



Independent School District of Boise City

Reading 7: Course Overview

Students will be exposed to a wide variety of literature and encouraged to read for both pleasure and information, as well as to reinforce and expand critical reading skills across the curriculum. Genre instruction will include fiction, nonfiction, biography, autobiography, mystery, poetry, myths, fables, and legends. Students will receive instruction on study skills, library and research skills, and vocabulary, fluency, and comprehension development.

Due to student mobility in the District, it is strongly recommended that titles be used within the designated quarters for curriculum alignment.

Teachers are encouraged to assign outside reading. Refer to the district approved novel list.

Reading 7: Scope and Sequence

Year-Long Objectives

Essential = will be on EOC

Expected = A variety of these materials are expected to be covered throughout this unit

Extended = suggested activities to enhance learning

Essential	Expected	Sample Lang. Obj.
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Use context clues to determine the meaning of unfamiliar words, terms, and phrases. ▪ Synonyms and Antonyms (ELD 3.1.6) ▪ Word Parts/ Families (ELD 3.1.5) ▪ Plot: exposition, rising action, climax, falling action, resolution (ELD 3.2.4) ▪ Major Conflict (7.LA.2.3.4) (ELD) ▪ Setting (ELD 3.2.4) ▪ Characterization ▪ Theme ▪ Point of View: first-person, second-person narrator, third-person narrator (limited, omniscient, objective) (7.LA.2.3.5) (ELD) 	<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Reading Process <ul style="list-style-type: none"> Draw on background information. Pre-reading Strategies Purpose for Reading ▪ Use the dictionary and thesaurus to determine meaning and increase vocabulary. ▪ Connotation/Denotation ▪ Word Origins and Etymology ▪ Decoding Strategies ▪ Vocabulary ▪ Fluency 	<p>Concepts:</p> <p>Language Objectives are drawn from State English Language Development Standards and the National Council for Teachers of English and the International Reading Association.</p> <p>Picture books, video clips, and teacher summaries are appropriate. Teachers may also choose to have students relate a short story from their country or culture.</p>

<ul style="list-style-type: none"> ▪ Comprehension ▪ Main Idea/Supporting Details (ELD 3.2.2) ▪ Drawing Inferences and Conclusions (ELD 3.2.3) ▪ Author’s Purpose 	<ul style="list-style-type: none"> ▪ Comprehension ▪ Sustained Silent Reading ▪ Literal and Inferential Meanings ▪ Speaking Skills ▪ Listening Skills ▪ Viewing Skills ▪ Follow multi-step directions. ▪ Recognize dialogue and dialect. 	
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Quarter 1

Essential	Expected	Extended	Sample Lang. Obj.
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Fiction/Nonfiction <p>Literary Elements of Fiction:</p> <ul style="list-style-type: none"> ▪ Characterization: major/minor, protagonist/antagonist (ELD 3.2.4) static/dynamic ▪ Plot: exposition, rising action, climax, falling action, resolution (ELD 3.2.4) ▪ Conflict: person vs. self, person vs. person, person vs. society, person vs. nature, person vs. unknown (ELD) ▪ Theme ▪ Setting (ELD 3.2.4) ▪ Point of View: first-person narrator, third- 	<p>Suggested Literature:</p> <p>Refer to the Recommended Literature List.</p> <ul style="list-style-type: none"> ▪ Media Center/Databases ▪ <i>Reader’s Handbook:</i> Unit 4, 5, 6, “Reader’s Almanac,” page 640-692 ▪ Novels: <i>Crash</i> <i>Bearstone</i> <i>The Girl Who Owned a City</i> <i>One Fat Summer</i> ▪ <i>Literature:</i> “Charles” “The Scholarship Jacket” “A Crush” 	<p>Literature:</p> <p>Refer to the Recommended Literature List.</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Story map, plot diagram ▪ Textbook scavenger hunt ▪ Time management inventory ▪ Literary circles, partner and group discussions, skits, book talks, commercials ▪ Graphic organizers ▪ Note-taking ▪ Define vocabulary through crossword puzzles, word searches, vocabulary board games, partner discussions, word games. ▪ Rewrite a passage from a 	<p>Record the main parts of a story on a graphic organizer (story map).</p> <p>Read a story and tell a partner the point of view.</p>

