

Wilson Area School District Planned Course Guide

Title of Planned Course: 7th Grade Reading

Subject Area: Reading

Grade Level: 7th

Course Description: This course is designed to provide students with a multitude of strategies to further develop independent reading skills. Particular emphasis will be placed on developing comprehension, interpretation, and analysis strategies for fiction and informational texts.

Time/Credit for this Course: One Academic Year

Curriculum Writing Committee: Sherie Cunningham, Jennifer Korin, Megan Webb

Course Introduction: The 7th grade reading course curriculum was developed collaboratively with close attention to the Pennsylvania Department of Education Standards Aligned System. The subsequent skills presented in this curricula stand to develop students' critical thinking abilities and create proficient levels of reading comprehension. The accompanying texts are suggestions based upon availability within the department; however, the instructed skills are the singular most important facet of the curriculum, and so, approved supplemental texts may be incorporated as needed. This curriculum seeks to develop the analytical and reading comprehension skills of all 7th grade students.

Curriculum Map

August/September: Basic Elements of Literature

- Literary Elements
- Story Structure (Freytag's Pyramid)
- Setting

October: Basic Elements of Literature

- Point of View/ Perspective
- Characterization
- Conflict

November: Advanced Elements of Literature

- Character Types
- Theme
- Irony

December: Advanced Elements of Literature and Basic Elements of Nonfiction

- Central Idea
- Supporting details

January: Basic Elements of Nonfiction

- Author's Purpose
- Text Structure

February: Advanced Elements of Nonfiction

- Tone
- Bias
- Organization

March: Author's Craft and Structure and Integration Unit

- Literary Elements
- Story Structure
- Central Idea
- Supporting detail

April: Integration Unit and Key Skill Review

- Theme
- Irony
- Author's Purpose
- Text Structure

May/June: Author's Craft and Structure

- Mood
- Theme
- Figurative Language

Year Round:

- Response to and analysis of literature and nonfiction including citing textual evidence in verbal and written form
- Vocabulary in context
- Independent Reading

Marking Period One: Basic Elements of Fiction

- Literary Elements
- Story Structure (Freytag's Pyramid)
- Setting
- Mood
- Point of View/ Perspective
- Characterization
- Conflict

Marking Period Two: Advanced Elements of Fiction / Basic Elements of Nonfiction

- Theme
- Irony
- Symbolism
- Central Idea
- Supporting details
- Author's Purpose
- Text Structure

Marking Period Three: Advanced Elements of Nonfiction /Author's Craft and Structure

- Tone
- Bias
- Organization
- Satire
- Poetic Form
- Rhyme Scheme

Marking Period Four: Integration Unit (Elements of Fiction and Nonfiction- review)/ Author's Craft and Structure

- Greek Mythology or any topic that readily combines fictitious and informational text
- Mood
- Theme
- Figurative Language

Wilson Area School District Planned Course Materials

Textbook:

Literature: Language and Literacy
Prentice Hall 2010

Supplemental Texts:

Periodical: Scholastic Scope Magazine
Scholastic Corp.

Novels:

- *A Christmas Carol*, Charles Dickens
- *The Outsiders*, S.E Hinton
- *My Brother Sam is Dead*
- *The Watsons go to Birmingham*
- *Catherine Called Birdy*

Additional Teacher Resources:

- *Elements of Literature, First Course*; Holt, Rinehart and Winston, 2003
- EdPuzzle
- NewsELA
- CommonLit
- Study Island
- Moby Max Software

Curriculum Scope & Sequence

Planned Course: 7th Grade Reading

Unit: Elements of Literature - Basic

Time Frame: 4-5 Weeks

State Standards:

- CC.1.3.7.C: Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- CC.1.3.7.A: 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.
- CC.1.3.7.H: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- CC.1.3.7.D: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- CC.1.3.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

Assessment Anchors: E07.A-K.1.1.2; E07.A-K.1.1.3; E07.A-C.2.1

Essential Objectives: Upon completion of this unit, students will be able to:

