

Blackhawk School District

CURRICULUM

Course Title: Reading
Grade Level(s): Seventh
Periods Per Week: five
Length of Period: forty-five minutes
Length of Course: one year
Faculty Author(s): Gretchen Veri, Colleen Anzio, Nancy Bowman,
and Michelle Miller
Date: May 2008, Revised May 2009; Revised January 2012

COURSE DESCRIPTION: Students will work toward becoming lifelong independent readers by concentrating on improving reading comprehension and fluency and by learning to interpret and analyze both fictional and non-fictional literature. They will also learn how to write informational pieces using evidence from the text to respond to their reading. This will be accomplished through the use of a variety of reading strategies as students read fiction and nonfiction novels as well as a variety of literature selections.

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME / ACTUAL TIME	RESOURCES	LESSON REFLECTION (for future revisions)
<p><u><i>Fiction</i></u> Homographs and multiple meaning words</p> <p>Synonym/antonym</p> <p>Prefix/suffix/root words</p> <p>Context clues</p> <p>Inferences/drawing conclusions</p> <p>Citing text to support generalizations</p> <p>Main ideas/supporting details</p>	<p><u>Comprehension and Reading Skills</u></p> <p>R7.A.1.1.1 Identify and apply meaning of multiple-meaning words used in text.</p> <p>R7.A.1.1.2 Identify and apply a synonym or antonym of a word used in text.</p> <p>R7.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.</p> <p>R7.A.1.2.2 Define and apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.</p> <p>R7.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text.</p> <p>R7.A.1.3.2 Cite evidence from text to support generalizations.</p> <p>R7.A.1.4.1, 1.1.8G Identify and explain stated or implied main ideas and relevant supporting details from fictional text. Note: Items may target specific paragraphs.</p> <p>R7.A.1.5.1 Summarize the key details and events</p>	<p>Each novel will be addressed within 22 days.</p> <p>Each literature selection will take no more than 5 days.</p>	<p>Four novels:</p> <ul style="list-style-type: none"> • <i>Flipped</i> • <i>Holes</i> • <i>The Giver</i> • <i>My Childhood Under Five: A Sarajevo Diary</i> <p>Accelerated Reader</p> <p>Literature Selections from Elements of Literature, Holt:</p> <ol style="list-style-type: none"> 1. <i>Three Skeleton Key</i> 2. <i>The Monsters</i> 3. <i>The Zoo and the Ruum</i> 4. <i>Girls</i> 5. <i>The Smallest Dragonboy</i> 6. <i>Excerpt from Homesick</i> 7. <i>A Day's Wait and Stolen Day</i> 8. <i>Hearts and Hands</i> 9. <i>User Friendly</i> 10. <i>Canines</i> 11. <i>Elizabeth I</i> 12. <i>Naming of Names</i> 13. <i>Belling the Cat</i> 14. <i>Master Frog</i> 15. <i>Origins of the Seasons</i> 16. <i>Merlin and the Dragons</i> 17. <i>King Arthur</i> 18. <i>Long Walk to Freedom and Rosa Parks</i> 	

Summarizing	of a fictional text as a whole.			
Identifying purpose	R7.A.1.6.1, 1.2.8A Identify and describe the author's intended purpose of text.			
Citing text to support author's purpose	R7A.1.6.2, 1.2.8A Describe and analyze examples of text that support the author's intended purpose. Note: narrative and poetic text			
<u>Non-fiction</u> Homographs and multiple-meaning words	R7.A.2.1.1 Identify and apply meaning of multiple-meaning words used in text.			
Content-specific words	R7.A.2.1.2 Identify and apply meaning of content-specific words used in nonfiction text.			
Prefix/suffix/root words	R7.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify and apply the meaning of a word from the text with an affix			
Context clues	R7.A.2.2.2 Define and apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.			
Inferences/drawing conclusions	R7.A.2.3.1, 1.2.8A Make inferences and draw conclusions based on information from nonfiction text.			
Citing text to support generalizations	R7A.2.3.2 Cite evidence from text to support generalizations.			
Main ideas/supporting details	R7.A.2.4.1, 1.1.8G Identify and explain stated or implied main ideas and relevant supporting details from text. Note: Items may target specific paragraphs.			

<p>Summarizing</p> <p>Identifying author's purpose</p> <p>Citing text to support author's purpose</p>	<p>R7.A.2.5.1 Summarize the major points, processes, and events of a nonfictional text as a whole.</p> <p>R7. A.2.6.1, 1.2.8A Identify and describe the author's intended purpose of nonfiction text.</p> <p>R7.A.2.6.2,1.2.8A Identify and analyze examples of text that support the author's intended purpose. Note: informational, persuasive, biographical, instructional(practical/how-to/advertisement) and editorial/essay text</p>			
<p>Character</p> <p>Setting</p> <p>Plot</p>	<p><u>Interpretation and Analysis of Literature:</u> <u>Fictional and Nonfictional Text</u></p> <p>R7.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:</p> <ul style="list-style-type: none"> • Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text • Setting - interpret, compare, describe, analyze, and evaluate the setting and the relationship between setting and other components of text. • Plot - interpret, compare, describe, analyze, and evaluate elements of the plot (conflict, rising action, climax and resolution) and the relationship between elements of the 			

Theme	<p>plot and other components of text.</p> <ul style="list-style-type: none"> • Theme – interpret, compare, describe, analyze, and evaluate the theme and the relationship between the theme and other components of text. 			
Connections between texts	R7.B.1.2.1, 1.1.8G Interpret, compare, describe, analyze, and evaluate connections between texts.			
Literary terms/figurative language	R7.B.2.1.1, 1.3.8C Identify, interpret, describe, and analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.			
Figurative language	R7.B.2.1.2, 1.3.8C Identify, interpret, describe, and analyze the author’s purpose for and effectiveness at using figurative language in text.			
Point of view	R7.B.2.2.1, 1.3.8B Identify and describe the point of view of the narrator as first person or third person point of view.			
Point of view	R7.B.2.2.2, 1.3.8B Interpret and describe the effectiveness of the point of view used by the author.			
Fact/opinion	R7.B.3.1.1, 1.2.8A Interpret, describe, and analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.			
Bias/propaganda techniques	R7.B.3.2.1, 1.2.8A Identify, interpret, describe, and analyze bias and propaganda techniques in nonfictional text.			
Text organization	R7.B.3.3.1, 1.1.8G Identify, interpret, and analyze text organization, including sequence,			

<p>Content</p>	<p>question/answer, comparison/contrast, cause/effect, or problem/solution.</p> <p>R7.B.3.3.2 Identify content that would fit in a specific section of text.</p>			
<p>Graphics/charts</p>	<p>R7.B.3.3.3 Interpret graphics and charts and make connections between text and the content of graphics and charts.</p>			
<p>Sequence</p>	<p>R7.B.3.3.4 Identify, compare, explain, interpret, describe, and analyze the sequence of steps in a list of directions</p>			
<p><u>Learning to Read Independently</u></p>				
<p>Locating appropriate text</p>	<p>1.1.8A Locate appropriate text for an assigned purpose before reading.</p>			
<p>Organization/graphics</p>	<p>1.1.8B Identify and use common organizational structures and graphic features to comprehend information.</p>			
<p>Specialized vocabulary</p>	<p>1.1.8C Use knowledge of root words as well as context clues and glossaries to understand to understand specialized vocabulary.</p>			
<p>Using reading strategies</p>	<p>1.1.8D Identify basic facts and ideas in text using specific reading strategies.</p>			
<p>Idioms/literal and figurative meaning</p>	<p>1.1.8E Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings.</p>			
<p>Key vocabulary</p>	<p>1.1.8F Understand the meaning of and apply key</p>			

