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# 7<sup>th</sup> Grade Reading

Curriculum Guide

Scranton School District

Scranton, PA



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Curriculum Guide

**7<sup>th</sup> Grade Reading**

**Prerequisite:**

- Successful completion of 6<sup>th</sup> Grade Reading

The 7<sup>th</sup> Grade Reading class capitalizes on previously acquired reading skills and strategies, which they apply to various genres. The course is geared towards giving students a strong foundation in all of the major genres of literature (short stories, novels, drama, forms of poetry, and nonfiction). Text-based critical thinking questions and text dependent analysis will be the primary tools used to gauge and assess comprehension of selected works. Interpretation and analysis are further developed throughout the year. Students will make associations and connections to real life experiences. In addition, academic language and domain specific vocabulary are applied to reading, writing, and speaking in all subject areas.

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Year-at-a-glance

<b>Subject: 7<sup>th</sup> Grade Reading</b>	<b>Grade Level: 7</b>	<b>Date Completed: 6/14/2017</b>
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**1<sup>st</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>Standards</b>
Elements of Fiction	Approved Textbook	CC.1.3.7.A
Figurative Language	Novels	CC.1.3.7.B
Citing Text Evidence	Scope magazine (or other approved magazine)	CC.1.3.7.C
Vocabulary/Word Study		CC.1.3.7.D
		CC.1.3.7.E
		CC.1.3.7.F
		CC.1.3.7.H
		CC.1.3.7.I
		CC.1.3.7.J
		CC.1.3.7.K
		CC.1.4.7.A
		CC.1.5.7.A

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**2<sup>nd</sup> Quarter**

Topic	Resources	Standards
Elements of Drama  Elements of Nonfiction Text  Text Structure  Summary Writing  Vocabulary/Word Study	Approved Textbook Scope magazine (or other approved magazine)	CC.1.2.7.C CC.1.2.7.D CC.1.2.7.E CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K CC.1.2.7.L CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.G CC.1.3.7.H CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.4.7.A CC.1.5.7.A

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**3<sup>rd</sup> Quarter**

Topic	Resources	Standards
Element of Persuasive Text	Approved Textbook Scope magazine (or other approved magazine)	CC.1.2.7.C
Evaluating an Argument		CC.1.2.7.D
Poetry		CC.1.2.7.E
Figurative Language Review		CC.1.2.7.F
Vocabulary/Word Study		CC.1.2.7.G
		CC.1.2.7.H
		CC.1.2.7.I
		CC.1.2.7.J
		CC.1.2.7.K
		CC.1.2.7.L
		CC.1.3.7.A
		CC.1.3.7.B
		CC.1.3.7.E
		CC.1.3.7.F
		CC.1.3.7.J
		CC.1.3.7.K
		CC.1.4.7.A
		CC.1.5.7.A

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**4<sup>th</sup> Quarter**

Topic	Resources	Standards
Novel Study  Vocabulary/Word Study	Novel chosen by teacher	CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.G CC.1.3.7.H CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.4.7.A CC.1.5.7.A

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Quarter 1</b></p> <p><b>Essential Question: What can one generation from another?</b></p> <p><b>Introduction: “Thank You, M’am” by Langston Hughes p. 314 (short story)</b></p>	CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A	Identify and analyze the parts of plot (exposition, rising action, climax, falling action, and resolution)  Identify context clues and root words, prefixes and suffixes	Interactive notebooks  Promethean board activities  Various worksheets  My Perspectives student book & activities  Plot diagram	Teacher prepared test, quizzes, journals, TDA’s, etc.	3 days
<p><b>Anchor Text: “Dark They Were, and Golden-Eyed” by Ray Bradbury p.126 (short story)</b></p>	CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A	Analyze character, plot and conflict  Identify similes, metaphors  Cite textual evidence  Vocab: content-based, Latin roots  Compare/contrast story to drama	Interactive notebooks  My Perspectives student book & activities  Media: radio play audio	Teacher prepared test, quizzes, journals, TDA’s, etc.	7 days