- Identify and define the elements of literature (e.g., plot, setting, characters, theme, point of view, tone, style, and conflict)
- Identify the parts of plot through the use of Freytag's Pyramid
- Analyze how particular elements of a story interact (e.g., how setting shapes the characters or plot)
- Respond to literature through writing
- Make, and support with evidence, assertions about texts. Their responses will include comparison and contrast, extensions to related ideas, analysis of context and content, making and supporting inferences, and evaluation of text organization, and author's purpose.
- Demonstrate their understanding of literary elements through various forms of fiction (short stories, novels, etc.)
- Master subject specific terminology relating to literary elements and apply knowledge of this terminology to analyze and interpret assigned texts.

Core Activities and Titles: Students will participate in:

- *7th Grade - Plot, Setting, Characters*
- *The Treasure of Lemon Brown - Theme, Symbolism, Characterization*
- *Rikki Tikki Tavi - Plot, Perspective, Theme, compare/contrast multimedia (animated version)*
- *The Frog Who Wanted to be a Singer - Plot*
- *The Third Wish - Symbolism, Characterization, Inferences*
- *Amigo Brothers - Perspective, Conflict*

- *Ribbons* - Protagonist/Antagonist, Theme
- *Two Kinds* - Perspective, Setting
- *After Twenty Years* - Irony, Symbolism, compare/contrast multimedia (live action version)
- *The Smallest Dragonboy* - Characterization
- *All Stories are Anansi's* - Conflict; types of Character
- *The Dinner Party* - Conflict

Remediation:

- Reteaching/Reviewing key concepts
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts
- Item Analysis

Extensions:

- Alternative enriched activities
- Differentiated texts
- Novel studies
- Independent Reading Projects

Instructional Methods:

- Explicit instruction
- Teacher modeled questioning and guided practice
- Gradual Release Model (I do - We do - You do)
- Whole class and small group discussion
- Independent reading
- Paired/Partnered reading
- Response(s) to literature - verbal and written

Materials:

- Teacher-generated items (Google Suite - including digital sources, slideshows, forms, etc)
- Rubrics and assessments
- Textbook
- Supplemental texts
- Periodicals

Assessments:

- Diagnostic:
 - Benchmark Exam
 - 6th Grade PSSA Results
 - Pre-Tests
 - Informal Observation and Discussion
 - Study Island
 - Moby Max
- Formative:
 - Observation
 - Daily Bellringers/Warm-ups
 - Class Discussions

- Elements of Literature Terms
 - Guided Notes
 - Puzzles
 - Quiz
 - Project
- Story-focused quizzes
- Story-focused projects
 - Treasure Collages (*Lemon Brown*)
 - Plot Elements Identification Activity
- Summative
 - Elements of Literature Quiz (brief reading section/multiple choice questions)
 - Multiple choice, quiz-style questions
 - Structured Written Responses to Literature
 - Study Island Modules Posttests
 - Study Island Benchmark Exam - Literature Section Results

Curriculum Scope & Sequence

Planned Course: 7th Grade Reading

Unit: Elements of Literature - Advanced

Time Frame: 5-6 Weeks

State Standards:

- CC.1.3.7.A: 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.
- CC.1.3.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.3.7.C: Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
- CC.1.3.7.D: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- CC.1.3.7.E: Analyze how the structure or form of a text contributes to its meaning.
- CC.1.3.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.
- CC.1.3.7.G: 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).
- CC.1.3.7.H: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- CC.1.3.7.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.