<p>Understanding and interpreting text</p>	<p>vocabulary.</p> <p>1.1.8G Demonstrate after reading understanding and interpretation of both fiction and non-fiction text.</p> <ul style="list-style-type: none"> • Make, and support with evidence, assertions about text. • Compare and contrast text using themes, setting, characters, and ideas. • Make extensions to related ideas, topics, or information • Describe the context of a document 			
<p>Fluency/comprehension</p>	<p>1.1.8.H Demonstrate fluency and comprehension in reading.</p> <ul style="list-style-type: none"> • Read familiar material aloud with accuracy • Self-correct mistakes • Use appropriate rhythm, flow, meter, and pronunciation • Read a variety of genres and types of text • Demonstrate comprehension 			
<p>Main ideas/supporting details</p>	<p>R7.A.1.4.1, 1.1.8G Identify and explain stated or implied main ideas and relevant supporting details from text.</p>			
<p>Connections between texts</p>	<p>R7.B.1.2.1, 1.1.8G Interpret, compare, describe, analyze, and evaluate connections between texts.</p>			
<p>Text organization</p>	<p>R7.B.3.3.1, 1.1.8G Identify, interpret, and analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p>			

<p><u><i>Fiction</i></u></p> <p>Inferences/drawing conclusions</p> <p>Identifying author's purpose</p> <p>Analyzing text supporting author's purpose</p>	<p><u><i>Reading Critically in All Content Areas</i></u></p> <p>R7A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from the text.</p> <p>R7.A.1.6.1, 1.2.8A Identify and describe the author's intended purpose of text.</p> <p>R7.A.1.6.2, 1.2.8A Describe and analyze examples of text that support the author's intended purpose.</p>			
<p><u><i>Non-fiction</i></u></p> <p>Understanding informational texts</p> <p>Inferences/drawing conclusions</p> <p>Identifying author's purpose</p> <p>Analyzing text supporting author's purpose</p> <p>Fact/opinion</p>	<p>1.2.8A Read and understand essential content of information texts in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion. • Distinguish between essential and nonessential information. • Identify bias and propaganda. • Draw inferences. • Evaluate text organization and content to evaluate the author's purpose and effectiveness. <p>R7.A.2.3.1, 1.2.8A Make inferences and draw conclusions based on information from text.</p> <p>R7. A.2.6.1, 1.2.8A Identify and describe the author's intended purpose of text.</p> <p>R7.A.2.6.2,1.2.8A Identify and analyze examples of text that support the author's intended purpose.</p> <p>R7.B.3.1.1, 1.2.8A Interpret, describe, and</p>			

<p>Bias/propaganda techniques</p>	<p>analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.</p>			
<p>Informational</p>	<p>R7.B.3.2.1, 1.2.8A Identify, interpret, describe, and analyze bias and propaganda techniques in nonfictional text.</p> <p><u>Writing</u></p> <p>1.4.8B Write both single and multi-paragraph informational pieces (e.g., letters, descriptions, reports, instructions, essays, articles, interviews)</p> <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs). • Use primary and secondary sources. <p><u>Speaking and Listening</u></p>			
<p>Listening to others</p>	<p>1.6.8A Listen to others</p> <ul style="list-style-type: none"> • Ask probing questions. • Analyze information, ideas, and opinions to determine relevancy. • Take notes when needed. 			
<p>Listening to literature selections</p>	<p>1.6.8B Listen to selections of literature</p> <ul style="list-style-type: none"> • Relate them to previous knowledge • Predict contents/events • Summarize events and identify the significant points • Identify and define new words and concepts • Analyze the selections 			

<p>Speaking in discussions</p>	<p>1.6.8D Contribute to discussions</p> <ul style="list-style-type: none"> • Ask relevant, probing questions • Respond with relevant information, ideas, or reasons in support of opinions expressed • Listen to and acknowledge the contributions of others • Adjust tone and involvement to encourage equitable participation • Clarify, illustrate, or expand on a response when asked • Present support for opinions • Paraphrase and summarize when prompted 			
<p>Discussions/presentations</p>	<p>1.6.8E Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Initiate everyday conversation <p><u>Reading Strategies</u></p>			
<p>Teaching the strategies</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • List • Summarize/ synthesize • Chunk • Predict • Talk to the text • Take notes • Identify the topic sentence and concluding sentence • Make personal connections • Identify transitional words • Use punctuation to enhance understanding • Read aloud and/or slow pace to avoid confusion or misunderstanding • Use prior knowledge of a subject and/or an author's style 			

<p>Using the strategies</p>	<ul style="list-style-type: none"> • Survey the text for titles, subheadings, charts, pictures, captions, etc. • Skim/scan • Reread to correct confusion • Jot down key words • Underline/highlight technical and/or difficult words • Preview questions and then look for specific answers • Identify main ideas and recite or note them in writing • Set a purpose for reading • Visualize and or draw pictures • Identify connections across the curriculum • Use context clues • Use prefixes and suffixes to identify word meanings • Double and Triple Journal Entries • Think-alouds • Talking to the Text • Question-Answer Relationships <ul style="list-style-type: none"> *Right there questions *Pulling It Together questions *Author and Me questions *On My Own questions • Summarizing <ul style="list-style-type: none"> *Twenty-five word summaries *Story impressions *ABC summarizing *Acrostic poems • Graphic organizers • Anticipation Guide • LINK (List, Inquire, Note, Know) • KWL (Know, Want to know, Learned) • Reciprocal Teaching 			
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Literature Selection Plans

The following instructional components should be addressed in each weekly lesson:

1. Variety of Genres and Quality Literature
2. Skill Focus
3. Robust Vocabulary: Tier 2 Words
4. Open Ended Responses
5. Small Group Instruction for Struggling Readers (Differentiated Instruction)

Each of the following lesson plans is meant to take NO more than 5 days. No literature selection may be skipped, although if all stories are read; other stories from the Literature Text may be added.

A generic 5 day plan may look like the following:

Day 1 Introduction to story; Read story; Discussion

Day 2 Complete reading of story; Discussion; Robust Vocabulary

Day 1 and 2:

1. Whole group-begin with whole class discussion / over view of story or concept/ whole class reading portion of text.
2. Divide into small groups. 3-4 students per groups to read to each other. The students in these groups should change regularly. Choose lowest readers to work with teacher (can split into two groups if you have an Inclusion teacher in the room). The lowest group should be flexible with some students moving in and out.
3. Have students answer questions. Questions can be in the margin or at the end of the story.
 - a. Differentiation: Have three sets of questions (high, average, low). Rank your small groups and give them appropriate questions. These can be placed on colored paper or note cards to organize students easier.
4. Return to large group and debrief / discuss.
5. To teach vocabulary, do a creative way for students to understand the 3-8 words. This can also be done in small groups. For example: Do charades, draw pictures, act out.

Day 3 Review vocabulary; Explicitly teach focus skill; Guided practice of skill (in text, in PSSA coach book, in supplemental text materials).
Identify who is struggling with skill (i.e. Exit Slip)

Day 4 Reinforce skill; Review vocabulary; Independent Practice; Story Review.

For students who are struggling, re-teach these students in small group as other students are practicing independently.

Day 5 Assessment of learning includes:

1. Open Ended Question (3,2,1,0)
2. Assessment of Comprehension of the story
3. Assessment of Skill
4. Assessment of Vocabulary

“Three Skeleton Key”, p.39-49
By George G. Toudouze

1st Nine Weeks

Skill Focus: Imagery

Standards/ Anchors:

R7.A.1.2.2, 1.2.8A Make inferences and draw conclusions based on information from fictional text.

R7.B.2.1.1, 1.3.8C Identify, interpret, describe, and analyze the examples of imagery in text.

R7.A.1.4.1, 1.1.8G Identify and explain stated or implied main ideas and relevant supporting details from fictional text.

Vocabulary:

1. Sabotage
2. Persistent
3. Fathom
4. Shrewd
5. Confrontation

Plan:

Intro. Reading, read together pages 40-43. Discuss how the author “foreshadows”, the danger the three lighthouse keepers will face later on. Discuss the use of imagery in the story up to this point. Divide the class into groups from pgs. 44-49.

