vocabulary words and definitions provided</li> <li>Student will be provided both an audio and a text version of the reading</li> <li>Explicit instruction to provide the knowledge necessary to understand not only the figurative language expressions but the context surrounding them as well</li> <li>Student will create concrete tools, such as figurative language posters that illustrate the literal and figurative meanings of the sayings</li> <li>Direct instruction to teach strategies and skills necessary to decode words</li> <li>Use scaffolding such as text-dependent questions to improve understanding and independence in the reading process through the use of context clues</li> <li>Student will be read test and answer choices</li> <li>Frequent checks for understanding</li> <li>Redirection to task as necessary</li> </ul>

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Week 10	<b>Friendly/Business Letters</b> <ul style="list-style-type: none"> <li>Review the formats of both types of letters and envelopes using teacher-developed packet</li> <li>Write a friendly letter choosing from a variety of scripted prompts</li> <li>Find the contact information for a company using the internet</li> <li>Send out the business letters in hopes of a response from the addressed company</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</li> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>Develop and strengthen writing</li> <li>Develop and strengthen writing through planning, revising, editing, and rewriting</li> </ul>	<p>What is the purpose of writing a friendly letter vs. writing a business letter?</p> <p>Why are the formats different?</p> <p>Why would knowing your mailing address and how to write a letter/address an envelope important?</p>	<ul style="list-style-type: none"> <li><u>Writing Piece</u> – Friendly letter and business letter; Addressed envelope</li> <li>SRI</li> <li>IXL Level 7</li> <li>CommonLit</li> </ul>	<ul style="list-style-type: none"> <li>Student will use a graphic organizer i.e. Friendly/Business letter template</li> <li>Student will be shown sample letters and envelopes</li> <li>Student will use Word Processor/Computer to produce final written letters</li> <li>Break down letters into sections and focus on one at a time</li> <li>Small group or one-on-one instruction</li> <li>Frequent checks for understanding</li> <li>Redirection to task as necessary</li> </ul>

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November- December (4 weeks)	<b>Greek Mythology (Myths/Folktales/Legends)</b> <ul style="list-style-type: none"> <li>Greek Titans/gods Family tree</li> <li>"The Creation/War in Heaven/Reign of Zeus"</li> <li>Short stories from <i>The Greek Gods</i>: Zeus, Hera, Hades, Poseidon, Athena &amp; Arachne, Hephaestus, Aphrodite, Artemis, Apollo, Hermes, Demeter &amp; Persephone, Orpheus &amp; Eurydice, Prometheus, and Pandora.</li> <li>Pomegranate demo</li> <li>Movie: <i>Percy Jackson &amp; Olympians: Lightning Thief</i></li> <li>Optional text: "Atalanta's Race"; "Strawberries"; "Anansi and the Turtle" from</li> <li>TED.ed video: Orpheus</li> <li>TED.ed video: Prometheus</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</li> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>Identifying perspective</li> <li>Using evidence from texts</li> <li>Literary analysis of theme</li> <li>Conduct short research projects</li> <li>Determine meaning of words and phrases</li> <li>Gather information from multiple print and digital sources</li> <li>Develop and strengthen writing through planning, revising, editing, and rewriting</li> <li>Compare and contrast text to video</li> <li>Independent, partner, group, and classroom reading activities.</li> </ul>	<p>How is the creation story of Greek mythology similar to other creation stories?</p> <p>Why was mythology so important to early civilizations?</p> <p>How can we use Greek vocabulary to help understand the English language?</p>	<ul style="list-style-type: none"> <li>Mythical Creature Plaque</li> <li>Checkpoints</li> <li>Greek Myths – Lit Elements WS</li> <li>Greek Character Facebook Profile</li> <li>Name/Symbol Drawing</li> <li>Kahoot! Review</li> <li>Final Test</li> <li>RAS format short response</li> <li>IXL Level 7</li> <li>CommonLit</li> </ul>	<ul style="list-style-type: none"> <li>Student will be provided with a point of view anchor chart</li> <li>Small group instruction on pronouns and relate to point of view</li> <li>Explicit instruction to provide the knowledge necessary to understand not only the figurative language expressions but the context</li> <li>Small group instruction to break down reading passages and identify the main idea/theme in each paragraph and deciding which is most prevalent overall</li> <li>Direct instruction to teach strategies and skills necessary to decipher words their meanings</li> <li>Small group instruction to teach coding of notes and organization of written work</li> <li>Model and provide examples of finished work</li> <li>Provide student with clear, concise, one-step directions throughout multistep processes</li> <li>Student will be read test and answer choices</li> <li>Frequent checks for understanding</li> <li>Redirection to task as necessary</li> </ul>