Assessment Anchors: E07.A-K.1.1.1; E07.A-K.1.1.2; E07.A-K.1.1.3; E07.A-K.1.1.3; E07.A-C.2.1.1; E07.A-C.2.1.2; E07.A-C.3.1.1

Essential Objectives: Upon completion of this unit, students will be able to:

- Identify the elements of drama or novel (e.g., plot, setting, characters, theme, style, and author's purpose)
- Determine a theme or central idea of a drama or novel and analyze its development over the course of the plot, and analyze to determine the reasons for a character's actions taking into account the situation and basic motivation of the character(s)
- Determine an author's point of view or purpose in a text; Discuss and explain why the author would choose this point of view and its utility to the plot
- Compare and contrast a written drama or novel to its filmed version, analyzing the effect of techniques unique to each medium

- Respond to literature through multiple modes of writing
- Make and support with evidence assertions about texts. Their responses will include comparison and contrast, extensions to related ideas, analysis of context and content, making and supporting inferences, and author's purpose
- Demonstrate their understanding of character(s) and theme(s) through independent reading and writing
- Use a variety of context clues, knowledge of root words, and reference sources to identify the origins and meanings of unfamiliar words and use this information while reading, speaking, and writing
- Master subject specific terminology relating to elements of drama and apply knowledge of this terminology to analyze and interpret assigned texts.

Core Activities and Titles: Students will participate in:

- *The Outsiders*, S.E. Hinton
 - Characterization
 - Theme
 - Plot
 - Point of View
 - Conflict
 - Compare/contrast cinematic variation
- *A Christmas Carol* by Charles Dickens
 - Author's Purpose
 - Characterization
 - Theme
 - Compare/contrast cinematic variation
 - Point of View
 - Historical vs. Fictional Portrayal of Time Period - Author's Point of View
- *The Watsons Go to Birmingham: 1963* by Christopher Paul Curtis
 - Characterization
 - Theme
 - Conflict
 - Figurative and Connotative Meanings
 - Irony
 - Historical vs. Fictional Portrayal of Time Period - Author's Point of View

Remediation:

- Reteaching/Reviewing key concepts
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts
- Item Analysis

Extensions:

- Alternative enriched activities
- Differentiated texts
- Novel studies
- Independent Reading Projects

Instructional Methods:

- Explicit instruction
- Teacher modeled questioning and guided practice
- Gradual Release Model (I do - We do - You do)
- Whole class and small group discussion
- Independent reading
- Paired/Partnered reading
- Response(s) to literature - verbal and written

Materials:

- Teacher-generated items (Google Suite - including digital sources, slideshows, forms, etc)
- Rubrics and assessments
- Textbook
- Supplemental texts
- Periodicals

Assessments:

- Diagnostic:
 - Benchmark Exam
 - 6th Grade PSSA Results
 - Pre-Tests
 - Informal Observation and Discussion
 - Study Island
 - Moby Max
- Formative:
 - Observation
 - Daily Bellringers/Warm-ups
 - Class Discussions
 - Elements of Literature Terms
 - Guided Notes
 - Puzzles
 - Quiz
 - Project
 - Story-focused quizzes
 - Story-focused projects
 - Treasure Collages (*Lemon Brown*)
 - Plot Elements Identification Activity
- Summative
 - Elements of Literature Quiz (brief reading section/multiple choice questions)
 - Multiple choice, quiz-style questions
 - Structured Written Responses to Literature
 - Study Island Modules Posttests
- Study Island Benchmark Exam - Literature Section Results

Curriculum Scope & Sequence

Planned Course: 7th Grade Reading

Unit: Elements of Nonfiction - Basic

Time Frame: 2-3 Weeks

State Standards:

- CC.1.2.7.A: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.1.2.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.C: Analyze the interactions between individuals, events, and ideas in a text.
- CC.1.2.7.E: Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.
- CC.1.2.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.7.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Assessment Anchors: E07.B-K.1.1.1; E07.B-K.1.1.2; E07.B-C.3.1.2; E07.B-V.4.1.1

Essential Objectives: Upon completion of this unit, students will be able to:

- Identify the central ideas in a text.
- Identify the text features authors use to support their central ideas (captions, cutaways, maps, types of print, etc.)
- Summarize a nonfiction text, including the author's central ideas and key details that support the central idea.
- Determine the meaning of technical words and phrases used in a text.
- Analyze how individuals influence ideas or events.
- Draw conclusions and inferences based on nonfiction text.
- Respond nonfiction texts through writing, citing specific evidence from the work to support conclusions.

