
Pennsylvania 7 Intervention / Academic Support

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Pennsylvania
Grade	7 (Middle)
Subject	Intervention / Academic Support
Course category	Local Program
Standards family	Other / Local Standards
Framework	Pennsylvania Academic Standards
Issuing agency	Pennsylvania Department of Education / State Board of Education
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — Choosing Words on Purpose, and Precision

Unit 3: Choosing Words, Choosing Operations · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	Which word, for this reader, for this purpose?
Standards	Vocabulary That Conveys and Enhances -> CC.2.4.7.B.2 strand — text Words Suited to Purpose and Audience -> CC.1.4.7.T strand — text CC.1.4.7.J strand — text Practice: Attending to Precision -> CC.1.4.7.G strand — text CC.1.4.7.H strand — text
Learning target	"I can choose words for a purpose and a reader, and be precise in mathematics."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will use vocabulary that conveys and enhances meaning in writing.
- Students will choose words suited to purpose and audience.
- Students will attend to precision.

Success criteria (student-friendly)

- "I replace a vague word with an exact one."
- "I adjust vocabulary for a different reader."
- "I state units and round sensibly."

Academic vocabulary

precise, vague, audience, register, unit, degree of accuracy

Materials and technology

- Pupils' own drafts
- Notebooks
- Chart paper
- Rulers

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.

Support area	This week's plan
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

Vocabulary revised for purpose and audience; a solution stated precisely.

Family communication

Ask your child which word they changed and why.

Day 41 — Replacing a Vague Word With an Exact One

Week 9, Day 1 · Unit 3 · Standards: CC.2.4.7.B.2, CC.1.4.7.T, CC.1.4.7.J, CC.1.4.7.G, CC.1.4.7.H

Focus	English: vocabulary in writing.
Learning target	"I can choose words for a purpose and a reader, and be precise in mathematics."
Vocabulary in use	precise, vague, audience, register, unit, degree of accuracy
Local date	_____

Learning sequence

TEACHER NOTE: THIS IS ONE OF THREE WEEKS CARRYING TWO ENGLISH STANDARDS (Weeks 9, 21, 33), because Grade 7 English has 39 standards and there are 36 weeks. Connect: pupils' own writing. Teach: finding the vague words - things, stuff, good, a lot - and replacing each with the exact one, which usually requires deciding what was actually meant. Try: shared revision of a paragraph. Apply: pupils revise their own. Reflect: vagueness is usually undecided thinking, not a small vocabulary.

Check for understanding

Student replaces vague vocabulary with precise vocabulary.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Writing It for a Different Reader

Week 9, Day 2 · Unit 3 · Standards: CC.2.4.7.B.2, CC.1.4.7.T, CC.1.4.7.J, CC.1.4.7.G, CC.1.4.7.H

Focus	English: words for purpose and audience.
Learning target	"I can choose words for a purpose and a reader, and be precise in mathematics."
Vocabulary in use	precise, vague, audience, register, unit, degree of accuracy
Local date	_____

Learning sequence

Connect: precision. Teach: that the right word depends on who is reading and why - the same content for a classmate, for a teacher, for someone who knows nothing about it. Try: shared rewriting of two sentences for two readers. Apply: pupils rewrite a paragraph for a stated reader. Reflect: 'simpler' and 'for a different reader' are not the same instruction.

Check for understanding

Student adjusts vocabulary for a stated purpose and audience.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Saying Exactly What You Mean in Mathematics

Week 9, Day 3 · Unit 3 · Standards: CC.2.4.7.B.2, CC.1.4.7.T, CC.1.4.7.J, CC.1.4.7.G, CC.1.4.7.H

Focus	Mathematics: precision.
Learning target	"I can choose words for a purpose and a reader, and be precise in mathematics."
Vocabulary in use	precise, vague, audience, register, unit, degree of accuracy
Local date	_____

Learning sequence

Connect: precision in writing. Teach: the mathematical version - stating units, defining symbols, using equals to mean equals, and not writing a chain that is not true. Try: shared correction of an imprecise solution. Apply: pupils correct two. Reflect: the equals sign is the most misused symbol in the subject.

Check for understanding

Student writes a solution with correct units and symbols.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — How Accurate Is Accurate Enough

Week 9, Day 4 · Unit 3 · Standards: CC.2.4.7.B.2, CC.1.4.7.T, CC.1.4.7.J, CC.1.4.7.G, CC.1.4.7.H

Focus	Mathematics: rounding.
Learning target	"I can choose words for a purpose and a reader, and be precise in mathematics."
Vocabulary in use	precise, vague, audience, register, unit, degree of accuracy
Local date	_____

Learning sequence

Connect: precision. Teach: choosing a degree of accuracy that suits the situation, and why a twelve-figure calculator answer is usually wrong to report. Try: shared discussion of three contexts. Apply: pupils round three answers appropriately and justify. Reflect: over-precision is its own kind of imprecision.

Check for understanding

Student chooses and justifies an appropriate degree of accuracy.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Week 9 Check: Word Choice and Precision

Week 9, Day 5 · Unit 3 · Standards: CC.2.4.7.B.2, CC.1.4.7.T, CC.1.4.7.J, CC.1.4.7.G, CC.1.4.7.H

Focus	Both, proved.
Learning target	"I can choose words for a purpose and a reader, and be precise in mathematics."
Vocabulary in use	precise, vague, audience, register, unit, degree of accuracy
Local date	_____

Learning sequence

ENGLISH-ONLY: revise a paragraph for precision, then rewrite it for a different reader. MATHEMATICS-ONLY: two solutions written precisely with justified accuracy. BOTH: one of each. Connect: the week. Teach: the criteria. Try: shared modelling. Apply: pupils complete. Reflect: recorded against the standards.

Check for understanding

Student completes the check for the subject(s) they are taught.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
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