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<p><b>Introduction: “Grounded” p. 6</b></p>	<p>CC.1.2.7.A CC.1.2.7.B CC.1.2.7.C CC.1.2.7.F CC.1.2.7.K CC.1.2.7.L CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.J CC.1.5.7.A</p>	<p>Identify/analyze genre: non-fiction narrative</p> <p>Vocab: content-based</p> <p>Summary writing</p>	<p>Interactive notebooks</p> <p>My Perspectives student book &amp; activities</p>	<p>Summary quickwrite</p>	<p>1 day</p>
<p><b>Anchor Text: “Two Kinds” from The Joy Luck Club by Amy Tan p. 12 (narrative non-fiction)</b></p>	<p>CC.1.2.7.A CC.1.2.7.B CC.1.2.7.C CC.1.2.7.F CC.1.2.7.K CC.1.2.7.L CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.J CC.1.5.7.A</p>	<p>Analyze character, internal/external conflict, and point of view</p> <p>Cite textual evidence</p> <p>Vocab: content-based, Latin roots</p>	<p>Interactive notebooks</p> <p>My Perspectives student book &amp; activities</p> <p>Media: radio play audio</p>	<p>Teacher prepared test, quizzes, journals, TDA’s, etc.</p>	<p>5 days</p>



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<p><b>Small Group: “Mom &amp; Me &amp; Mom” p. 70 (Memoir)</b></p>	<p>CC.1.2.7.A CC.1.2.7.B CC.1.2.7.C CC.1.2.7.F CC.1.2.7.K CC.1.2.7.L CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.J CC.1.5.7.A</p>	<p>Determine central idea</p> <p>Analyze character</p> <p>Identify and Infer mood and tone</p> <p>Cite textual evidence</p> <p>Vocab: content-based, Latin roots</p>	<p>Interactive notebooks</p> <p>My Perspectives student book &amp; activities</p> <p>Media connection: video</p>		<p>3 days</p>
<p><b>Small Group: “Mother to Son” by Langston Hughes p. 96 (Poetry)</b></p>	<p>CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.E CC.1.3.7.F CC.1.3.7.J CC.1.3.7.K CC.1.3.7.I CC.1.5.7.A</p>	<p>Identify/analyze figurative language</p> <p>Identify/Analyze symbolism</p> <p>Use context clues</p> <p>Vocab: content-based</p>	<p>Interactive notebooks</p> <p>My Perspectives student book &amp; activities</p>		<p>1 day</p>

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<b>Independent Learning: “Rikki-Tikki-Tavi” *online (short story)</b>	CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A	Make connections to text  Cite evidence from text  Analyze text  Summarize text	My Perspectives student book & activities  Online access	Completion of workbook questions/summary	*may have to complete at home 5 days
<b>Independent Learning: “Rikki-Tikki-Tavi” *online (short story)</b>	CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A	Make connections to text  Cite evidence from text  Analyze text  Summarize text	My Perspectives student book & activities  Online access	Completion of workbook questions/summary	*may have to complete at home 5 days

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<p><b><u>Crash</u> by Jerry Spinelli (realistic fiction) or <u>The True Confessions of Charlotte Doyle</u> by Avi (historical fiction/mystery) *novels to supplement unit</b></p>	<p><b>CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.H CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A</b></p>	<p>Identify and analyze elements of fiction</p> <p>Identify and analyze figurative language</p> <p>Cite text evidence to support analysis of fiction</p> <p>Vocab: content-based, Latin roots</p>	<p>Novels</p> <p>Audio Interactive notebooks</p> <p>Reader Response Journals</p> <p>Various worksheets, packets related to novel</p>	<p>Teacher prepared test, quizzes, journals, TDA's, etc.</p>	<p>25 days</p>
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Quarter 2</b></p> <p><b>Essential Question: how do we overcome obstacles?</b></p> <p><b>Anchor Text: “A Christmas Carol” Act I by Charles Dickens p. 234 (drama)</b></p>	<p>CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.G CC.1.3.7.H CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A</p>	<p>Identify elements of drama</p> <p>Analyze how setting affects characters and plot</p> <p>Identify and analyze direct and indirect characterization</p> <p>Analyze symbolism</p> <p>Vocab: content-based, Latin roots</p> <p>Cite textual evidence</p>	<p>Interactive notebooks</p> <p>My Perspectives student book &amp; activities</p> <p>audio</p>	<p>Teacher prepared test, quizzes, journals, TDA’s, etc.</p>	<p>10 days</p>