OEQ:

Why does Le Gleo’s explanation of the Flying Dutchman myth increase in the story? Explain your answer; support your ideas with details from the story.

Skill Focus: Imagery: PSSA Coach book Ch. 9 Lesson 25 Imagery.

Reading Apprenticeship Strategies:

- Identify transitional words
- Question/answer relationships
- Underline/highlight technical and/or difficult words
- Jot down key words
- Read aloud and/or slow pace to avoid confusion or misunderstanding
- Use context clues
- Set a purpose for reading
- predict

“The Monsters Are Due on Maple Street “,p. 59-77
By Rod Serling

1st Nine Weeks

Skill Focus: Idioms

Standards/ Anchors:

R7.B.1.1., 1.3.8B Interpret, compare, describe, analyze, and evaluate character actions, motives,dialogue, emotions /feelings.....

1.1.8 Expand a reading vocabulary by identifying and correctly using idioms.

R7.A.1.3.1, 1.2.8.A Make inferences and draw conclusions based on information from fictional texts.

R7.B.2.2..2, 1.3.8B interpret and describe the effectiveness of the point of the author.

R7.B.2.1.1, 1.3.8C Identify interpret, describe and analyze the examples of personification simile, alliteration, metaphor, hyperbole, and imagery in text

VOCABULARY:

1. TRANSFIXED
2. INTELLIGIBLE
3. ASSENT
4. VARIATIONS
5. INTIMIDATED
6. DEFIANT
7. IDIOSYNCRASY
8. MENACE
9. CONVERGING
10. EXPLICIT

Plan:

Day 1 /2: Begin the Monsters Are due on Maple Street by Rod Sterling. It is important to discuss the terms and set up of how a play is written. It will probably take two days to read the entire play because it is very long.

Day 3: Complete character chart:

- Details about the character:
- What the details tell me:
- What can I infer or predict form the details:

The vocabulary could also be worked into the discussion with the character traits.

Day 4: Point out idioms that occur in the story.

Idiom activity in PSSA Coach book: Lesson 5 “Idioms”

Day 5: Holt Assessment Book p 25-28; Comprehension, literary terms and an open ended question.

Reading Apprenticeship Strategies:

Identify transitional words
Question/answer relationships
Underline/highlight technical and/or difficult words
Jot down key words
Read aloud and/or slow pace to avoid confusion or misunderstanding
Use context clues
Set a purpose for reading
Visualization and or draw pictures

Skill Focus: Idioms

“The Zoo”, by Edward D. Hoch

“The Ruum”, by Arthur Porges

p.85-105

1st Nine Weeks

Skill Focus: Compare and Contrast

Standards/ Anchors:

R7.B.1.2.1, 1.1.8G Interpret, compare, describe, analyze, and evaluate connections between texts.

R7.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text.

R7.A.1.5.1 Summarize the key details and events of a fictional text as a whole.

R7.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text
- Setting - interpret, compare, describe, analyze, and evaluate the setting and the relationship between setting and other components of text.
- Plot - interpret, compare, describe, analyze, and evaluate elements of the plot (conflict, rising action, climax and resolution) and the relationship between elements of the plot and other components of text.

Vocabulary:

1. Foray
2. Ricochet
3. Array
4. Shrewd
5. Respite
6. Tenacious
7. Frenetic
8. Feral

Plan:

- Read Page. 84 and discuss the following: science fiction, compare, contrast.

- Read “Zoo” on pages 85-87 in small groups. Answer the questions in the margins (1-5). Have each group answer one of the questions to the class when discussing as a whole group.
- Read first part of Ruum together until page 94. End with “Jim Irwin weighed exactly 149 pounds.” Discuss the significance of that statement to the story. Read the rest of the story in small groups (teacher works with lowest group of readers). Students should answer in their group the questions in the margins.

OEQ: Page 107 (Writing a Comparison) Compare and contrast the elements found in Zoo and The Ruum. Choose one of the following elements: Human characters, alien characters, journey through space, futuristic technology, lesson about life.

Skill Focus: Compare and Contrast

Practice: PSSA Coach Book: Lesson 18 (p. 127)

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Talking to the text

“Girls”, p. 131-133
By Gary Paulsen

1st Nine Weeks

Skill Focus: Cause and Effect and Imagery

Standards / Anchors:

LITERARY TERMS R7.B.2.1.1, , 1.3.8.C

TEXT ORGANIZATION (CAUSE/EFFECT) R7.B.3.3.1, 1.1.8.G

HOW CHARACTERS AFFECT PLOT R7.B.1.1.1,1.3.8.B.

No Vocabulary

Plan:

Day 1 Read p. 130 together about how characters affect plot. Read Girls together. Discussion questions throughout, especially if/then questions.

Day 2 Discussion of specific words used in the story, especially adjectives (imagery)

Extend lesson with PSSA Workout Book Lesson 24 p. 98-101.

Day 3 Cause and Effect (if/then)

Flip-Flop Workbook (p. 19).19 of Reading Comprehension book (Tie Dye)

PSSA Workout book p 118-121 lesson 29

Day 4 Open ended question on Girls story- use Holt book p. 135 Practice #1

Day 5 Assessment of Cause and Effect

Use Building Reading Comprehension workbook (red) p.25 “Tragedy leads to New Safe Guards”

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Make personal connections

“The Smallest Dragonboy”, p. 148-160
by Anne McCaffrey

1st Nine Weeks

Focus skill: Plot, Character, and Conflict Resolution

Standards / Anchors:

R7.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Plot-interpret, compare, describe, analyze, and evaluate elements of the plot and the relationship between elements of the plot and other components of text. (include conflict, rising action, climax, and resolution)

R7.A.1.3.1, 1.2.8 A Make inferences and draw conclusions based on information from fictional text.

Vocabulary:

1. Confrontation
2. Alleviate
3. Imminent
4. Perturbed
5. Goaded

Plan:

Days 1 and 2:

Read background “World of Pern” together. Begin story. Split into smaller groups and finish. Use questions on index cards.

Day 3

Focus skill: Plot, Character, and Conflict Resolution

Complete Activity p. 162 “Think Critically”

Day 4

PSSA Workout (page 62-69) Plot and Characterization

Day 5

Holt Assessment page 42.

OEQ:

How does the author make the underdog come out on top? Identify 2 obstacles that Keevan faces and explain how they are overcome or removed. (p. 44)

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Talking to the text

Excerpt from “Homesick”, P. 206-220
By Jean Fritz

1st Nine Weeks

Focus Skill: Fact and Opinion; Bias and Propoganda

Standards / Anchors:

FACT AND OPINION- R7.B.3.1.1, 1.2.8.A

THEME- R7.B.1.1.1, 1.3.8.B

BIAS AND PROPAGANDA TECHNIQUES-R7B.3.2, 1.2.8.A

VOCABULARY:

1. REVOLUTION
2. COMMUNIST
3. ANXIETY

Plan:

Day 1- Introduce story as a whole group and read first page together. Break up into smaller groups. Provide discussion questions.

Day 2 – Continue discussing and reading the story. Discuss vocabulary.

Day 3- Fact and opinion PSSA Workout Book p 102-105.

Begin Bias and Propaganda from PSSA Workout Book p. 110-113

Day 4 -Finish Bias and propaganda if necessary.

Theme PSSA Workout Book p. 74-77 / Theme

Day 5- Open ended assessment of Homesick, assessment of fact and opinion, theme, and bias and propaganda.

OEQ: Describe three ways that the main character expresses being homesick. Use your book to identify details and facts from the story.

