

<b>Grade 7 Reading R-7.1</b>	<b>KAS Standard:</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  <b>READING STANDARDS FOR LITERATURE</b>	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Determine the meaning of words and phrases as they are used in a poem or story; determine the impact of rhymes and other repetitions of sound on a specific verse or stanza from a poem or section of a story.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> <ul style="list-style-type: none"> <li>• identify different types of texts (e.g. poem, story, lyrics)</li> <li>• identify vocabulary for figurative language, connotative (feelings or images word evokes) words (E.g. synonyms and antonyms)</li> <li>• identify literal meanings of words</li> <li>• understand content specific vocabulary (figurative and connotative words and phrases)</li> <li>• identify rhyming words</li> <li>• identify and use context clues</li> <li>• development of phonically skills</li> </ul>		
<b>What will the student be able to do? (student outcomes)</b> To determine the meaning of words and phrases used in a text To develop knowledge of rhymes and repetitions of sounds and their impact (make something stand out or contribute to mood) on text		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> <ul style="list-style-type: none"> <li>• teach vocabulary of rhymes</li> <li>• teach that rhythmical patterns make up rhymes</li> <li>• teach that rhymes make something stand out or contribute to mood in text</li> <li>• use poems and song lyrics along with narrative texts</li> <li>• use of graphic organizers</li> </ul>		
<b>What materials will be needed?</b> Grade level adapted text, vocabulary modules from literacy trainings, Five components of reading, CODE vocabulary strategies, and before-during-after strategies		

What will daily checks for understanding look like? (formative assessment)
What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

<b>Grade 7 Reading R-7.2</b>	<b>KAS Standard:</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  <b>READING STANDARDS FOR LITERATURE</b>	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Determine a central idea of a text and analyze its development over the course of a text; provide a summary.		

**What does the student need to know to begin? (pre-requisite skills)**

- make initial predictions about the story
- content specific vocabulary
- 2) sequencing main events in the story
- 3) determine relevant information
- understand literary elements (e.g. character, plot, setting, & theme) in a story
- understand supporting ideas
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**What will the student be able to do? (student outcomes)**

- to be able to determine main idea in story
- to summarize a story
- Determine how details contributed of outcome of story

**How will you task analyze the skill?**

<p><b>How will you teach this? (SDI, strategies)</b></p> <p>1) use of graphic organizers</p> <p>2</p> <p>3) use of repeated story line, repeated reading, familiar concepts</p> <p>4) use of preview text,</p> <p>5) reduce amount of text, paraphrase</p> <p>6) use of priming, explicit teaching</p> <p>7) 8) use of priming, explicit teaching</p> <p>9) use of “get the gist” strategy</p>
<p><b>What will daily checks for understanding look like (formative assessment)?</b></p>
<p><b>What were the outcomes of your practice test (summative assessment)?</b></p>
<p><b>Reflections (what worked well, what will you change next time)</b></p>

<p><b>Grade 7 Math M-7.3</b></p>	<p><b>KAS Standard:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><b>READING STANDARDS FOR INFORMATIONAL TEXT</b></p>	<p><b>Accommodations and Supports (Should align with IEP)</b></p>
<p><b>KAS-KAAP Content Assessment Standard:</b> Determine meaning and impact of figurative, connotative and technical words and phrases as they are used in text.</p>		
<p><b>What does the student need to know to begin? (pre-requisite skills)</b></p> <ul style="list-style-type: none"> <li>• Identify content specific vocabulary (connotative and figurative language)</li> <li>• Identify vocabulary for figurative language, connotative (feelings or images word evokes) words (E.g. synonyms and antonyms)</li> <li>• Identify literal meanings of words</li> </ul>		

- Distinguish between an informational text and literature.
- Identify and use context clues

**What will the student be able to do? (student outcomes)**

To compare and contrast words and phrases

To develop knowledge of figurative, connotative, and technical words and phrases and determine their impact (make something stand out or contribute to tone) on text

