



Wolcott Public Schools

**154 Center Street
Wolcott, Connecticut 06716
www.wolcottps.org – 203-879-8183**

**Middle School Curriculum
Grade 7
Language Arts
*Reading***



Children are our Future...

Acknowledgements

Curriculum Writers:

*Eileen Simon
Holly Werenko*

We acknowledge and celebrate the professionalism, expertise, and diverse perspectives of these teachers. Their contributions to this curriculum enrich the educational experiences of all Wolcott students.

*Dr. Gail A. Gilmore
Assistant Superintendent*

Date of Presentation to the Board of Education: April 12, 2010

*Language Arts – Grade 7
Reading*

LANGUAGE ARTS – GRADE 7 READING

Mission Statement:

The mission of the Wolcott Public Schools is to develop in each student the knowledge, skills, and attitudes necessary to become a productive member of the community and a contributing member to society.

Departmental Philosophy:

The philosophy of Language Arts at Tyrrell Middle School is to facilitate and teach literacy using a variety of genre. This will ensure that students become life-long, independent learners who will read and think critically and creatively to construct meaning, collaborate, and communicate effectively to discover themselves, their thoughts, their feelings, and their world.

Course Description:

The Language Arts curriculum at Tyrrell Middle School is designed to meet the literacy and communication needs of each student. Students will have experiences with various genre in order to develop effective communication skills in reading, writing, speaking, listening, and viewing using varied exemplary teaching strategies to meet the needs of all students. Emphasis will be placed on the development of metacognition and critical thinking which will enable students to become successful, life-long learners.

LANGUAGE ARTS – GRADE 7 READING

Literacy Focus: Summer Reading and Short Stories

Time Frame: September through December

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|--|---|---|
| <p>1: Reading and Responding. Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p> | <ul style="list-style-type: none"> ● KWL/Anticipation guides ● Journal responses ● Think aloud(s) ● Literary elements (simile, metaphor, foreshadowing, personification, suspense, imagery, point of view, theme...) ● CMT open ended questions ● Vocabulary activities using context clues ● Identify elements of a narrative (setting, character, conflict, plot, climax, resolution) ● Use context clues to determine word meanings ● Identify and analyze figurative language ● Determine main idea and theme of text ● Identify or infer important characters, conflicts, settings, and events ● Summarize events and/or ideas in the text ● Identify structural/organization patterns of a story ● Draw conclusions about the author’s purpose of writing this story using details from the text ● Use stated or implied evidence from the text to draw and/or support a conclusion ● Make connections- text to <ul style="list-style-type: none"> ● self, text to text, text to world ● Write personal responses to text ● Analyze and evaluate the author’s craft including use of literary devices and textual elements ● Demonstrate awareness of an author’s or character’s values, customs and beliefs included in the text | <ul style="list-style-type: none"> ● Scoring of the open ended questions using the CMT rubric ● Create a Character Analysis ● End-of-Story Tests ● Vocabulary Quizzes ● Grading and analysis of journal responses using a grade-wide rubric ● Student responses to comprehension questions ● Use of story maps to identify parts of a short story ● Using graphic organizers to identify literary elements ● Class discussions | <ul style="list-style-type: none"> ● Elements of Literature Anthology ● Elements of Literature additional teacher resources ● Language Arts CMT Coach book |

LANGUAGE ARTS – GRADE 7 READING

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|---|---|--|
| <p style="text-align: center;">Summer Reading and Short Stories (Continued)</p> <p>2: Exploring and Responding to Text. Students read and respond to classical and contemporary texts from many cultures and literary periods</p> <p>2.1 Students recognize how literary devices and conventions engage the reader</p> <p>2.2 Students explore multiple responses to literature</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts</p> | <ul style="list-style-type: none"> • Respond to literal and inferential questions with explicit and implicit evidence from text • Discuss and identify author’s use of literary elements to enhance a story. (Foreshadowing, personification, analogies, metaphors, similes, point-of-view, etc.) • Class discussions and small group discussions on how literature effects us, and how it shapes our thoughts • Discuss how background knowledge and a person’s personal beliefs shape what is written as well as how we interpret what it written | <ul style="list-style-type: none"> • Teacher observations and class participation • Graphic organizers that students will complete to demonstrate their knowledge of literary conventions and author’s craft • Class exit slips • Class warm-ups • Journal responses • Reader’s theater • Author study | <ul style="list-style-type: none"> • See resources listed above • Computer Lab • Media Center |