Available Titles and Core Topics:

- "A Race Against Death" - Central Ideas; Inferences and Conclusions
- "Survive the Savage Sea" - Text Features
- "Malala The Powerful" - Interactions Between Individuals, Ideas, and Events
- "I Was Homeless" - Nonfiction Written Response
- "Life without Gravity" - Author's Purpose, Text Structure
- "I am a Native of North America" - Tone, Text Structure
- "Barrio Boy," Ernesto Galarza - Central Idea, Tone
- Biography: Langston Hughes - Interactions Between Individuals, Ideas, and Events

Remediation:

- Reteaching/Reviewing key concepts
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts
- Item Analysis

Extensions:

- Alternative enriched activities
- Differentiated texts
- Independent Reading Projects

Instructional Methods:

- Explicit instruction
- Teacher modeled questioning and guided practice
- Gradual Release Model (I do - We do - You do)
- Whole class and small group discussion
- Independent reading
- Paired/Partnered reading
- Response(s) to literature - verbal and written

Materials:

- Teacher-generated items (Google Suite - including digital sources, slideshows, forms, etc)
- Rubrics and assessments
- Textbook
- Supplemental texts
- Periodicals

Assessments:

- Diagnostic:
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- Formative:
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 - Class Discussions
 - Elements of Literature Terms
 - Guided Notes
 - Puzzles
 - Quiz
 - Project
 - Story-focused quizzes
 - Story-focused projects
 - Treasure Collages (*Lemon Brown*)

- Plot Elements Identification Activity
- Summative
 - Elements of Literature Quiz (brief reading section/multiple choice questions)
 - Multiple choice, quiz-style questions
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 - Study Island Modules Posttests
- Study Island Benchmark Exam - Literature Section Results

Curriculum Scope & Sequence

Planned Course: 7th Grade Reading

Unit: Elements of Nonfiction - Advanced

Time Frame: 3-4 Weeks

State Standards:

- CC.1.2.7.B: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- CC.1.2.7.D: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- CC.1.2.7.H: Evaluate an author’s argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
- CC.1.2.7.I: Analyze how two or more authors present and interpret facts on the same topic.
- CC.1.2.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.
- CC.1.2.7.G: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g. how the delivery of a speech affects the impact of the words).
- CC.1.2.7.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Assessment Anchors: E07.B-K.1.1.3; E07.B-K.1.1.1; E07.B-K.1.1.2; E07.B-C.2.1.1; E07.B-C.2.1.2; E07.B-C.2.1.3

Essential Objectives: Upon completion of this unit, students will be able to:

- Identify the structure of a nonfiction text (compare and contrast, sequential, problem/solution, etc.) and determine how the structure contributes to the meaning of the text.
- Evaluate an author’s reasoning and claims based on evidence.
- Compare and contrast how various authors use and interpret evidence while writing on the same topic.
- Determine an author’s point of view and purpose.
- Compare texts with multimedia versions to determine the influence of the medium on the meaning of the text.
- Analyze the use of connotation in nonfiction text.
- Draw conclusions and inferences based on nonfiction text.
- Respond nonfiction texts through writing, citing specific evidence from the work to support conclusions.