The following pages are from the Reading Comprehension workbook (tie dye cover)

Fact and Opinion: p. 21 U.F.O

Theme: p. 22 A Belly Laugh Ballad

Bias: p. 42 A system in need of repair

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading
[LINK](#)

“A Day’s Wait”, by Ernest Hemingway and
“Stolen Day” by Sherwood Anderson
p. 190-203

1st Nine Weeks

Focus skills- Inferencing

Standards / Anchors:
R.7.A.1.3.1 Inferencing

Day 1- Read: A Day’s Wait Together

Day 2- Read “Stolen Day” and discuss the following questions:

1. Inferencing- Based on Schatz’s response and the fathers description of Schatz, what can you infer about Schatz character?
2. Inferencing- What does the boy say that shows he is concerned about his father?
3. Inferencing- The father goes hunting and enjoys himself while his son is sick. What does this action reveal about the father’s character?
4. Inferencing- Think about what Schatz has said and done so far. What character traits does he show?

Day 3- Skills and Voc. Practice
PSSA Workout Book p. 50 Lesson 12

Vocabulary:

1. Inflammatory
2. Rheumatism
3. Contemplative
4. Exasperated

Day 4

Continue skills reinforcement (inferencing) using Building Reading Comprehension workbook (red cover)
p. 21 What its it?
p. 32 Letter home
p. 67 Putting best foot forward (for homework)

Day 5

Essay:

Describe Schatz character traits in your paragraph and for the boy in “Stolen Days”

In your next paragraph. Cite specific details from the stories to support your analysis of each character. Be sure to show how the boys are alike and how they are different?

Use p. 91 High jumps, high dreams from Building Reading comprehension to assess inferencing.

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Chunk

predict

“Hearts and Hands”, by O. Henry, pages 238-243
“User Friendly”, by T. Ernesto Bethancourt, pages 271-283

1st Nine Weeks

Skill Focus: Theme and Cause and Effect.

Standards / Anchors:

R7.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text.

R7.A.1.4.1, 1.1.8G Identify and explain stated or implied main ideas and relevant supporting details from fictional text.

Note: Items may target specific paragraphs.

R7.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Theme – interpret, compare, describe, analyze, and evaluate the theme and the relationship between the theme and other components of text.

R7.B.3.3.1, 1.1.8G Identify, interpret, and analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.

“Hearts and Hands”

Plan:

- Read page 238 and discuss Theme.
- To motivate students to read the selection, have the students share a time when they helped a person in need. Discuss with the class what they gained by helping someone else? Would they do it again? Why/Why not?
- Read Hearts and Hands in small groups and have each group answer the questions in the margins and be prepared to share their answers with the class. When answering the questions on page 242, take the time to uncover the **THEME** of this story.

Vocabulary

1. countenance
2. roused
3. sidled

“User Friendly”

Plan:

Before reading User Friendly, review to be sure that students understand the difference between a story’s **THEME** and a story’s subject. Use the title of the selection for this brief review.

Have the students complete the Quickwrite activity on page 271, giving just 7-10 minutes for them to write a response. The students should share their responses with their small group. Have the students read the selection in small groups. (The teacher works with the lowest group of readers.) Students should answer in their group the “Recognize Cause and Effect” questions found in the margins.

Vocabulary:

There are no vocabulary words in this story, but it is recommended that teachers Review computer terms

Open-Ended: Text: page 282 – Thinking Critically #3

You can tell a lot about people from what's important to them. Name two things from the story that are important to Kevin and explain why they are important to him. Name two character traits of Kevin's. Are they similar to any in your Quickwrite response?

Skill focus: Identify Theme.
Recognize Cause and Effect.
PSSA Coach Book, Lesson 16, pages 122-124 and Lesson 26, pages 178-179.

Assessment: Text: Page 282, #2 and #4.

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Think alouds

“Canines to the Rescue” , p350-354.

3rd Nine Weeks

Skill Focus: Compare and Contrast

Standards / Anchors:

R7.A.2.6.2,1.2.8A Identify and analyze examples of text that support the author’s intended purpose.

R7. A.2.6.1, 1.2.8A Identify and describe the author’s intended purpose of nonfiction text.

R7.B.2.2.1, 1.3.8B Identify and describe the point of view of the narrator as first person or third person point of view.

R7.B.2.2.2, 1.3.8B Interpret and describe the effectiveness of the point of view used by the author.

Vocabulary:

1. Arduous
2. Debris
3. Persevered
4. Resuscitate
5. Fidelity
6. Ebullient
7. Cynic

Plan:

1. Read p. 348-350 and discuss the following: point of view, omniscient point of view, first person point of view, third person point of view, author’s purpose
2. Read “Canines to the Rescue” in small groups with the teacher taking the lowest group of students. Answer the questions in the margins (1-9). Share responses as a large group.

Focus skills: Point of View and Author’s perspective.

Complete page 355 for skill buildings.

Open Ended: Reread the portion about Servus on page 353.

If you were Servus’s trainer, describe your feelings about his accomplishments. Use three details from the story to support your answer.

Skill Focus: Compare and Contrast

Practice: PSSA Workout Book, Lesson 31, p. 126-129

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading
Making personal connections

“Elizabeth I”, pages 414-425
By Milton Meltzer

3rd Nine Weeks

Focus Skill: Point of View

Standards / Anchors:

R7.B.2.2.1, 1.3.8B Identify and describe the point of view of the narrator as first person or third person point of view.

R7.B.2.2.2, 1.3.8B Interpret and describe the effectiveness of the point of view used by the author.

R7.B.3.1.1, 1.2.8A Interpret, describe, and analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.

Plan:

- Read p. 348-350 and discuss the following: biographical narrative, objective, subjective, SQ3R
- Read “Elizabeth I” in small groups with the teacher taking the lowest group of students. Answer the questions (1-3 and the Reading check on page 426) in small groups. Share responses as a large group.
- Compare a fictional portrayal of Queen Elizabeth to the historical account in the text.

Vocabulary:

1. Objective
2. Subjective
3. Succession
4. Alliance
5. Prestige
6. Procession
7. Arrogant
8. Intolerable
9. Forfeiting
10. Stupor

Skill Focus: Objective and subjective points of view

Assessment: Use Open ended Q. #4 on p. 426, and Holt Assessment book p. 109-111

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Survey (SQ3R)

Preview questions and then look for specific answers

Take notes

“The Naming of Names”, p. 445-461
By Ray Bradbury

3rd Nine Weeks

Focus skill: Point of View

Standards / Anchors:

R7.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text.

R7.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text
- Setting - interpret, compare, describe, analyze, and evaluate the setting and the relationship between setting and other components of text.
- Plot - interpret, compare, describe, analyze, and evaluate elements of the plot (conflict, rising action, climax and resolution) and the relationship between elements of the plot and other components of text.
- Theme – interpret, compare, describe, analyze, and evaluate the theme and the relationship between the theme and other components of text.
- R7.B.2.2.1, 1.3.8B Identify and describe the point of view of the narrator as first person or third person point of view.
- R7.B.2.2.2, 1.3.8B Interpret and describe the effectiveness of the point of view used by the author.

Vocabulary:

1. Amiss
2. Forlorn
3. Mosaic
4. Receded
5. Dwindled
6. Plague
7. Vacuum
8. Convivial
9. Pendulums

Plan:

- Review Point of View.
- Read 445-461 in small groups with the teacher taking the lowest group of students.
- As a group, write a newspaper article describing the events of the story. What happened on Mars? Why did it happen? Provide a quote from the Americans who landed on Mars five years later to rescue the Bitterings and others.
- Discuss the difference between a story with dialogue versus an informational article in a newspaper? How are they alike? How are they different? Which is easier to read?

Focus skill: Point of View. Complete 468-471.

Assessment: OEQ: #7 on page 471.

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Chunk

Skim/scan

Focus skills: Making Predictions and Analysis

Standards / Anchors:

R7.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text
- Setting - interpret, compare, describe, analyze, and evaluate the setting and the relationship between setting and other components of text.
- Plot - interpret, compare, describe, analyze, and evaluate elements of the plot (conflict, rising action, climax and resolution) and the relationship between elements of the plot and other components of text.
- Theme – interpret, compare, describe, analyze, and evaluate the theme and the relationship between the theme and other components of text.