LANGUAGE ARTS – GRADE 7 READING

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|--|--|--|
| <p style="text-align: center;">Summer Reading and Short Stories (Continued)</p> <p>3: Communications with Others. Students produce written, oral, and visual texts to express, develop and substantiate ideas and experiences</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and tasks</p> | <ul style="list-style-type: none"> • Oral/written/visual presentations using appropriate intonation, enunciation and phrasing that is fluent and well-modulated • Students will provide helpful feedback to speakers concerning the quality of a speech and the speaker’s delivery. • Engage in oral telling of stories from a variety of cultures that use a range of strategies to make the story engaging to the audience. | <ul style="list-style-type: none"> • Rubrics will be provided to guide students preparation and grading • Peer conference • Responses will be given to students to serve as a reference to provide constructive feedback and praise • Rubric and teacher observation | <ul style="list-style-type: none"> • Use resources listed above |

LANGUAGE ARTS – GRADE 7 READING

Literacy Focus: Novel Unit

Time Frame: January - February

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|---|---|--|
| <p>1: Reading and Responding. Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p> | <ul style="list-style-type: none"> ● KWL/Anticipation guides ● Journal responses ● Think alouds ● Literary elements (simile, metaphor, foreshadowing, personification, suspense, imagery, point of view, theme...) ● CMT open ended questions ● Vocabulary activities using context clues ● Identify elements of a narrative (setting, character, conflict, plot, climax, resolution) ● Use context clues to determine word meanings ● Identify and analyze figurative language ● Determine main idea and theme of text ● Identify or infer important characters, conflicts, settings, and events ● Summarize events and/or ideas in the text ● Identify structural/organization patterns of a story ● Draw conclusions about the author’s purpose of writing this story using details from the text ● Use stated or implied evidence from the text to draw and/or support a conclusion ● Make connections- text to self, text to text, text to world ● Write personal responses to text ● Analyze and evaluate the author’s craft including use of literary devices and textual elements ● Demonstrate awareness of an author’s or character’s values, customs and beliefs included in the text | <ul style="list-style-type: none"> ● Scoring of open ended CMT strand questions ● Grading and analyzing of text responses using a grade wide rubric ● Story maps and graphic organizers to show understanding of ideas covered ● Chapter Test which will include vocabulary as well as comprehension questions ● Class discussions ● Projects ● Literature circles | <ul style="list-style-type: none"> ● <u>Where the Red Fern Grows</u> by Wilson Rawls ● <u>Roll of Thunder Hear Me Cry</u> by Mildred D. Taylor ● Literature Guide for Novel ● Novels will be differentiated as needed ● Computer lab for research on topics covered in the novels ● Language Arts CMT Coach book |

LANGUAGE ARTS – GRADE 7 READING

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|---|---|--|
| <p style="text-align: center;">Novel Unit (Continued)</p> <p>2: Exploring and Responding to Text. Students read and respond to classical and contemporary texts from many cultures and literary periods</p> <p>2.1 Students recognize how literary devices and conventions engage the reader</p> <p>2.2 Students explore multiple responses to literature</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts</p> | <ul style="list-style-type: none"> • Respond to literal and inferential questions with explicit and implicit evidence from the text • Compare and contrast authors’ and/or characters’ perspective expressed in multiple texts. • Explain the similarities and differences in how an idea or concept is expressed in multiple texts. • Explain the author’s use of voice (formal, casual, intimate etc.) and how this influences meaning • Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs shape meaning | <ul style="list-style-type: none"> • Journals • Open ended responses to literature • Quizzes • Tests • Graphic organizers • Teacher observation • Projects • Author study | <ul style="list-style-type: none"> • Use the materials listed above |