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<p><b>Anchor Text: “A Christmas Carol” Act II by Charles Dickens p.264 (drama)</b></p>	<p>CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.E CC.1.3.7.F CC.1.3.7.G CC.1.3.7.H CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A</p>	<p>Analyze how elements of drama interact</p> <p>Analyze internal and external conflict</p> <p>Analyze characterization</p> <p>Analyze figurative language(simile, metaphor, idiom, hyperbole)</p> <p>Determine a theme or central idea of a text</p> <p>Cite textual evidence</p> <p>Vocab: content-based, Latin roots</p> <p>Compare/Contrast text to media</p>	<p>Interactive notebooks</p> <p>My Perspectives student book &amp; activities</p> <p>Audio</p> <p>Media Connection: “Scrooge” p. 299</p> <p>Movie version of “A Christmas Carol”</p>	<p>Teacher prepared test, quizzes, journals, TDA’s, etc.</p>	<p>10 days</p>
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<p><b>Small Group: “A Work in Progress” by Aimee Mullins p. 492 (memoir)</b></p>	<p>CC.1.2.7.B CC.1.2.7.C CC.1.2.7.D CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K CC.1.2.7.L CC.1.5.7.A</p>	<p>Identify elements of nonfiction text</p> <p>Determine an author’s point of view or purpose in a text</p> <p>Analyze how the author distinguishes his/her position from others</p> <p>Determine author’s tone</p> <p>Cite textual evidence</p> <p>Vocab: content-based, Latin roots</p>	<p>Interactive notebooks</p> <p>My Perspectives student book &amp; activities</p>	<p>Teacher prepared test, quizzes, journals, TDA’s, etc.</p>	<p>5 days</p>
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<p><b>Small Group: <i>From “The Story of My Life” by Helen Keller p. 504 (autobiography)</i></b></p>	<p>CC.1.2.7.B CC.1.2.7.C CC.1.2.7.D CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K CC.1.2.7.L CC.1.5.7.A</p>	<p>Determine an author’s point of view or purpose in a text</p> <p>Analyze how the author distinguishes his/her position from others</p> <p>Determine author’s tone</p> <p>Identify primary and secondary sources</p> <p>Cite textual evidence</p> <p>Vocab: content-based, Latin roots</p> <p>Compare/Contrast text to media</p>	<p>Interactive notebooks</p> <p>My Perspectives student book &amp; activities</p> <p>Media connection: The Miracle Worker p. 513</p>	<p>Teacher prepared test, quizzes, journals, TDA’s, etc.</p>	<p>5 days</p>
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<p><b>Small Group: “A Young Tinkerer Builds a Windmill, Electrifying a Nation” p. 518 (newspaper article)</b></p>	<p>CC.1.2.7.B CC.1.2.7.C CC.1.2.7.D CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K CC.1.2.7.L CC.1.5.7.A</p>	<p>Identify types of text organization</p> <p>Identify biographical writing</p> <p>Analyze the structure an author uses to organize a text</p> <p>Determine the meaning of unknown and multiple-meaning words</p>	<p>Interactive notebooks</p> <p>My Perspectives student book &amp; activities</p> <p>Media connection: William kamkwamba TED talk</p>	<p>Teacher prepared test, quizzes, journals, TDA’s, etc.</p>	<p>5 days</p>
<p><b>Independent Learning: “The Girl Who Fell From the Sky” *online (personal narrative)</b></p>	<p>CC.1.2.7.B CC.1.2.7.C CC.1.2.7.D CC.1.2.7.F CC.1.2.7.J CC.1.2.7.K CC.1.2.7.L CC.1.5.7.A</p>	<p>Make connections to text</p> <p>Cite evidence from text</p> <p>Analyze text</p> <p>Summarize text</p>	<p>My Perspectives student book &amp; activities</p> <p>Online access</p>	<p>Completion of workbook questions/summary</p>	<p>5 days</p>
<p><b>Independent Learning: “Four Skinny Trees” from The House on Mango Street *online (novel excerpt)</b></p>	<p>CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A</p>	<p>Make connections to text</p> <p>Cite evidence from text</p> <p>Analyze text</p> <p>Summarize text</p>	<p>My Perspectives student book &amp; activities</p> <p>Online access</p>	<p>Completion of workbook questions/summary</p>	<p>5 days</p>