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January (4 weeks)	<b>Crossover by Kwame Alexander (Poetry)</b> <ul style="list-style-type: none"> <li>Devices and forms of poetry</li> <li>"Stopping by Woods on a Snowy Evening" Robert Frost (poem)</li> <li>"O Captain, My Captain" Walt Whitman (poem)</li> <li>"The Raven" by Edgar Allan Poe (fiction)</li> <li>"The Raven" episode from <u>The Simpsons</u> (media:video)</li> <li>PowerPoint slide and audio clips of allusions and references made in <i>Crossover</i>.</li> <li>TEDed video: What Makes Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</li> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>Identifying perspective</li> <li>Using evidence from texts</li> <li>Literary analysis of theme</li> <li>Analyzing structure and language</li> <li>Determine meaning of words and phrases</li> <li>Recognize, interpret, and make connections</li> <li>Compare and contrast text to video</li> <li>Create poetry</li> <li>Independent, partner, group, and classroom reading activities.</li> </ul>	<p>How is poetry different from prose?</p> <p>What key skills are used to help understand poetry better?</p> <p>What elements of literature are predominantly used in poetry?</p> <p>How does the 13yr old character overcome hardship?</p>	<ul style="list-style-type: none"> <li><u>Writing Piece</u> – "I AM" Poem</li> <li>Chapter assessments (matching, fill in the blank, multiple choice, and short-response)</li> <li>RAS format responses</li> <li>IXL Level 7</li> <li>CommonLit</li> </ul>	<ul style="list-style-type: none"> <li>Provide notes to student as necessary</li> <li>Small group instruction to review perspective and pronouns</li> <li>Direct instruction to teach strategies and skills necessary to decipher words their meanings</li> <li>Small group instruction to introduce and clarify common text structures such as description, sequence, problem/solution, cause/effect, and compare/contrast</li> <li>Provide a graphic organizer to chart specific text structure</li> <li>Small group instruction on strategies to recognize rhyming words</li> <li>Use pair-share to allow for one-one collaboration when discussing topics of interest and that have a personal connection when choosing poem topic</li> <li>Small group instruction to strengthen skills on analyzing the meaning or central idea of a poem by identifying the connections (e.g., the patterns or contrasts) among the word choice, imagery, setting, and mood</li> <li>Student will be provided with a poem that they can break down into the various components (i.e. creating a poem) so that they can have a template to use in constructing their own poem</li> <li>Student will receive an assessment rubric on poetry samples inclusive of the student's IEP expectations for modifications in reading and writing levels and reflective of the student's ability level and creativity in the actual poem</li> </ul>

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Late January-February (5 weeks)	<b>Everest (Research and Informational Text)</b> <ul style="list-style-type: none"> <li>World Map (location of countries, height of tallest mountains, spelling)</li> <li><i>Everest</i> (media:video)</li> <li>From "Beyond the Limits" by Stacy Allison (non-fiction)</li> <li><i>Mt. Everest – The Death Zone</i> – National Geographic (media:video)</li> <li>"Sir Edmund Hillary" - Biography</li> <li>National Geographic/First Ascent– 2009 Climb web film footage (media:video)</li> <li>"Youngest Climber" – Biography</li> <li>Guest speaker</li> <li>TEDeo video: Height of Everest</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</li> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>Evidence, ideas, and interactions</li> <li>Write arguments to support a claim with clear reason and evidence</li> <li>Conduct short research project</li> <li>Determine meaning of words and phrases</li> <li>Develop and strengthen writing through planning, revising, editing, and rewriting</li> <li>Gather information from multiple print and digital sources</li> <li>Reinforce world map skills</li> <li>Independent, partner, group, and classroom reading activities.</li> </ul>	<p>Why is climbing Mt. Everest so dangerous?</p> <p>What risks are involved?</p> <p>How has climbing changed over time?</p>	<ul style="list-style-type: none"> <li><u><i>Writing Piece</i></u> – Research Paper</li> <li><u><i>Writing Piece</i></u> – Argumentative Essay</li> <li>BrainPop Review</li> <li>World map spelling and location of mountains/count ries</li> <li>RAS format short responses</li> <li>IXL Level 7</li> <li>CommonLit</li> </ul>	<ul style="list-style-type: none"> <li>Small group instruction to strengthen research skills using a computer and written resource materials</li> <li>One-on-one instruction on creating an appropriate introduction sentence and conclusion sentence</li> <li>Provide student with graphic organizer to organize information collected</li> <li>Provide student with frequent and clear feedback</li> <li>Student will receive an assessment rubric prior to beginning research assignment inclusive of the student's IEP expectations for modifications in reading and writing levels and reflective of the student's ability level</li> <li>Small group instruction on note-taking, coding, and organization of written work</li> <li>Small group or one-on-one instruction on the meaning of evidence, how to locate it, and how to highlight specific evidence in texts</li> <li>Direct instruction to teach strategies and skills necessary to decipher words and their meanings</li> <li>Model and provide examples of finished work</li> <li>Provide student with clear, concise, one-step directions throughout multistep processes</li> <li>Student will be read test and answer choices</li> <li>Frequent checks for understanding</li> <li>Redirection to task as necessary</li> </ul>