LANGUAGE ARTS – GRADE 7 READING

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|--|
| <p style="text-align: center;">Novel Unit (Continued)</p> <p>3: Communications with Others. Students produce written, oral, and visual texts to express, develop and substantiate ideas and experiences</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and tasks</p> | <ul style="list-style-type: none"> • Oral/written/visual presentations using appropriate intonation, enunciation and phrasing that is fluent and well-modulated • Students will provide helpful feedback to speakers concerning the quality of a speech and the speaker’s delivery. • Engage in oral telling of stories from a variety of cultures that use a range of strategies to make the story engaging to the audience. | <ul style="list-style-type: none"> • Rubrics will be provided to guide students preparation and grading • Peer conference • Responses will be given to students to serve as a reference to provide constructive feedback and praise • Rubric and teacher observation | <ul style="list-style-type: none"> • Use the materials listed above |

LANGUAGE ARTS – GRADE 7 READING

Literary Focus: Non-Fiction/Immigration Unit

Time Frame: March-April

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|--|--|---|
| <p>1: Reading and Responding. Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p> | <ul style="list-style-type: none"> ● Dialogue with the text ● CMT Open Ended Questions ● Vocabulary activities ● Journaling ● Anticipation Guides ● Literary elements (simile, metaphor, foreshadowing, personification, suspense, imagery, point of view, theme...) ● Main Ideas ● Supporting Details ● Simulation ● Make connections – text to self, text to text, text to world | <ul style="list-style-type: none"> ● Scoring of the open ended questions at the end of each selection using the CMT rubric ● Selection tests ● Vocabulary Quizzes ● Grading and analysis of journal responses using a grade-wide rubric ● Student responses to text ● Reading comprehension questions ● Use of graphic organizers | <ul style="list-style-type: none"> ● Elements of Literature ● Anthology and corresponding support materials ● Media Center ● Computer Labs ● Book, <u>Immigrant Kids</u> ● Book, <u>Kids-at-work</u> ● Field trip to Ellis Island ● Newspaper articles ● Magazine articles |

LANGUAGE ARTS – GRADE 7 READING

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|--|--|--|
| <p style="text-align: center;">Non-Fiction/Immigration Unit (Continued)</p> <p>2: Exploring and Responding to Text. Students read and respond to classical and contemporary texts from many cultures and literary periods</p> <p>2.1 Students recognize how literary devices and conventions engage the reader</p> <p>2.2 Students explore multiple responses to literature</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts</p> | <ul style="list-style-type: none"> ● Class discussions and small group discussions on how literature effects us, and how it shapes our thoughts ● Discuss how background knowledge and a person’s personal beliefs shape what is written as well as how we interpret what it written ● Respond to literal and inferential questions with explicit and implicit evidence from the text ● Compare and contrast authors’ and/or characters’ perspective expressed in multiple texts. ● Explain the similarities and differences in how an idea or concept is expressed in multiple texts. ● Explain the author’s use of voice (formal, casual, intimate etc.) and how this influences meaning ● Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs shape meaning ● Judge the validity of the evidence the author uses to support his/her position. | <ul style="list-style-type: none"> ● Teacher observations and class participation ● Graphic organizers that students will complete to demonstrate their knowledge of literary conventions ● Class exit slips ● Class warm-ups ● Journal responses | <ul style="list-style-type: none"> ● Use the materials listed above |

LANGUAGE ARTS – GRADE 7 READING

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|--|
| <p style="text-align: center;">Non-Fiction/Immigration Unit (Continued)</p> <p>3: Communications with Others. Students produce written, oral, and visual texts to express, develop and substantiate ideas and experiences</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and tasks</p> | <ul style="list-style-type: none"> • Oral/written/visual presentations using appropriate intonation, enunciation and phrasing that is fluent and well-modulated • Students will provide helpful feedback to speakers concerning the quality of a speech and the speaker’s delivery. • Engage in oral telling of stories from a variety of cultures that use a range of strategies to make the story engaging to the audience. | <ul style="list-style-type: none"> • Rubrics will be provided to guide students preparation and grading • Peer conference • Responses will be given to students to serve as a reference to provide constructive feedback and praise • Rubric and teacher observation | <ul style="list-style-type: none"> • Use resources listed above |