<p>person narrator (limited, omniscient, objective) (ELD)</p> <p>Textbook Elements/Features (ELD 3.1.2)</p> <ul style="list-style-type: none"> ▪ Title page ▪ Table of contents ▪ Preface ▪ Index ▪ Glossary ▪ Appendix ▪ Illustrations/photos ▪ Maps, Diagrams, and Graphs <p>Suffixes (ELD 3.1.5)</p> <ul style="list-style-type: none"> ▪ -y ▪ -ly ▪ -ing ▪ -est ▪ -er ▪ -less ▪ -ous <p>Reading Process</p> <ul style="list-style-type: none"> ▪ Skimming, Scanning ▪ Author's Purpose 	<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Foreshadowing ▪ Flashback ▪ Study Skills ▪ Goal Setting ▪ Time Management ▪ Listening/Speaking: Develop effective listening and discussion skills. ▪ Sustained Silent Reading ▪ Preview text format: headings/subheadings/titles, and bullets. 	<p>different point of view.</p> <ul style="list-style-type: none"> ▪ Use a textbook to complete a scavenger hunt. ▪ Characterization wheel, character diaries ▪ Alphaboxes ▪ Identify and interpret charts and graphs from newspapers, magazines, television or the Internet. ▪ Complete a survey and compile data into a chart or graph. 	<p>Analyze at a variety of printed materials and discuss the similarities and differences of each.</p> <p>Generate a word wall of first quarter suffixes by writing words that use the suffixes.</p>
<p>Quarter One Common Assignment: Using the library software, each student will create an electronic booklist for future reading. (This is a great resource for keeping track of books read during the year.)</p>			

Quarter 2			
Essential	Expected	Extended	Sample Lang. Obj.
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Review Essential concepts covered in first quarter. ▪ Fiction/Nonfiction ▪ Main Ideas/Supporting Details (ELD 3.2.2) ▪ Summaries ▪ Avoiding plagiarism ▪ Fact and Opinion Drawing Inferences and Conclusions (ELD 3.2.3) <p>Organizational Patterns: (ELD) (7.LA. 2.1)</p> <ul style="list-style-type: none"> ▪ Order of Importance ▪ Chronological/ Sequential Order ▪ Comparison/Contrast ▪ Cause and Effect (7.L.A. 2.1.2) <p>Reference: Sources:</p> <ul style="list-style-type: none"> ▪ Electronic and Traditional ▪ Encyclopedia ▪ Periodical ▪ News Sources ▪ Atlas ▪ Almanac 	<p>Suggested Resources/Literature:</p> <p>Elements of Mystery</p> <ul style="list-style-type: none"> ▪ Suspect, Detective, Detective’s Sidekick, Client, Clues/Red Herring, Solution, Motive, and Crime <p>Literature List</p> <ul style="list-style-type: none"> ▪ Novels: <i>Brian’s Winter</i>, <i>Ransom</i>, <i>Wolf Rider</i>, <i>Holes</i>, <i>Far North</i> ▪ <i>Reader’s Handbook: Unit 5, 6, 11, “Reader’s Almanac,”</i> page 640-692 ▪ <i>Understanding Organization</i> by Jamestown Publishers ▪ Media Center/Databases <p>Concepts:</p> <ul style="list-style-type: none"> ▪ Analyze differences: Textbooks, Instructional Manuals, Newspapers, Signs 	<p>Literature: Refer to the Recommended Literature List.</p> <p>Activities: Venn diagram, cause/effect chain, main idea organizer, critical reading chart, double entry journal, concept map, 5W’s organizer, nonfiction organizer, KWL (Refer to <i>The Reader’s Handbook</i>)</p> <ul style="list-style-type: none"> ▪ Expository research: Cross Curricular Subjects ▪ Mock talk-show interview with author as played by students ▪ Read/analyze a variety of directions. Generate and present directions to class. ▪ Read, summarize, and paraphrase research information. ▪ Notes, graphic organizers, book marks, mini-mysteries, logic problems, mystery project: CD cover, crime scene, board games, character/clue collage, poster ▪ Invite a guest speaker such 	<p>Sample Lang. Obj.</p> <p>Read a passage and tell your elbow partner the main idea.</p> <p>Listen to a passage and with a partner arrange story strips in sequential order.</p>