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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Quarter 3</b></p> <p><b>Essential Question: What effects do people have on the environment?</b></p> <p><b>Anchor Text: from “Silent Spring” by Rachel Carson p. 362 (essay)</b></p>	<p>CC.1.2.7.A CC.1.2.7.B CC.1.2.7.D CC.1.2.7.E CC.1.2.7.F CC.1.2.7.H CC.1.2.7.J CC.1.2.7.K CC.1.2.7.L CC.1.5.7.A</p>	<p>Introduction to persuasive text</p> <p>Analyze author’s viewpoint</p> <p>Analyze imagery, word choice and mood</p> <p>Identify central idea</p> <p>Make inferences</p> <p>Vocab: content-based, Latin roots</p>	<p>My Perspectives student book &amp; activities</p> <p>Interactive reading notebook</p>	<p>Teacher prepared test, quizzes, journals, TDA’s, etc.</p>	<p>4 days</p>

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<p><b>Anchor Text: “Nobel Speech” by Al Gore p. 372 (speech)</b></p>	<p>CC.1.2.7.A CC.1.2.7.B CC.1.2.7.D CC.1.2.7.E CC.1.2.7.F CC.1.2.7.H CC.1.2.7.J CC.1.2.7.K CC.1.2.7.L CC.1.5.7.A</p>	<p>Evaluate argument and claims in a text</p> <p>Analyze persuasive techniques (appeals to authority, emotion, and reason)</p> <p>Use Greek and Latin affixes to determine meanings of words</p> <p>Content-based vocab</p> <p>Analyze and cite evidence during close read of text</p>	<p>My Perspectives student book &amp; activities</p> <p>Interactive reading notebook</p>	<p>Teacher prepared test, quizzes, journals, TDA’s, etc.</p>	<p>5 days</p>
<p><b>Media: “Al Gore’s Nobel Acceptance Speech” video p. 386</b></p>	<p>CC.1.2.7.A CC.1.2.7.B CC.1.2.7.D CC.1.2.7.E CC.1.2.7.F CC.1.2.7.G CC.1.2.7.H CC.1.2.7.J CC.1.2.7.K CC.1.2.7.L CC.1.5.7.A</p>	<p>Determine or clarify any new observations</p> <p>Analyze main idea and supporting details</p> <p>Compare and contrast a text to media</p>	<p>My Perspectives student book &amp; activities</p> <p>Media connection: video</p>	<p>Teacher prepared test, quizzes, journals, TDA’s, etc.</p>	<p>5 days</p>