LANGUAGE ARTS – GRADE 7 READING

Content Standard: Poetry

Time Frame: May

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|---|--|---|
| <p>1: Reading and Responding. Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p> | <ul style="list-style-type: none"> • K-W-L • Journal Responses • Compare/Contrast • Inferring • Think-a-Loud • Read, identify, analyze various types of poetry • Literary elements (simile, metaphor, foreshadowing, personification, suspense, imagery, point of view, theme- with a special focus on sound devices) • Reading comprehension questions • Choral Reading of poems • Open-ended questions • Identify meanings and origins of words • Use context clues to determine word meanings or figurative language • Summarize events and/or ideas in the text • Identify structural/organization patterns of a poem • Draw conclusions about the author’s purpose for writing poetry using details from the text • Use stated or implied evidence from the text to draw and/or support a conclusion • Make connections – text to self, text to text, text to world • Write personal responses to text • Analyze and evaluate the author’s craft including use of literary devices and textual elements • Demonstrate awareness of an author’s or character’s values, customs and beliefs included in the text • Memorization | <ul style="list-style-type: none"> • Selection Tests • Scoring of open ended CMT strand questions • Grading and analyzing of journal responses using a grade wide rubric • Graphic organizers to show understanding of concepts • Reading comprehension questions • Recitation of poetry from memory | <ul style="list-style-type: none"> • Elements of Literature Anthology and support material • Computer Lab • Media Center |

LANGUAGE ARTS – GRADE 7 READING

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|---|---|--|
| <p style="text-align: center;">Poetry (Continued)</p> <p>2: Exploring and Responding to Text Students read and respond to classical and contemporary texts from many cultures and literary periods</p> <p>2.1 Students recognize how literary devices and conventions engage the reader</p> <p>2.2 Students explore multiple responses to literature</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts</p> | <ul style="list-style-type: none"> • Respond to literal and inferential questions with explicit and implicit evidence from the text • Compare and contrast authors’ and/or characters’ perspective expressed in multiple texts. • Explain the similarities and differences in how an idea or concept is expressed in multiple texts. • Explain the author’s use of voice (formal, casual, intimate etc.) and how this influences meaning • Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs shape meaning | <ul style="list-style-type: none"> • All assessments for projects will be based on a grade-wide rubric | <ul style="list-style-type: none"> • Use the materials listed above |

LANGUAGE ARTS – GRADE 7 READING

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|--|
| <p style="text-align: center;">Poetry (Continued)</p> <p>3: Communications with Others. Students produce written, oral, and visual texts to express, develop and substantiate ideas and experiences</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and tasks</p> | <ul style="list-style-type: none"> • Students will present their poetry to the class, as well as, share and discuss ideas throughout the unit through written, artistic, and verbal expression • Oral/written/visual presentations using appropriate intonation, enunciation and phrasing that is fluent and well-modulated • Students will provide helpful feedback to speakers concerning the quality of a speech and the speaker’s delivery. | <ul style="list-style-type: none"> • Rubrics will be provided to guide students preparation and grading • Peer conference • Responses will be given to students to serve as a reference to provide constructive feedback and praise • Rubric and teacher observation | <ul style="list-style-type: none"> • Use the materials listed above |

LANGUAGE ARTS – GRADE 7 READING

Literacy Focus: Myths, Fables, and Folktales

Time Frame: – June

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|---|--|--|---|
| <p>1: Reading and Responding. Students read, comprehend, and respond in individual literal, critical, and evaluative ways to literary and persuasive texts in multimedia formats.</p> <p>1.1 Students use appropriate strategies before, during, and after reading in order to construct meaning.</p> <p>1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.</p> <p>1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text</p> <p>1.4 Students communicate with others to create interpretations of oral, written, and visual text</p> | <ul style="list-style-type: none"> • K-W-L • Anticipation Guides • Journal Responses • Compare/Contrast • Inferring • Think-a-Loud • Identify meanings and origins of words • Use context clues to determine word meanings • Identify and analyze figurative language • Determine main idea and theme of text • Identify or infer important characters, conflicts, settings, and events • Summarize events and/or ideas in the text • Identify structural/organization patterns of a story • Draw conclusions about the author’s purpose of writing this story using details from the text • Use stated or implied evidence from the text to draw and/or support a conclusion • Make connections between outside experiences and knowledge • Write personal responses to text • Analyze and evaluate the author’s craft including use of literary elements • Demonstrate awareness of an author’s or character’s values, customs and beliefs included in the text | <ul style="list-style-type: none"> • Selection Tests • Scoring of open ended CMT strand questions • Grading and analyzing of journal responses using a grade wide rubric • Graphic organizers that demonstrate understanding of concepts covered • Reading comprehension questions • Class discussions | <ul style="list-style-type: none"> • Elements of Literature Anthology and support material • Computer Lab (Research) • Media Center (Research) • Aesop Fables • Greek and Roman Myths • Social Studies Text • Language Arts CMT Coach book |