<p>Prefixes that mean “not” (ELD 3.1.5)</p> <ul style="list-style-type: none"> ▪ dis- ▪ in- ▪ non- ▪ anti- 	<ul style="list-style-type: none"> ▪ Technical Information ▪ Written notes, paraphrasing, outlining (common assignment) ▪ Works-Cited Page ▪ Comprehension Strategies ▪ Study and Testing Skills ▪ Viewing Skills ▪ Listening/Speaking: Continue to develop effective listening and discussion skills. 	<p>as a detective, possibly the student resource officer, to explain how an investigation is conducted.</p>	<p>Draw a picture on the overhead that shows the meaning of a prefix.</p>
<p>Quarter Two Common Assignment: Print an informational article from an electronic source and take Cornell notes or use a graphic organizer. From these notes, write a summary of the article.</p>			

Quarter 3			
Essential	Expected	Extended	Sample Lang. Obj.
<p>Concepts:</p> <ul style="list-style-type: none"> Review Essential fiction concepts covered in first quarter. <p>Literary Devices in Poetry and Prose *(Integrate and align with English 7.) mood tone</p> <ul style="list-style-type: none"> <u>Figurative Language:</u> (ELD) (7.LA.2.3.7) simile, metaphor, personification, hyperbole, imagery, symbolism, idiom, analogy, alliteration, onomatopoeia, <u>Poetic Techniques:</u> (7.LA.2.3.1) rhyme, repetition, rhythm, stanza Free Verse Lyric Poetry Narrative Poetry <p>Nonfiction</p> <ul style="list-style-type: none"> Biography/ Autobiography 	<p>Suggested Resources/Literature: Refer to the Recommended Literature List.</p> <ul style="list-style-type: none"> Novels: <i>Downriver</i> <i>Cold River</i> <i>Walk Two Moons</i> <i>Reader's Handbook</i> <i>Language of Literature:</i> "Eleanor Roosevelt" "The Noble Experiment" "Commodore Perry in the Land of the Shogun" "I Am a Native American" "Last Cover" <p>Concepts: Synthesize:</p> <ul style="list-style-type: none"> Use text and prior knowledge to make inferences, draw conclusions, determine meaning, interpret text, form opinions, and make judgments and predictions. 	<p>Suggested Literature: Refer to the Recommended Literature List.</p> <p>Activities:</p> <ul style="list-style-type: none"> Recite poem to class. Oral Interpretation Search poetry anthologies for examples of poetry characteristics. Rewrite a passage from a different point of view. 	<p>Sample Lang. Obj.</p> <p>Write three types of figurative language on Post-It notes. Read poems displayed in the classroom and put your Post-It notes in the correct place on the poem.</p>

<p>Prefixes that show place, direction, and time: (ELD 3.1.5)</p> <ul style="list-style-type: none"> ▪ de- ▪ extra- ▪ pre- ▪ trans- 	<ul style="list-style-type: none"> ▪ Use questions to understand text. ▪ Use text-to-text, text-to-self, and text-to-world to predict alternatives, probabilities, or outcomes. ▪ Listening/Speaking: Continue to develop effective listening and discussion skills. ▪ Oral Communication Skills ▪ Purpose for reading ▪ Dialogue ▪ Author's Style: Word choice Sentence structure and length Literary devices 		<p>Present a group interpretation of a poem using choral techniques (e.g. Joyful Noise).</p> <p>Draw a tree. Write a prefix on the base of the tree and prefix words on the branches. (Display in class for future reading, speaking, listening, and writing activities.)</p>
<p>Quarter Three Common Assignment: Students will create a visual representation that reinforces interpretation of literary devices in prose or poetry (a collage, comic strip, foldable, etc.).</p>			