1.1.8D Identify basic facts and ideas in text using specific reading strategies.

R7.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text.

Vocabulary:

1. Metamorphosis
2. Admonished
3. Entreaties
4. Charade
5. Presumptuous
6. Cowered
7. Contemptuous

Plan:

- Read page 707. Complete Quickwrite. Discuss metamorphosis and predictions.
- Read “Master Frog” in small groups with the teacher taking the lowest group of students. Answer the questions in the margin in small groups. Share responses as a large group.
- Differentiated Lesson: Have students work in groups to answer thinking critically questions #2-7 on page 716. Share responses.
 - High achieving groups: Questions 5 and 6
 - Average Groups: Questions 4 and 7
 - Low groups: Questions 2 and 3

OEQ / Assessment: On page 715, the author states that Bich Ngoc and Kim Chau were never heard of again. In 1-2 paragraphs, make a prediction as to what happened to them. Use information from the story (their actions, their personalities, their relationship with others, i.e.) to make a prediction as to where they are and what they are doing now?

Holt Assessment workbook p. 207-209

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

list

”Belling the Cat”, p. 779

By Aesop

3rd Nine Weeks

Focus Skills:

1. Comparing and contrasting myths and folktales.
2. Understanding Greek and Latin roots and affixes.

Standards/ Anchors:

R7A.2.3.2 Cite evidence from text to support generalizations.

R7.A.2.4.1, 1.1.8G Identify and explain stated or implied main ideas and relevant supporting details from text.

R7.A.1.6.1, 1.2.8A Identify and describe the author’s intended purpose of text.

R7.B.1.2.1, 1.1.8G Interpret, compare, describe, analyze, and evaluate connections between texts.

R7.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

Vocabulary:

1. Folktales
2. Myths

Plan:

1. Read Belling the Cat before other folk tales. Read page 696-697. Discuss Folk Tales, motifs, escape story.
2. Read page 779 and answer the questions on page 778 individually.
3. Read pages 646-647. Discuss myths.
4. Understanding Greek and Latin roots and affixes: Read pages 650-653. Complete vocabulary activity on page 653.

Open Ended: Using the information on pages 646-647 and 696-697, compare and contrast myth and folktales. Use at least 2 details from the text to contrast and 2 details to compare.

*Note to Teacher: This is a very short selection. With skill practice, this lesson may be completed in three days.

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Identify the topic sentence and concluding sentence

“The Origin of the Seasons”, p. 655-663
Retold by Olivia Coolidge

3rd Nine Weeks

Focus skill: Cause and Effect

Standards / Anchors:

R7.A.1.3.1, 1.2.8A Make inferences and draw conclusions based on information from fictional text.

R7.B.1.1.1, 1.3.8B Interpret, compare, describe, analyze, and evaluate the relationships among the following within fiction and literary nonfiction:

- Character – interpret, compare, describe, analyze, and evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters and between characters and other components of text
- Setting - interpret, compare, describe, analyze, and evaluate the setting and the relationship between setting and other components of text.
- Plot - interpret, compare, describe, analyze, and evaluate elements of the plot (conflict, rising action, climax and resolution) and the relationship between elements of the plot and other components of text.
- Theme – interpret, compare, describe, analyze, and evaluate the theme and the relationship between the theme and other components of text.

R7.A.1.5.1 Summarize the key details and events of a fictional text as a whole.

R7.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

Vocabulary:

1. Mythical

Plan:

1. Read and page 654 as a class.
2. Read “The Origins of the Seasons” in small groups with the teacher taking the lowest group of students. Answer the questions in the margin in small groups. Share responses as a large group.
3. Focus skill: Cause and Effect: Answer questions 1-6 and discuss in small groups. Choose the best answers to turn into the teacher.
4. Focus skill: Prefixes: Complete the bottom of page 663 (Descriptive Words). Complete practice #1-3.

OEQ / Assessment: Which character in this myth do you feel the most sympathy for? Why? Support your answer with at least 2-3 details from the story.
Holt Assessment workbook p. 188-190

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Identifying connections across the curriculum

Focus Skill: Bias and propaganda, analyzing stereotyping and bias

Standards / Anchors:

Character, Plot, Theme R.7.B.1.1.1

Bias and propaganda- R.7.B.3.2.1

Vocabulary:

1. Integrity
2. Turbulent
3. Indignation
4. Credibility
5. Potential
6. Congregation

Plan:

Day 1:

- Introduction to story- Focus on connections about qualities that turn someone into a legend, using modern day people.
- Complete a chart with possible people and their accomplishments, credibility, validity.
- Read together pages 794-798. Compare and contrast Arthur and Kay. Analyze how Arthur uses the words sun and son in his discussion with the Archbishop.
- Small groups:
 - Question for the top groups,
 - Compare and contrast the attitudes of Urien and Lot with that of Arthur's. (The one who wants the job the most may not be the best.)
 - Low groups:
 - How are all the men who try to pull the sword out of the anvil different from Arthur? (ambitious, want to be the next king, royalty, grown men with experience, Arthur is only a squire, only sixteen.)

Day 2: Additional questions:

- Theme: What message is Merlin giving Arthur, How is this message meaningful nowadays? (take control of your own life)
- Characterization: How is Arthur's behavior consistent with what you have learned about his character? (humble, content with his life, still values family).
- Inferencing – What does Sir Ector now know about his adopted son?

Day 3:

- Metacognitive Strategy – Distinguish legend from fact.
- Literal (realistic events and people)
- Interpretive- unlikely to be real
- Review vocabulary.

PSSA Coach Book Lesson 26

Day 4:

- Reinforce skill
- Analyze a response towards literature, analyze characters.
- Character development through the focus on Arthur's "Coming of age", not static.
- This is a great story for writing strategies:
- PSSA Coach Books, Lessons 10 and 11 (inferencing and bias and propaganda)

Day 5

Essay

Complete multiple choice test using HOLT assessment p. 227-229

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Identifying connections across the curriculum

Re-read to correct confusion

“Merlin and the Dragons”, p. 821-831
By Jane Yolen

3rd Nine Weeks

Focus Skill: Vocabulary- Prefix and Suffix

Standards / Anchors:

Character, Setting, Plot, Theme R.7.B.1.1.

Connection between text, compare and contrast R.7.B.1.2.1

Citing text to support the author’s purpose R.7A.1.6.2

Vocabulary:

1. Ruthless
2. Bedraggled
3. Insolence
4. Impudence
5. Significance
6. Consolation

Plan:

Day 1: Discussion: What is a hero---Look for a pattern similar to King Arthur.

1. true parents unknown
2. born in unusual circumstances
3. trained by wise older man
4. young hero proves himself
5. gathers band of followers-quest

Discuss the use of flashbacks.

Day 2

Read story aloud as a whole group.

1. Pg. 822- What details tell you Arthur is not ready to be king?
2. Bad dreams, trouble sleeping, scared, tossed crown under bed.
3. From reading—Pg 822- How does Merlin turn Arthurs fear into comfort? He tells him a story.
4. Pg. 822- What feature of the typical Hero story does this page reveal about Emry? Does not know his father.
5. Pg.822- How was Emry able to predict the eclipse of the sun- he read the planet book.
6. Pg. 823- Why was he known as the “demon’s son?”
7. Pg. 823 What feature of the typical Hero story does this page reveal? Fatherless boy trained by wise old man.
8. Pg. 824-Recurring theme-the tower is built 3 times before Vortigen turns for help. Events often happen in 3’s in traditional folktales. Can you name another tale like this?
9. Pg.825- Discuss other traditional and contemporary stories where the power of dreams and their interpretations is a major theme.

Read pages 826-827 with enthusiasm (Teacher modeling)

Predict Outcome- How do you feel Vortigen will be defeated in the end? Hint? What color emblem is on Vortigen's shield? Red

So who will defeat him- a king bearing the emblem of a white dragon!