LANGUAGE ARTS – GRADE 7 READING

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|--|
| <p style="text-align: center;">Myths, Fables, & Folktales (Continued)</p> <p>2: Exploring and Responding to Text. Students read and respond to classical and contemporary texts from many cultures and literary periods</p> <p>2.1 Students recognize how literary devices and conventions engage the reader</p> <p>2.2 Students explore multiple responses to literature</p> <p>2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought</p> <p>2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts</p> | <ul style="list-style-type: none"> • Respond to literal and inferential questions with explicit and implicit evidence from the text • Compare and contrast authors’ and/or characters’ perspective expressed in multiple texts. • Explain the similarities and differences in how an idea or concept is expressed in multiple texts. • Explain the author’s use of voice (formal, casual, intimate etc.) and how this influences meaning • Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning | <ul style="list-style-type: none"> • All assessments for projects will be based on grade wide rubrics | <ul style="list-style-type: none"> • Use resources listed above |

LANGUAGE ARTS – GRADE 7 READING

| <i>Performance Standards</i> | <i>Sample Activities</i> | <i>Assessment Strategies</i> | <i>Resources</i> |
|--|--|--|--|
| <p style="text-align: center;">Myths, Fables, & Folktales (Continued)</p> <p>3: Communications with Others. Students produce written, oral, and visual texts to express, develop and substantiate ideas and experiences</p> <p>3.1 Students use descriptive, narrative, expository, persuasive and poetic modes</p> <p>3.2 Students prepare, publish and/or present work appropriate to audience, purpose and tasks</p> | <ul style="list-style-type: none"> • Oral/written/visual presentations from notes, using appropriate intonation, enunciation and phrasing that is fluent and well-modulated • Students will provide helpful feedback to speakers concerning the quality of a speech and the speaker’s delivery. • Engage in oral telling of stories from a variety of cultures that use a range of strategies to make the story engaging to the audience. | <ul style="list-style-type: none"> • Rubrics will be provided to guide students preparation and grading • Peer conference • Responses will be given to students to serve as a reference to provide constructive feedback and praise • Rubric and teacher observation | <ul style="list-style-type: none"> • Use resources listed above |

LANGUAGE ARTS – GRADE 7 READING

Pacing Guide

August.....*Summer Reading*

September*Short Stories Unit-Plot*

October.....*Short Stories Unit- Plot*

November*Short Stories Unit- Character*

December*Short Stories Unit- Character*

January.....*Novel Unit*

February.....*Novel Unit*

March*Non-Fiction Unit*

April.....*Immigration Unit*

May*Poetry Unit*

June.....*Myths, Fables, and Folktales Unit*

LANGUAGE ARTS – GRADE 7 READING

Essential Questions

1. How do you develop and use strategies to improve reading comprehension?
2. How do you use and understand new words to expand your vocabulary?
3. How do you respond to literature in a meaningful way to demonstrate understanding?
4. How do you identify and analyze the use of literary elements?
5. How can you utilize technology to enhance the reading process?
6. How can you work cooperatively with your peers to share ideas, problem solve, and complete tasks?

LANGUAGE ARTS – GRADE 7 READING

Skills Objectives

The students will be able to...

1. Make and verify predictions, inferences, and generalizations
2. Summarize text
3. Analyze plot, setting, point of view, characters, main idea, theme, and author's craft
4. Identify literary elements and explain how they enhance the text
5. Make connections- text to self, text to text, and text to world
6. Analyze and read different genres
7. Respond critically to the text orally and through written response (dialoguing with the text / metacognition)
8. Participate in Literature Circles and group discussions
9. Answer open ended questions with text support
10. Appreciate good literature

LANGUAGE ARTS – GRADE 7 READING

Assessments

[That are aligned to the curriculum – this will be done through the data teams throughout the year – no need to do them now, I just wanted to let you know where they will go in the curriculum, as we complete them. Thank you.]