Core Activities and Titles: Students will participate in:

- “Extreme Teens,” “To the Top of Mount Everest,” “Step by Step: The Mount Hood Tragedy,” “Disaster on the Peak,” “At the Edge” Scope Magazine, Newsela, and Prentice Hall Literature Nonfiction Selections - Text Structure; Contrast Author’s Viewpoints; Compare with Multimedia
- *We Fought Back: Teen Resisters in the Holocaust* - Author’s Point of View; Nonfiction Written Response
- “The Boys Who Fought Hitler” - Nonfiction Written Response

- “No Gumption” - Style, Author’s Purpose
- “Rattlesnake Hunt” - Central Idea, Tone, Style
- “Fish Cheeks,” Amy Tan - Style, Text Structure
- “Titanic: Sinking the Myths” - Tone, Text Structure

Remediation:

- Reteaching/Reviewing key concepts
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts
- Item Analysis

Extensions:

- Alternative enriched activities
- Differentiated texts
- Independent Reading Projects

Instructional Methods:

- Explicit instruction
- Teacher modeled questioning and guided practice
- Gradual Release Model (I do - We do - You do)
- Whole class and small group discussion
- Independent reading
- Paired/Partnered reading
- Response(s) to literature - verbal and written

Materials:

- Teacher-generated items (Google Suite - including digital sources, slideshows, forms, etc)
- Rubrics and assessments
- Textbook
- Supplemental texts
- Periodicals

Assessments:

- Diagnostic:
 - Benchmark Exam
 - 6th Grade PSSA Results
 - Pre-Tests
 - Informal Observation and Discussion
 - Study Island
 - Moby Max
- Formative:
 - Observation
 - Daily Bellringers/Warm-ups
 - Class Discussions
 - Elements of Literature Terms
 - Guided Notes
 - Puzzles

- Quiz
- Project
- Story-focused quizzes
- Story-focused projects
 - Treasure Collages (*Lemon Brown*)
 - Plot Elements Identification Activity
- Summative
 - Elements of Literature Quiz (brief reading section/multiple choice questions)
 - Multiple choice, quiz-style questions
 - Structured Written Responses to Literature
 - Study Island Modules Posttests
 - Study Island Benchmark Exam - Literature Section Results

Curriculum Scope & Sequence

Planned Course: 7th Grade Reading

Unit: Craft and Structure of Literature (Poetry)

Time Frame: 3-4 Weeks

State Standards:

- CC.1.3.7.E: Analyze how the structure or form of a text contributes to its meaning.
- CC.1.3.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.3.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative meanings.

Assessment Anchors: E07.A-K.1.1.1; E07.A-K.1.1.2; E07.A-K.1.1.3; E07.A-K.1.1.3; E07.A-C.2.1.1; E07.A-C.2.1.2; E07.A-C.3.1.1

Essential Content/Objectives: Upon completion of this unit, students will be able to:

- Identify the elements of poetry (e.g., personification, simile, metaphor, hyperbole, allusion, alliteration, rhyme scheme, meter) and explain their effect on the reader
- Analyze the effect of various poetic devices
- Determine the meaning of words and phrases in poetry, including figurative and idiomatic meanings
- Identify poetic forms and analyze how the poem's form or structure contributes to its meaning
- Respond to and interpret poetry through writing, citing specific evidence from the work to support conclusions
- Make and support with evidence assertions about texts. Their responses will include comparison and contrast, extensions to related ideas, analysis of context and content, making and supporting inferences, and evaluation of poetic form and author's purpose.
- Use a variety of context clues, knowledge of root words, and reference sources to identify the origins and meanings of unfamiliar words and use this information while reading, speaking, and writing
- Master subject specific terminology relating to figurative language, sound techniques, and poetic forms and apply knowledge of this terminology to analyze and interpret assigned texts.

Core Activities and Titles: Students will participate in:

- *Seal*, William Jay Smith - Concrete, Rhyme Scheme, Sound Devices
- Haiku by Basho - Structure, Imagery
- *Life*, Naomi Long Madgett - Theme, Tone, Symbolism
- *Courage that My Mother had*, Edna St. Millay - Symbolism, Theme, Rhyme Scheme
- *Mother to Son*, Langston Hughes - Symbolism, Style, Figurative Language
- *Village Blacksmith*, Henry Wadsworth Longfellow - Narrative poem, Theme, Characterization
- *Fog*, Carl Sandburg - Personification, Style