Pg. 828- Story Pattern- Character- What does this scene with the hawk contribute to your knowledge of Emrys? Close connection with nature, new way to foretell future, Merlin was known as having eyes quick as a hawk's.

Pg. 828- Draw Conclusion- Why does Emrys tell Vortigen about the attack.

Pg. 829- Draw Conclusions- Why does Merlin stop before telling the rest of the story? Create suspense, encourage Arthur to use his ability to make predictions.

Pg. 830- Story Pattern: Hero- What does Arthur find out about his parents? This is similar to the Greek Hero Hercules.

Day 3: Guided Practice

Form two story maps, one for the frame story, the other from Merlin's story. Include :

1. Setting
2. Characters
3. Conflict
4. Events
5. Resolution

Day 4

Focus skill

Character, Setting, Plot, Theme R.7.B.1.1.

Connection between text, compare and contrast R.7.B.1.2.1

Citing text to support the author's purpose R.7A.1.6.2

PSSA Coach Book Lesson 14- Identify viewpoints, p. 111 and Lesson 27, Point of View, p. 181

Day 5

Analyze two legends:

OEQ: Tell which story you liked better "King Arthur" or "Merlin". Give two reasons for your choice, explain which literary elements in the work- plot, character, setting, theme- shaped your response.

Holt Assessment workbook p. 235-237

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Re-read to correct confusion

Identify connections across the curriculum

“Long Walk to Freedom” by Nelson Mandela, p. 847-851
“Rosa Parks”, by Rita Dove, p.853-859

3rd Nine Weeks

Focus Skills: bias/propaganda; Graphics/charts; Connections between text; Citing text to support author’s purpose; Inference

Standards / Anchors:

bias/propaganda R.7.B.3.2.1

Graphics/charts R.7.B.3.3.3.

Connections between text R.7.B.1.2.1

Citing text to support author’s purpose: R.7A.1.6.2, 1.2.8.A

Inference: R.7.A.1.3.1

Vocabulary:

1. Segregation
2. Retribution
3. Inevitably
4. Congenial
5. Apartheid

Plan:

- Friday- the week before, homework – read over the packet “How Free Were Free Blacks in the North?”
- Day 1
 - Discuss the packet, Think of someone you admire, think of incidents that illustrate characteristics in the person they admire, compare them to the hero characteristics in day 1. Review characteristics-bravery, inner strength, honesty, sense of justice, loyalty to deads.
 - Read and discuss “Long Walk to Freedom”
 - Questions:
 1. Compare and contrast- How is Rosa Parks action like David slaying Goliath or the boy with his finger in the dike?
 2. Retell- Discuss Montgomery’s segregation laws
 3. Inference- Why do you think it was a good idea for Parks not to frown, struggle, or shout?
 4. Compare and Contrast- What makes these 2 people heroic. (choices, how they respond, what happens to them, effects of their actions.
- Day 2- Read and Discuss Rosa Parks
 - Compare and Contrast- Why did civil rights leaders think Rosa Parks was the ideal person to bring a test case against the bus segregation laws. Whom else did they consider?
 - Interpret- How do you think the bus boycott supported Rosa Parks case against segregation laws.
- Day 3- Skills, Vocabulary
 - PSSA Coach Book
 - Lesson 19 graphic organizers
 - Lesson 9 generalizations

- Idioms, figurative language
- Day 4- Continue skills
 - Graphic organizer packet and generalization skills, taken from the internet.
 - Using Dictionary of Idioms-more than 600 phrases (Scholastic), selected idioms will be drawn and acted out using charades to explain literal meaning as well as figurative meaning.
- Day 5:
 - OEQ: In what ways did Mandela and Parks stand up for their beliefs. State how these two people represent your idea of a hero.

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Anticipation guide

KWL

Use prior knowledge of a subject and/or an author's style

FLIPPED
By Wendelin Van Draanen
2nd Nine Weeks

Standards / Anchors:

R7.A1.3.2 - Cite evidence from text to support generalizations.

R7.A.1.4.1, 1.1.8G- Identify and explain stated or implied main ideas or relevant supporting details from fictional text.

R7.A.1.5.1- Summarize the key details and events of a fictional text as a whole.

R7.A1.6.1, 1.2.8A- Identify and describe the author's intended purpose of text.

R7.A.1.6.2, 1.2.8.A- Describe and analyze examples of text that support the author's intended purpose. Note: narrative and poetic text

R7.B.2.1.1, 1.3.8C- Identify, interpret, describe, and analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.

R7.B.2.1.2, 1.3.8C- Identify interpret, describe, and analyze the author's purpose for and effectiveness at using figurative language in text.

R7.B.2.2.1, 1.3.8.B- Identify and describe the point of view of the narrator as first person or third person point of view.

R7.B.2.2.2, 1.3.8B- Interpret and describe the effectiveness of the point of view used by the author.

R7.B.3.3.1, 1.18G- Identify, interpret, and analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.

1.1.8.B- Identify and use common organizational structures and graphic features to comprehend information.

1.1.8G- Demonstrate after reading understanding and interpretation of both fiction and non-fiction text.

1.1.8.H- Demonstrate fluency and comprehension in reading.

R7.A.1.4.1, 1.18G- Identify and explain stated or implied main ideas and relevant supporting details from text.

R7.B.3.3.1, 1.1.8.G- Identify interpret, and analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution

1.6.8.D- Contribute to discussions

1.6.8.E- Participate in small and large group discussions and presentations.

Daily break down

1. Introduce book. Read chapter 1 and do questions.
2. Read chapter 2 and do questions. Assign chapter 3 for homework.
3. Go over ch. 3 Questions together. Read ch. 4 and do questions. Assign p 44-55 of ch. 5 for homework.
4. Finish reading ch. 5 and do questions. Study for quiz.
5. Multiple choice quiz with open ended question. Begin chapter 6. Read p. 63- top of p. 71.
6. Finish reading p. 71-80, discuss questions. Assign get a grip p. 81-89.
7. Complete p. 90-99, discuss questions. Study for Quiz.
8. Multiple choice quiz with open ended question on pages 63-99. begin reading pages 100-108.
9. Finish reading p. 109-116. Discuss questions.
10. Read p. 117-128. Discuss questions.
11. Begin p. 129-144. Complete for homework if necessary.
12. Multiple choice quiz with open ended question on p. 100-144. When finished, Read p. 145-158. Finish remainder for homework if necessary.
13. Read p. 159-169 and do questions.
14. Read p. 170-179.
15. Read p. 180-188 and discuss questions.
16. Read 189-200. Discuss questions.
17. Read 200-212. Discuss questions. Study pages 145-212 for last quiz on book.
18. Final multiple choice and open ended question quiz on book.
19. & 20. - Possible extra day if necessary to complete book. If not, two days for PSSA workout book, p 82-98 simile, metaphor, personification, hyperbole and imagery.
21. Skill work with figurative language. "Target Word Play" p. 1-2 idioms, p. 7 hyperbole, p.8 personification, p.9 simile and metaphor.
22. Assessment of figurative language.
23. **Multimedia integration: Students will compare and contrast a media production of the book to a section in the text.**

*Use acrostic poem assignment as a final evaluation/culminating activity. Other than the explanation, no class time is necessary, it can be done as homework.

VOCABULARY:

Brilliance
Scrutinize
Competent
Insistent
Antagonize
Implication
Infatuated
Sabotage
Corrupted
Prejudice

Suspicious

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Double or triple journal entries

Acrostic poems

Making personal connections

Holes **By Louis Sachar** **2nd Nine Weeks**

Divide students into groups of 4. Students will remain in this group for literature circles. The lowest group(s) should be with the teacher(s). Roles for the literature circles change for each section of the book.

