

WESTSIDE MIDDLE SCHOOL 7th GRADE READING CURRICULUM MAP

Teacher: Waller

Unit Goal: Courage in Life and Literature Unit- Read fiction and nonfiction texts fluently.	
Content	Arkansas State Standards/Skills
<p>Inferences, Explicit information</p> <p>Theme, Central idea(s)</p> <p>Story elements analysis</p> <p>Connotation/denotation</p> <p>Compare/contrast</p> <p>Point of view</p> <p>Predicting, Connections, Questioning</p> <p>Etymology</p> <p>Figurative language, Vocabulary</p>	<p><i>The student will...</i></p> <ul style="list-style-type: none"> ● Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text-RL.7.1/RI.7.1 ● 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-RL.7.2 ● 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-RI.7.2 ● Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot)-RL.7.3 ● Analyze the interactions between individuals, events, and ideas in a text (e.g. how ideas influence individuals or events, or how individuals influence ideas or events)- RI.7.3 ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama-RL.7.4 ● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone- RI.7.4 ● Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning-RL.7.5 ● 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)-RL.7.7 ● 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-RL.7.9 ● Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts-RI.7.9 ● By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 complexity band proficiently, with scaffolding as needed at the high end of the range-RL.7.10/RI.7.10 ● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies- L.7.4 ● Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>)-L.7.4b ● Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech- L.7.4c ● Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)- L.7.4d ● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings- L.7.5 ● Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>)- L.7.5c ● 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- L.7.6

Assessments	Activities	Resources
<p>STAR reading Vocabulary Story element analyses Poetry Story assessments Article comparisons</p>	<ul style="list-style-type: none"> ● Classroom procedures ● Vocabulary- learn new vocabulary to improve reading comprehension (etymology) ● Read variety of fiction/nonfiction texts ● Analyze story elements: characters, setting, plot, story arc, etc. ● Read & write poetry using form to enhance meaning ● Create & present metaphor project ● Compare/contrast multiple texts about similar subjects 	<p>“Almost Ready” “Seventh Grade” <i>Amber was Brave, Essie was Smart</i> “The Dinner Party” Mongoose vs. Cobra (Youtube video) “Rikki-tikki-tavi” (story & movie) Learn Zillion Paired Passages “Eleven” “Dog Data” “Fabulous Amber” “Has the Amber Room been Found?” (Youtube video) “Young Ladies Don’t Slay Dragons” “Song of the Trees”</p>

Unit Goal: Perseverance Unit: Read fiction and nonfiction texts fluently.

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Assessments	Activities	Resources
<p>STAR Reading Open Response Items Vocabulary Reading Comprehension Assessments Venn Diagram</p>	<ul style="list-style-type: none"> ● Read & discuss the biographical version of <i>Gifted Hands</i> ● Compare & contrast selected sections of the biography with the autobiography ● Compare & contrast written version of the text with the movie ● Cite textual evidence to support an answer ● Summarize a multi-chapter book ● Analyze poetry ● Write in response to literature ● Learn types of context clues & use them to determine word meanings 	<p>Famous Failures (Youtube video) <i>Gifted Hands</i> by Gregg & Deborah Lewis <i>Gifted Hands</i> by Dr. Ben Carson <i>Gifted Hands</i> movie "Yourself to Blame" by Mayme White Miller <i>The Junkyard Wonders</i> by Patricia Palacco Buckle Down</p>