- *Sarah Cynthia Sylvia Stout*, Shel Silverstein - Sound Devices (repetition, alliteration, assonance, etc.)
- *I'm Nobody*, Emily Dickinson
- *Father William*, Lewis Carroll - Rhyme Scheme, Theme, Figurative Language
- *Stopping by the Woods on a Snowy Evening*, Robert Frost - Rhyme Scheme, Theme
- *In Just-*, e.e. cummings - Style, Repetition
- *Miracles*, Walt Whitman - Repetition, Theme, Figurative Language

Remediation:

- Reteaching/Reviewing key concepts
- Modified instruction and examples
- Leveled scaffolding
- Differentiated texts
- Item Analysis

Extensions:

- Alternative enriched activities
- Differentiated texts
- Independent Reading Projects

Instructional Methods:

- Explicit instruction
- Teacher modeled questioning and guided practice
- Gradual Release Model (I do - We do - You do)
- Whole class and small group discussion
- Independent reading
- Paired/Partnered reading
- Response(s) to literature - verbal and written

Materials:

- Teacher-generated items (Google Suite - including digital sources, slideshows, forms, etc)
- Rubrics and assessments
- Textbook
- Supplemental texts
- Periodicals

Assessments:

- Diagnostic:
 - Benchmark Exam
 - 6th Grade PSSA Results
 - Pre-Tests
 - Informal Observation and Discussion
 - Study Island
 - Moby Max
- Formative:
 - Observation
 - Daily Bellringers/Warm-ups
 - Class Discussions

- Elements of Literature Terms
 - Guided Notes
 - Puzzles
 - Quiz
 - Project
- Story-focused quizzes
- Story-focused projects
 - Treasure Collages (*Lemon Brown*)
 - Plot Elements Identification Activity
- Summative
 - Elements of Literature Quiz (brief reading section/multiple choice questions)
 - Multiple choice, quiz-style questions
 - Structured Written Responses to Literature
 - Study Island Modules Posttests
- Study Island Benchmark Exam - Literature Section Results

Curriculum Scope & Sequence

Planned Course: 7th Grade Reading

Unit: Integration of Fiction and Informational Texts (Blended Unit to be employed prior to any major standardized tests or utilized as a year-end review)

Time Frame: 2-4 Weeks

State Standards:

- CC.1.2.7.C: Analyze the interactions between individuals, events, and ideas in a text.
- CC.1.2.7.D: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- CC.1.2.7.I: Analyze how two or more authors present and interpret facts on the same topic.
- CC.1.3.7.E: Analyze how the structure or form of a text contributes to its meaning.
- CC.1.3.7.H: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- CC.1.3.7.A: 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.

Assessment Anchors: E07.A-K.1.1.1; E07.A-K.1.1.2; E07.A-K.1.1.3; E07.A-C.3.1.1; E07.B-K.1.1.3; E07.B-K.1.1.1; E07.B-K.1.1.2; E07.B-C.2.1.1; E07.B-C.2.1.2; E07.B-C.2.1.3

Essential Content/Objectives: Upon completion of this unit, students will be able to:

- Access prior knowledge of both elements of fiction and elements of nonfiction in order to analyze and craft responses to written pieces
- Analyze the use of literary elements by an author (e.g., characterization, theme, and conflict) and explain how these elements interact and influence one another
- Respond to literature and informational texts through writing
- Compare and contrast fictitious pieces with their nonfiction counterparts; Analyze creative differences and author’s choices
- Practice, to mastery, identifying and explaining the utility of elements of fiction and nonfiction in a given text

Core Activities and Titles: Students will participate in:

- *Icarus and Daedalus* - Prentice Hall Text
- *Persephone and Demeter* - Prentice Hall Text
- *Echo and Narcissus* - Holt Text
- *King Midas and the Golden Touch* - Holt Text
- *Ancient Greece: Democracy is Born* - NewsELA
- Can Scientists Turn Pollution into Gold? - NewsELA
- Background Text of Greek Culture - Holt Text