Participation in the Literature Circle will address the following standards / anchors over the course of the reading *Holes*: 1.1.8G, 1.1.8H, R7.A.1.4.1, R7.B.3.3.1

1. Discussion Leader:
 - a. Designs a format for all students to read aloud in their literature circle.
 - b. Keeps students focused on the book and on the discussion questions.
 - c. Asks questions at the end of each chapter to the group members.
 - i. What is the most important event of that chapter? Find the passage in the text that best describes it? (R7A.1.3.2)
 - ii. What do you predict will happen next?
2. Recorder
 - a. Records the discussion comments from the handouts in the literature circle journal.
 - b. Records the similes and metaphors identified in the chapter.
3. Time Keeper and Participation Tracker
 - a. Makes sure that every member participates in the discussion.
 - b. Makes sure that every student reads a fair amount of the text.
4. Summarizer
 - a. At the end of each chapter, summarizes the key details or events of the story. (R7.A.1.4.1, R7A.1.5.1)
5. Word Wizard
 - a. When the vocabulary word is used in the book, the Vocabulary Builder reviews the definition.
 - b. Requires each student to use the vocabulary word in a new sentence.

c. Identifies the similes and metaphors in each chapter. (R7.B.2.1.1)

Day 1:

1. Introduce Holes.
2. Assign Literature Circles and give each group a journal. Discuss how literature circles run and the roles in a literature circle.
3. Review expectations: First day is reading and the second day is discussion and recording. At the end of the second day the journal is due to the teacher.

Day 2 and 3: Chapters 1-6

Vocabulary: stifling (p.6), befell (p. 9), desolate (p.11), hastily (p.14), torment (p.23), despicable (p.25)

Group Work: Page 16 (Recorder turns in group responses to teacher) (R7.B.1.1.1)

Day 4 and 5: Chapters 7-12

Vocabulary: deftly (p.32), summoned (p.34)

Group Work: Page 18 (Recorder turns in group responses to teacher)(R7.B.2.1.2)

Day 6 and 7: Chapters 13-18

Vocabulary: evict (p.75)

Group Work: Page 20 (Recorder turns in group responses to teacher) (R7.B.1.1.1)

Day 8 and 9: Chapters 19-24

Vocabulary: condemned (p.88), recede (p.91), writhed (p.91), shrill (p.91)

Group Work: Page 22 (Recorder turns in group responses to teacher) (R7.B.2.1.1)

Days 10 and 11:

Focus Skills: Theme and Author's Purpose

Group Project: Holes is an exciting story for the stage or screen. Select one of your favorite scenes from the book to perform before your class that highlights a **THEME** of the book. Adapt the scene by adding or revising lines as necessary to make it work as a classroom skit. (R7B.1.1.1)

Review and/or Quiz

Days 12 and 13: Chapters 25-30

Vocabulary: vile (p.118), loot (p.121)

Group Work: Page 24 (Recorder turns in group responses to teacher) (R.7.A.1.6.2)

Days 14 and 15: Chapters 31-37

Vocabulary: protruding (p.165), wrenching (p.168)

Group Work: Page 26 (Recorder turns in group responses to teacher)

Days 16 and 17: Chapters 38-43

Vocabulary: abruptly (p. 195)

Group Work: Page 28 (Recorder turns in group responses to teacher) (R7.B.2.1.1)

Days 18 and 19: Chapters 44-50

Vocabulary: suppress (p.205), pursuant (p. 219), tedious (p.230)

Group Work: Page 30 (Recorder turns in group responses to teacher) (R7.B.3.3.1)

Days 20-22:

Multimedia integration: Students will compare and contrast a media production of the book to a section in the text.

Individual Project: Choose one of the following projects.

1. Imagine you are Stanley and have the opportunity to write a letter back in time. Write to your great-great grandfather Elya Yelnats and describe the influence he has had on your life. What do you want to tell him about the future? What do you want to know about the past?
2. After you read the final page of Holes, did you wonder about what would happen next in the lives of any characters? This is your chance to answer your questions. Write chapter 51, and tell what became of Zero, Stanley, the Warden, or any other characters you want to involve.

Review and Test

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Making personal connections

ABC summary

The Giver
By Lois Lowry
4th Nine Weeks

Chapter 1 –Introduce vocabulary

Methodically

apprehensive

Chastisement

interdependence

Impeded

emphatically

Vigilant

meticulously

Augmented

Languid

Activity- The Perfect Life- Freedom vs Security

Prefix-Suffix

Pg.3 Literature Unit

Read Chapter 1

Skills- R7A 2.2.1 Point of view

1.1.8D- Discussion

1.1.8 E Small groups

1.1.8H Fluency in reading

R7A 2.2.2.

Days 1-3

Chapter 2- Identify Items-terms used in the book- See Literature Unit pg. 9

Activity- pgs 92-94 PSSA 8th Grade Reading Coach

Read Chapter 2

Skills- R 7A 1.3.2 Identify, generalize

Day 4

Chapter 3- Attribute web, describe Jonas and comparison chart

Complete Literature Unit. Pg.14

Complete summarizing pgs. Lesson 12 & 13 PSSA Coach

Read ch.3

Skills R7A 1.5.1

Day 5

Chapter 4- Complete Story Map in groups

Page 15 Literature Unit

H.W. pgs. 14-18 Main Idea, Supporting Details PSSA 8th Grade Reading Coach

Skills- R 7A 1.4.1

1.6.8D

1.6.8E

R7 1.4.1

Day 6

Chapter 5-6- Similes, Author's purpose

Complete Analyze Author's purpose pgs. 16-17 Literature Unit

H.W.- Pgs. 69-73 PSSA 8th Grade Reading Coach

Read Chapters 5-6

Skills- R7A 1.6.1

R7A 1.6.2

Day 7-8

Chapter 7-8- Questions, stages of development

Activity 3- work in small groups

Read chapters 7-8

Skills- 1.6.1D

1.6.2E

1.1.8H

Day 9-10

Chapter 9-10- Rituals, comparison Your Ex./the book

Complete pg.19 Literature Unit.

Complete pgs. 17-18 Lesson 17 PSSA coach Problem and Solution

Read chapters 9-10

Skills R7 B3.3.1 Compare and Contrast

Problem and Solution

Day 11-12

Chapter 11-12- Characterization

Complete pg. 21 Literature Unit.-questions in groups

DO a 25 word summary of ch. 11 & 12

Quiz on Ch.1-12

Skills- R71.4.1 Identify and explain main idea

Day 13-14

Chapter 13-14 Word Meanings

Ordinary, color, choice

Complete pgs. 30-32 PSSA 8th Grade Reading Coach

Read chapters 13-14

Skills- R.7A1.2.2

R7A 1.2.2

Day 15-16

Chapters 15-16 Authors use of Abstract

Complete pg. 24-25 Literature Unit

Pgs 79-81 PSSA Coach Book, Lesson 7, Author's Purpose

Pgs. 69-73 PP

Read ch. 15-16

Skills- RA1.6.1

Day 17-18

Chapters 17-19- Author's purpose, find support details, dialogue-investigation

Complete in small groups Dialogue Investigation pg.27 Literature Unit

Pgs 83-91 PSSACoach Book, Lesson 8 Main Idea/ Supporting details

Pgs. 18PP

Read Chapters 17-19

Skills- R7A 1.4.1

Chapters 20-23 Culminating Activities

Any skills needing additional attention will be supported in this section.

