

Course Title: Reading 7

Topic/Concept: The Outsiders and Characterization

Time Allotment: 6 Weeks

Unit Sequence: 1

**Major Concepts to be learned:**

1. Good readers always make text connections, visualize, and make predictions.
2. What is the difference between flat and round character?
3. Why is point of view important to a text?
4. What are the tasks involved in literature circle discussions?
5. Why should you pay attention to dialogue to learn about characters?

**Expected Skills to be demonstrated:**

1. Students will be able to define all literary elements.
2. Students will analyze how literary elements affect one another.
3. Students will analyze characters through actions and statements.
4. Students will make and support generalizations.
5. Students will make and support generalizations.

**PA Standards/Anchors:**

**Eligible Content:**

R7.B.1.2  
R7.A.1.3

- R7.B.1.2.1
- R7.A.1.3.1
- R7.A.1.3.2

**Instructional Strategies:**

**Assessments:**

Coooperative groups	Problem solving activities
Group discussion	Performance task
Written work	Hands-on activity
Oral presentation	Graphic organizers
Charting	Specific Reading

- Journal project
- Comparison essay
- Objective test
- Presentation of generalization and support
- Study guides and quizzes

Course Title: Reading 7

Topic/Concept: Storytelling & Summer of the Monkeys Weeks

Time Allotment: 6

Unit Sequence: 2

**Major Concepts to be learned:**

1. How has oral tradition had an impact on literature?
2. What is the purpose of a fable?
3. What is the difference between the types of narrators?
4. How does a story look like an equation?
5. Cause and effect in fiction and nonfiction

**Expected Skills to be demonstrated:**

1. Students will differentiate between types of point of view.
2. Students will identify cause and effect in any type of text.
3. Students will define and identify the elements of fiction.
4. Students will understand and be able to explain oral tradition.
5. Students will identify different types of stories: fables, legends, ballads.

**PA Standards/Anchors:**

**Eligible Content:**

R7.A.2.2  
R7. B.1.1  
R7.B.3.3

- R7.A.2.2.1
- R7.A.2.2.2
- R7.B.3.3.1
- R7.B.1.1.1

**Instructional Strategies:**

**Assessments:**

Group discussion  
Hands-on activity  
Charting

Written work  
Graphic organizers  
Specific Reading

- Study Guide for the novel
- Quizzes and Test on the novel
- Graphic organizers for Cause and Effect article
- Cause and Effect graphic organizer for novel

Course Title: Reading 7

Topic/Concept: Fever 1793

Time Allotment: 6 Weeks

Unit Sequence: 3

**Major Concepts to be learned:**

1. How do fiction and nonfiction accounts differ?
2. What is an important piece of information and what is a supporting detail?
3. What is the importance of ordering events chronologically?
4. How and why should we be able to tell the difference between a fact and an opinion?

**Expected Skills to be demonstrated:**

1. Students will summarize both fiction and nonfiction texts.
2. Students will differentiate between fact and opinion and use each for different writing and speaking purposes.
3. Students will research and summarize chronological events.
4. Students will present information organized chronologically in the form of a speech.
5. Students will organize a speech in the form of generalizations and supporting details about who has influenced them most.

**PA Standards/Anchors:**

**Eligible Content:**

R7.B.1.1  
R7.A.2.4.  
R7.A.2.3  
R7.A.2.5  
R7.B.3.1

- R7.A.2.5.1
- R7.A.2.4.1
- R7.B.3.1.1
- R7.B.1.1.1
- R7.A.2.4.1
- R7.A.2.3.1

**Instructional Strategies:**

**Assessments:**

Performance task	Research
Written work	Oral presentation
Graphic organizers	Summarizing
Outlining	Specific Reading

- Theme in a bottle project
- Symbolism writing assignment
- Objective test
- Study guides and quizzes

Course Title: Reading 7

Topic/Concept: Pharaoh's Daughter

Time Allotment: 6 Weeks

Unit Sequence: 4

**Major Concepts to be learned:**

1. How are nonfiction texts organized? How do stories change with point of view?
2. How do the meanings of words change within context?
3. What makes a character act as he does?

**Expected Skills to be demonstrated:**

1. Students will define characterization
2. Students will analyze effectiveness of point of view
3. Students will comprehend how multiple meaning words change in context

**PA Standards/Anchors:**

**Eligible Content:**

R7.B.3.3  
R7.A.2.2  
R7.A.1.3  
R7.B.1.1  
R7.A.2.1  
R7.A.1.6

- R7.A.1.3.1
- R7.B.1.1.1
- R7.A.1.6.2
- R7.A.2.1.1
- R7.A.2.2.1
- R7.B.3.3.1

**Instructional Strategies:**

**Assessments:**

Lecture  
Written work  
Note Taking  
Specific Reading

Research  
Hands-on activity  
Graphic organizers

- Multiple Choice Test
- Character sketches
- Character journal
- Word web activities

Course Title: Reading 7

Topic/Concept: Mythology

Time Allotment: Six weeks

Unit Sequence: 5

**Major Concepts to be learned:**

1. How has The Odyssey influenced modern literature?
2. What is an epic?
3. How has Greek theatre influenced modern drama?
4. How did Greek myths affect the daily life of Greek citizens?

**Expected Skills to be demonstrated:**

1. Students will be able to define and explain epic, episodic, and mythology.
2. Students will be able to define and identify first and third person narrators.
3. Students will be able to explain how the setting impacts the story.
4. Students will support generalizations about character, culture, and epics with textual support.

**PA Standards/Anchors:**

**Eligible Content:**

R7.A.1.3  
R7.A.1.6  
R7.B.1.1  
R7.B.2.2

- R7.A.1.3
- R7.A.1.6
- R7.B.1.1
- R7.B.2.2

**Instructional Strategies:**

**Assessments:**

Coooperative groups	Lecture
Group discussion	Performance task
Written work	Hands-on activity
Note Taking	Graphic organizers
Summarizing	Outlining
Evaluating	Specific Reading

- Episodic story
- Checkpoint Quizzes
- Study Guides
- Open Ended responses

Course Title: Reading 7

Topic/Concept: Journeying & The Egypt Game

Time Allotment: 6 Weeks

Unit Sequence: 6

**Major Concepts to be learned:**

1. How do you find similarities and differences in items?
2. How do you know which meaning a word has if it has more than one meaning?
3. How can you predict what is going to happen in a story?
4. How can you learn about a character in a story?

**Expected Skills to be demonstrated:**

1. Students will find similarities and differences in characters.
2. Students will identify foreshadowing in novel and short stories and predict events.
3. Students will identify multiple meaning words.
4. Students will use context clues to determine the intended meaning of a multiple meaning word.

**PA Standards/Anchors:**

**Eligible Content:**

R7.B.1.1  
R7. A.1.1  
R7. A.1.2

- R7.B.1.1.1
- R7. A.1.1.1
- R7. A.1.1.2
- R7. A.1.2.2

**Instructional Strategies:**

**Assessments:**

Group discussion  
Written work  
Specific Reading

- Quizzes every three chapters
- Bio-poem
- Graphic Organizer comparing/contrasting characters from novel
- Test on multiple meaning words