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Late February – April (6-7 weeks)	<b><i>The Giver</i> by Lois Lowry (Dystopian – Fantasy and Science Fiction)</b> <ul style="list-style-type: none"> <li>Notes and vocabulary for chapters</li> <li>Multiple color copies for literary elements discussed throughout novel</li> <li>Optional follow-up activities: “The Lottery” (play); <i>Pleasantville</i> (film)</li> <li>TEDED video: Dystopia</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</li> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>Identifying perspective</li> <li>Using evidence from texts</li> <li>Literary analysis of theme</li> <li>Determine meaning of words and phrases</li> <li>Draw evidence from literary text to support analysis and reflection</li> <li>Independent, partner, group, and classroom reading activities.</li> </ul>	<p>What are the key components to a dystopian society/novel?</p> <p>How does the role of family and rules different from the students’ experiences?</p> <p>How do the memories change the main character?</p> <p>How does the 13yr old character overcome hardship/change his outlook?</p>	<ul style="list-style-type: none"> <li><u>Writing Piece</u> – Compare and Contrast Essay</li> <li>Chapter assessments (matching, fill in the blank, multiple choice, and short-response)</li> <li>Notebook check</li> <li>Group discussions</li> <li>Kahoot! Review</li> <li>RAS format short responses</li> <li>Final test</li> <li>SRI</li> <li>IXL Level 7</li> <li>CommonLit</li> </ul>	<ul style="list-style-type: none"> <li>Pre-introduce vocabulary and definitions to student</li> <li>Copy of vocabulary words and definitions provided</li> <li>Student will be provided both an audio and a text version of the reading</li> <li>Direct instruction to teach strategies and skills necessary to decode words</li> <li>Use scaffolding such as text-dependent questions to improve understanding and independence in the reading process through the use of context clues</li> <li>Provide graphic organizer such as a Venn Diagram or T-Chart for comparing/contrasting</li> <li>Small group instruction to focus on elements of an essay</li> <li>One-on-one support to address organizational skills</li> <li>Student will be read test and answer choices</li> <li>Frequent checks for understanding</li> <li>Redirection to task as necessary</li> </ul>

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May-June	<b>Interdisciplinary Social Studies: American Revolution and War of 1812 (Historical Fiction)</b> <ul style="list-style-type: none"> <li>Final exam expectations review sheet given at the beginning of unit</li> <li>Chapter vocabulary and notes</li> <li>United States map (Primarily Thirteen colonies for Woods Runner and close-up map of the Niagara Frontier region from 1812)</li> <li><i>Woods Runner</i> by Gary Paulsen and <i>River Burning</i> by NE Perez</li> <li>Field trip to Fort Niagara (Fall)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.</li> <li>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>Identifying perspective</li> <li>Using evidence from texts</li> <li>Literary analysis of theme</li> <li>Determine meaning of words and phrases</li> <li>Analyze the historical account of the time period</li> <li>Reinforce United States map skills</li> </ul>	<p>How do both characters (who are 13 years old) overcome hardship?</p> <p>(This theme applies to all novels throughout the year)</p>	<ul style="list-style-type: none"> <li><u>Writing Piece</u> –Compare and Contrast Essay</li> <li>SRI</li> <li>World/Niagara Region maps</li> <li>Board Game Project</li> <li>Kahoot! Review</li> <li>Final exam (based on information from this unit only, but language, reading, and writing skills reinforced throughout the year)</li> <li>RAS format short responses</li> <li>IXL Level 7</li> <li>CommonLit</li> </ul>	<ul style="list-style-type: none"> <li>Pre-introduce important vocabulary and definitions to student</li> <li>Copy of vocabulary words and definitions provided</li> <li>Student will be provided both an audio and a text version of the readings</li> <li>Direct instruction to teach strategies and skills necessary to decode words</li> <li>Use scaffolding such as text-dependent questions to improve understanding and independence in the reading process through the use of context clues</li> <li>Provide graphic organizer such as a Venn Diagram or T-Chart for comparing/contrasting</li> <li>Small group instruction to focus on elements of an essay</li> <li>Small group instruction to create time-line and important relevant events</li> <li>Visuals provided to facilitate comprehension of time period, events, and places</li> <li>Modeling and examples of finished projects</li> <li>Student will receive an assessment rubric prior to beginning research assignment inclusive of the student's IEP expectations for modifications in reading and writing levels and reflective of the student's ability level</li> <li>Use of Word Processor for final draft of written essay</li> <li>Student will be read test and answer choices</li> <li>Frequent checks for understanding</li> <li>Redirection to task as necessary</li> </ul>