Day 19-22

Review / Extension Activities

Reading Apprenticeship Strategies:

Identify transitional words
Question/answer relationships
Underline/highlight technical and/or difficult words
Jot down key words
Read aloud and/or slow pace to avoid confusion or misunderstanding
Use context clues
Set a purpose for reading
25 word summary
Use prefixes and suffixes to identify word meanings
Identify main ideas and recite them or note them in writing
Summarize/synthesize

My Childhood Under Fire – A Sarajevo Diary
By: Nadja Halilbegovich
4th Nine Weeks

Vocabulary

Conventional, 7
Barricades, 8
Tenants, 8
Humanitarian-aid, 20
Obituaries, 21
Mesmerized, 23
Luxuries, 26
Rekindled, 26
Aggressors, 36
Meager, 38
Dignitaries, 39
Delicacies, 39
Stagnate, 47
Surreal, 47
Ultimatum, 74
Massacres, 79
Solidarity, 83
Nostalgia, 84
Atrocity, 85
Succumb, 87

Oppression, 90
Immigrated, 93
Loathsome, 101
Genocide, 101
Optimism, 101

Terms to know

Red Cross, 16
UNICEF, 28
UN, 39
NATO, 74

Day 1

1. Introduce the diary by reading the back cover and Introduction on pages 7-9 to the class.
2. Use a map to have students locate Bosnia and Herzegovina and the capital, Sarajevo.
3. Assign students to small groups of 3-4 students. (The diary is easy for students to comprehend and the reading level should not be difficult for students. Groups should consist of readers of similar levels so that they can move forward at their own pace and the teacher can work with struggling readers as needed.)
4. Have students discuss the following questions in small groups and then share their responses with the class:
 - a. Describe Nadja's 3 lives.
 - b. What is Nadja's definition of a "middle-class" family?
 - c. What event changed Nadja's life on April 6, 1992?
5. Vocabulary
 - a. Have students define the following terms using context clues:
 - conventional, page 7
 - barricades, page 8
 - tenants, page 8
6. Have students read pages 11-13 independently and come the following questions as an "Exit Slip":
 - a. What effect did the war have on Nadja's family?
 - b. How does war transform people?
 - c. What is the purpose of Nadja's "Looking Back" sections?

Day 2

1. Return the "Exit Slips" and discuss correct responses.
2. Have students get with their groups and read aloud together, taking turns with the reading. Read pages 14-20
3. As students read, they need to stop at page 20 and answer the questions together with one student recording the group's responses.
 - a. Stop after 20 minutes to discuss the questions with the class.
4. Teacher reads aloud to the class from pages 20-26.
 - a. What is the purpose of Nadja's drawings throughout her diary?
 - b. Vocabulary and terms: (Students should be able to define terms based on how they are used in context.)
 - humanitarian aid rations, page 20
 - obituaries, page 21
 - mesmerized, page 23
 - luxuries, page 26
 - rekindled, page 26
5. Students read "Looking Back on page 27 independently.
6. Homework:
 - a. Write a paragraph describing how Nadja displayed determination and perseverance using the information on page 27.

- b. What does UNICEF stand for? What is the purpose of the Red Cross?

Day 3

1. Collect paragraphs.
2. Discuss UNICEF and the Red Cross and the impact they would have had on the war in Sarajevo.
3. Students will read in their small groups, pages 28-36, to “Looking Back”
 - a. Describe how Nadja and her family provide basic items for their survival. What do they have and what are they going without? How do they reuse water?
 - b. “Death is the most frequent passerby on the streets.” What does Nadja’s mean by this statement?
4. Vocabulary: Have students define the terms within their group and share definitions with the class to reach consensus and identify meanings.
 - aggressors, 36
 - meager, 38
 - dignitaries, 39
 - delicacies, 39
 - UN, 39
5. Teacher reads pages 36-43 to the class.
6. Homework question:
 - a. Be prepared to discuss with your group Nadja’s depressed state of mind and what provides her with a new sense of hope.
 - b. List 5 ways that conditions have changed in Sarajevo from April 6, 1992 to this point in the diary, June 15, 1993.

Day 4

1. Open-ended response writing activity:
 - a. Students use the list created for homework to answer the following:
 - Describe how Nadja’s living conditions have changed since April 16, 1992. Include and describe 4 examples based on information in Nadja’s diary. Your response must be in complete sentences.
 - b. The open-ended responses will be scored using the 3-point system. Students should use the checklist bookmark as a guide to complete the question.
 - c. Allow 20 minutes for students to complete their response.
2. Once students have completed their response, assign independent reading of pages 44-49.
 - a. Why does Nadja believe the aggressors are cowards?
 - b. Identify a luxury food item. Why is it a luxury?
 - c. Define stagnate, page 47 and surreal, page 47 in your own words using context clues from the diary.

Day 5

1. Display examples of the open-ended response and have students identify them as a 1, 2, or 3-point answer.
2. Discuss as a class the answers to the questions from pages 44-49.
3. Small groups participate in a read-aloud for pages 50-68.
 - a. What is the newest form of “public transportation”?
 - b. What does your group think Nadja means when she says ‘the deepest scar is in my soul’?
 - c. What is the newest form of protein that dad is using in the family’s diet?
 - d. Share with your group what strikes you about the photos Nadja has included in her diary.
4. Have each group share their responses with the class.
5. Homework:
 - a. Read pages 68-72, through January 26 entry.
 - b. Describe why Nadja is frustrated with the world.

Day 6

1. Students share their thoughts about Nadja’s frustration with the world.
2. Vocabulary – have students define in small groups and create a quiz for another group in the room. Once completed, have the groups swap quizzes and complete them.
 - NATO
 - ultimatum, 74
 - massacres, 79
 - solidarity, 83
 - nostalgia, 84
 - atrocity, 85
 - succumb, 87
3. Teacher reads pages 73-84 aloud to the class as students follow along.
4. Discuss the following during the reading:
 - a. How does NATO help Sarajevo?
 - b. Why is it difficult for Nadja to trust the peace?
 - c. What are signs that Nadja’s life is returning to normal?
 - d. Why is the city still unsafe?
 - e. What surprising gift does Nadja receive at her book reading? Why does this surprise her so much?

Day 7

1. Students read in small groups, pages 85-92 through the March 25 entry.
 - a. Discuss with your group the impact of the war on children and Nadja's emotions as a result. Include specific examples shared on these pages.
 - b. Have groups share their thoughts with the class.
2. Vocabulary: Explain how Nadja uses each term to describe the horrors of the war in Sarajevo.
 - Oppression, 90
 - Immigrated, 93
 - Loathsome, 101
 - Genocide, 101
 - Optimism, 101
3. Students read pages 93-98 independently and complete for homework if needed.
 - a. Describe Nadja's life on these pages and how it continues to be impacted by war.

Day 8

1. Open-ended writing response activity.
 - a. Students use the homework response to answer the following:
 - Identify three changes in Nadja's life described on pages 93-98 that have impacted her as a result of the war. For each change, describe how it has impacted her life. Your response must be in complete sentences.
 - b. The open-ended responses will be scored using the 3-point system. Students should use the checklist bookmark as a guide to complete the question.
 - c. Allow 20 minutes for students to complete their response.
2. Once students have completed their response, assign independent reading of pages 99-103.
 - a. Why do you believe Nadja was filled with optimism on her birthday?
 - b. How is Nadja feeling in her final diary entry?

Day 9

1. Display examples of the open-ended response and have students identify them as a 1, 2, or 3-point answer.
2. In the small groups, have students discuss their responses to the questions for pages 99-103. Each group shares their responses with the class.
3. In small groups, students read "New Hope" on pages 105-116. Answer the following questions as a group with one member recording the group's responses.
 - a. How does Nadja escape Sarajevo?
 - b. Identify the 'road blocks' that Nadja encountered and how she overcame them in order to leave her country.
 - c. Describe the walk through the tunnel.

Day 10

1. Discuss group responses to questions from “New Hope”
2. Teacher reads the “Afterword” to the class.
 - a. What provides Nadja with encouragement and hope?
3. Students will complete the AR test on the diary.
4. As a follow-up to the diary, the teacher will share “Interview with Nadja Halilbegovich” from www.associatedcontent.com

Reading Apprenticeship Strategies:

Identify transitional words

Question/answer relationships

Underline/highlight technical and/or difficult words

Jot down key words

Read aloud and/or slow pace to avoid confusion or misunderstanding

Use context clues

Set a purpose for reading

Story impressions

Making connections across the curriculum