Quarter 4			
Essential	Expected	Extended	Lang. Obj.
<p>Concepts:</p> <ul style="list-style-type: none"> Review Year-Long Essential objectives. (ELD) Folklore Legends Fables Myths <p>Prefixes that show number size: (ELD 3.1.5)</p> <ul style="list-style-type: none"> bi- tri- multi- omni- 	<p>Suggested Literature:</p> <p>Refer to the Recommended Literature List.</p> <ul style="list-style-type: none"> <i>Reader's Handbook</i> <i>Literature:</i> <ul style="list-style-type: none"> "The Arrow and the Lamp...Psyche," "Echo and Narcissus" "How Odin Lost His Eye" "Phaethon, Son of Apollo" "Prometheus" "Koden" Novels: <ul style="list-style-type: none"> <i>Thunder Cave</i> <i>Breadwinner</i> <i>Homeless Bird</i> <i>Dragonwings</i> <i>So Far From the Bamboo Grove</i> <p>Concepts:</p> <ul style="list-style-type: none"> Study Skills: learning styles Oral Presentations Listening and Speaking Skills: Learn about various cultures. Multicultural Literature 	<p>Literature:</p> <p>Refer to the Recommended Literature List.</p> <ul style="list-style-type: none"> Other suggested readings: <ul style="list-style-type: none"> King Arthur Joan of Arc Robin Hood Fables from around the world <i>Catherine Called Birdy</i> <i>The Adventures of Ulysses</i> <p>Activities:</p> <ul style="list-style-type: none"> Learning-style assessment Culture Celebration Day <ul style="list-style-type: none"> * (<i>Coordinate with English and Social Studies.</i>) Guest speaker/storyteller Write an original fable/myth/legend. Make a model of a mythical character and write a story about it in Reading or English. Create a character for a 	<p>Lang. Obj.</p> <p>Read a fable and tell your partner the moral of the story.</p> <p>Write your own original fable and present it to the class.</p> <p>Retell a myth to a small group using pictures and/or manipulatives.</p>

	<ul style="list-style-type: none"> ▪ Relate social, cultural, and historical aspects of literature to reader's personal experience. ▪ Attitudes and customs reflected in a culture's literature ▪ Genres, symbols and images in a culture's literature ▪ Media's cultural representations 	<p>knight.</p> <ul style="list-style-type: none"> ▪ Create a refugee bag. ▪ Create chapter titles and an accompanying table of contents for a given novel. ▪ Song lyrics ▪ Diary entries 	
<p>Quarter Four Common Assignment: Present a book talk or retelling of a piece of folklore to the class.</p>			

Reading 7 and English 7: Best Practice Suggestions

Collaboration: The Reading 7 and English 7 curriculum writers have structured the curricula to align with the Idaho State Standards. Additionally, the curricula complement and support the learning objectives for both reading and English. For schools that do not block reading and English, it is recommended that reading and English teachers collaborate on both content objectives and materials to minimize unnecessary duplication and maximize student learning.

Resources: Both Reading 7 and English 7 utilize *Literature*, McDougal Littell, 2008. The following selections are designated for Reading 7 only: “Charles,” “Commodore Perry in the Land of the Shogun,” “A Crush,” “Eleanor Roosevelt,” “The Arrow and the Lamp . . . Psyche,” “The Hound of the Baskervilles,” “Echo & Narcissus,” “I Am a Native of North America,” “How Odin Lost His Eye,” “Last Cover,” “Phaëthon,” “The Noble Experiment,” “Prometheus,” “The Scholarship Jacket,” and “Koden.”

Reading and English teachers will coordinate with World Studies 7 teachers regarding when language arts teachers will use the following resources: *The Breadwinner*, *Dragonwings*, *Hiroshima*, *Homeless Bird*, *So Far From the Bamboo Grove*.

Sustained Silent Reading: For continued growth in fluency, comprehension, enjoyment and lifelong learning, sustained silent reading continues to be a vital component of the Reading and English curricula. Sustained silent reading needs to be monitored and assessed.

Standardized Formatting: The Idaho State Standards require standardized formatting of written work. Students should produce all work using MLA formatting, including paper headings:

Name: (first and last) John Smith
Teacher’s name: Mrs. Anderson
Subject: English 7
Assignment: Persuasive Essay
Date: (day month year) 5 September 2006

Format all headings in the top, left-hand corner of the paper. For handwritten papers, students should place the entire heading in the top margin above the top line. Double-space the heading, title, written piece, quotations, and list of works cited. Format using the standard fonts Times New Roman or Arial, 12cpi. Refer to current MLA standards for complete formatting standards.

Additional Content Objectives: Although Study skills remain important language arts objectives: goal setting, time management, test taking, study strategies, and learning styles. Recommended strategies for developing interpersonal skills in listening, speaking and viewing include writer’s workshop, reader’s theater, literature circles, storytelling, role-playing, and oral interpretation.