**How will you task analyze the skill?**

**How will you teach this? (SDI, strategies)**

- distinguish positive words and negative words using T-chart
- apply emotions to words (e.g. snake – fear; bunny – comfort; earthquake – fear; gentle rain- soothing)
- pair multi-sensory activities (e.g. touch, hear, see, smell, & taste) for meanings of words.
- Frayer model- (concept maps) ([www.tantasqua.org](http://www.tantasqua.org)), Use of semantic maps, use of graphic organizers, use of expository text and connect to real life,

**What materials will be needed?** Grade level adapted text, variety of informational texts (e.g. newspapers, recipe books, magazines, manuals, news 2 you), use of technology (text reader), CODE vocabulary strategies, vocabulary modules from literacy training, Frayer models,

**What will daily checks for understanding look like? (formative assessment)**

**What were the outcomes of your practice test (summative assessment)?**

**Reflections (what worked well, what will you change next time)**

<b>Grade 7 Reading R-7.4</b>	<b>KAS Standard:</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  <b>READING STANDARDS FOR LITERATURE</b>	<b>Accommodations and Supports (Should align with IEP)</b>
<b>KAS-KAAP Content Assessment Standard:</b> Explain how character, plot and setting interact within the story.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> Able to identify the elements in a story and give examples, describe how a plot unfolds, explain concepts and ideas, recognize changes within characters, sequencing		
<b>What will the student be able to do? (student outcomes)</b>		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> Graphic organizers, adapted versions of the text, leveled readers, technology (read Write Gold, Smart Board, Writing with Symbols), websites (readingatoz.com, adlit.org, readingquest.org, fcat.usf.edu, Florida center for reading research), explicit and systematic instruction in how plots unfold and how characters change within a story		
<b>What materials will be needed?</b>		
<b>What will daily checks for understanding look like? (formative assessment)</b>		
<b>What were the outcomes of your practice test (summative assessment)?</b>		

**Reflections (what worked well, what will you change next time)**

<b>Grade 7 Reading R-7.5</b>	<b>KAS Standard:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). <b>READING STANDARDS FOR INFORMATIONAL TEXT</b>	<b>Accommodations</b>
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<b>KAS-KAAP Content Assessment Standard:</b> Explain the interactions between individuals and events in a text.	
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**What does the student need to know to begin? (pre-requisite skills)** Cause and effect, relationships, understand the meaning of character, event, background knowledge related to text

**What will the student be able to do? (student outcomes)**

**How will you task analyze the skill?**

**How will you teach this? (SDI, strategies)**

- 1) explicitly teach how individuals influence events and vice versa
- 2) graphic organizers to show interactions
- 3) Use “what if” questions to guide discussion (what if the character did this...)”
- 4) paraphrase
- 5) pair pictures, photos objects with text

**What materials will be needed?**

**What will daily checks for understanding look like (formative assessment)?**

What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

<b>Grade 7 Reading R-7.6</b>	<b>KAS Standard:</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).  <b>READING STANDARDS FOR LITERATURE</b>	<b>Accommodations</b>
<b>KAS-KAAP Content Assessment Standard:</b> Compare a written story, to its audio, filmed, staged, or multimedia version, explaining the effects of techniques unique to each medium.		
<b>What does the student need to know to begin? (pre-requisite skills)</b> Compare/contrast (same/different), cause and effect, vocabulary, identify relevant information		
<b>What will the student be able to do? (student outcomes)</b>		
<b>How will you task analyze the skill?</b>		
<b>How will you teach this? (SDI, strategies)</b> 1) teach elements of different media 2) graphic organizers 3) adapted text 4) high interest material 5) Board-maker, Coach, Ladders, Weekly Reader		

**What materials will be needed?**

**What will daily checks for understanding look like (formative assessment)?**

**What were the outcomes of your practice test (summative assessment)?**

**Reflections (what worked well, what will you change next time)**