Remediation:

- Reteaching/Reviewing key concepts
- Modified instruction and examples
- Leveled scaffolding

- Differentiated texts
- Item Analysis

Extensions:

- Alternative enriched activities
- Differentiated texts
- Novel studies
- Independent Reading Projects

Instructional Methods:

- Explicit instruction
- Teacher modeled questioning and guided practice
- Gradual Release Model (I do - We do - You do)
- Whole class and small group discussion
- Independent reading
- Paired/Partnered reading
- Response(s) to literature - verbal and written

Materials:

- Teacher-generated items (Google Suite - including digital sources, slideshows, forms, etc)
- Rubrics and assessments
- Textbook
- Supplemental texts
- Periodicals

Assessments:

- Diagnostic:
 - Benchmark Exam
 - 6th Grade PSSA Results
 - Pre-Tests
 - Informal Observation and Discussion
 - Study Island
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- Formative:
 - Observation
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 - Class Discussions
 - Elements of Literature Terms
 - Guided Notes
 - Puzzles
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 - Story-focused quizzes
 - Story-focused projects
 - Treasure Collages (*Lemon Brown*)
 - Plot Elements Identification Activity
- Summative
 - Elements of Literature Quiz (brief reading section/multiple choice questions)

- Multiple choice, quiz-style questions
- Structured Written Responses to Literature
- Study Island Modules Posttests
- Study Island Benchmark Exam - Literature Section Results

Curriculum Scope & Sequence

Planned Course: 7th Grade Reading

Unit: Vocabulary in Context

Time Frame: Year-Round, Ongoing

State Standards:

- CC.1.2.7.F: Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.
- CC.1.3.7.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.3.7.K: Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.2.7.J: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.7.K: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.2.7.L: Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Assessment Anchors:E07.B-V.4.1.1; E07.B-V.4.1.2

Essential Content/Objectives: Upon completion of this unit, students will be able to:

- Use a variety of context clues, knowledge of root words, and reference sources to identify the origins and meanings of unfamiliar words and use this information while reading, speaking, and writing
- Master subject specific terminology relating to literary and apply knowledge of this terminology to analyze and interpret assigned texts
- Access prior knowledge or context of surrounding written work to glean meanings of unfamiliar words

Core Activities and Titles: Students will participate in:

Any and all texts available in any reading unit in this curriculum should be accessed and challenging vocabulary words should be isolated and presented to students as an opportunity to practice using context to ascertain meanings.

Remediation:

- Reteaching/Reviewing key concepts
- Modified instruction and examples
- Leveled scaffolding

- Differentiated texts
- Item Analysis

Extensions:

- Alternative enriched activities
- Differentiated texts
- Novel studies
- Independent Reading Projects

Instructional Methods:

- Explicit instruction
- Teacher modeled questioning and guided practice
- Gradual Release Model (I do - We do - You do)
- Whole class and small group discussion
- Independent reading
- Paired/Partnered reading
- Response(s) to literature - verbal and written

Materials:

- Teacher-generated items (Google Suite - including digital sources, slideshows, forms, etc)
- Rubrics and assessments
- Textbook
- Supplemental texts
- Periodicals

Assessments:

- Diagnostic:
 - Benchmark Exam
 - 6th Grade PSSA Results
 - Pre-Tests
 - Informal Observation and Discussion
 - Study Island
 - Moby Max
- Formative:
 - Observation
 - Daily Bellringers/Warm-ups
 - Class Discussions
 - Elements of Literature Terms
 - Guided Notes
 - Puzzles
 - Quiz
 - Project
 - Story-focused quizzes
 - Story-focused projects
 - Treasure Collages (*Lemon Brown*)
 - Plot Elements Identification Activity
- Summative
 - Elements of Literature Quiz (brief reading section/multiple choice questions)

- Multiple choice, quiz-style questions
- Structured Written Responses to Literature
- Study Island Modules Posttests
- Study Island Benchmark Exam - Literature Section Results