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<p><b>Small Group: Poetry</b>  <b>-“Turtle Watchers” by Linda Hogan</b>  <b>-“Nature is What We See” by Emily Dickinson</b>  <b>-“The Sparrow” by Paul Laurence Dunbar p. 402</b></p>	<p>CC.1.3.7.B          CC.1.3.7.C          CC.1.3.7.E          CC.1.3.7.F          CC.1.3.7.J          CC.1.3.7.K          CC.1.5.7.A</p>	<p>Analyze how a poem’s form or structure contributes to its meaning</p> <p>Demonstrate understanding of figurative language, word relationships and</p>	<p>My Perspectives student book &amp; activities</p> <p>Interactive reading notebook</p>	<p>Teacher prepared test, quizzes, journals, TDA’s, etc.</p> <p>Poetry Slam</p>	<p>15 days</p>
<p><b>Small Group: “He-y, Come on Ou-t!” by Shinichi Hoshi p. 420 (short story)</b></p>	<p>CC.1.3.7.A          CC.1.3.7.B          CC.1.3.7.C          CC.1.3.7.E          CC.1.3.7.F          CC.1.3.7.I          CC.1.3.7.J          CC.1.3.7.K          CC.1.5.7.A</p>	<p>Analyze how elements of a short story and how they interact</p> <p>Analyze setting</p> <p>Identify types of irony (dramatic, situational, and verbal)</p> <p>Present of conclusion that reflects on the events of the story</p>	<p>My Perspectives student book &amp; activities</p>		<p>5 days</p>

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<p><b>Independent Learning: “The Old, Old Tree” from My Side of the Mountain by Jean Craighead George (novel excerpt) *online</b></p>	<p>CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A</p>	<p>Make connections to text</p> <p>Cite evidence from text</p> <p>Analyze text</p> <p>Summarize text</p>	<p>My Perspectives student book &amp; activities</p> <p>Online access</p>	<p>Completion of workbook questions/summary</p>	<p>3 days</p>
<p><b>Independent Learning: “How Grandmother Spider Stole the Sun” by Michael Kaduto and Joseph Bruchac (myth) *online</b></p>	<p>CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A</p>	<p>Make connections to text</p> <p>Cite evidence from text</p> <p>Analyze text</p> <p>Summarize text</p>	<p>My Perspectives student book &amp; activities</p> <p>Online access</p>	<p>Completion of workbook questions/summary</p>	<p>3 days</p>
<p><b>Independent Learning: “The Story of Victor d’Aveyron, the Wild Child (expository nonfiction) *online</b></p>	<p>CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.E CC.1.3.7.F CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A</p>	<p>Make connections to text</p> <p>Cite evidence from text</p> <p>Analyze text</p> <p>Summarize text</p>	<p>My Perspectives student book &amp; activities</p> <p>Online access</p>	<p>Completion of workbook questions/summary</p>	<p>3 days</p>

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<p><b>Independent Learning:</b>  <b>Introduction from “Of Wolves and Men” by Barry Lopez (essay) *online</b></p>	<p>CC.1.3.7.A            CC.1.3.7.B            CC.1.3.7.C            CC.1.3.7.E            CC.1.3.7.F            CC.1.3.7.I            CC.1.3.7.J            CC.1.3.7.K            CC.1.5.7.A</p>	<p>Make connections to text</p> <p>Cite evidence from text</p> <p>Analyze text</p> <p>Summarize text</p>	<p>My Perspectives student book &amp; activities</p> <p>Online access</p>	<p>Completion of workbook questions/summary</p>	<p>2 days</p>
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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Quarter 4</b></p> <p><b>Essential Question: How can one person make a difference?</b></p> <p><b>Novel Study (Teacher's Choice)</b></p> <p><b>Possible Titles:</b>  <u>-Freak the Mighty</u> by Rodman Philbrick  <u>-Rumblefish</u> by S.E. Hinton  <u>-Holes</u> by Louis Sachar</p>	CC.1.3.7.A CC.1.3.7.B CC.1.3.7.C CC.1.3.7.D CC.1.3.7.F CC.1.3.7.G CC.1.3.7.I CC.1.3.7.J CC.1.3.7.K CC.1.5.7.A	Make connections to text  Cite evidence from text  Analyze text  Summarize text  Review skills used throughout year	Novels  Audio	Teacher prepared tests, quizzes, activities, journals, TDA's, etc.	45 days