

Reading Planned Course – Grade 7 – Reading Basic

Unit: **Study Skills/Reading in the Content Area**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.2.8 Reading Critically in all Content Areas
1.5.8 Quality of Writing
1.6.8 Speaking and Listening

PSSA Anchor: **See Appendix**

Appendix: **A. PA Academic Standards for Reading, Writing and Listening – Grade 8**
B. PSSA Anchor Checklist
C. PSSA Writing Rubrics
D. PSSA Reading Rubric
E. PSSA Glossary

Course Content	Student Performance	Resources	Assessments
A. SQ3R B. Before, During, and After Strategies C. Note-Taking/Highlighting D. Teacher-Generated Outline E. Skimming and Scanning F. Specialized Vocabulary G. Types of Context Clues (Synonym, Antonym, Comparison, Contrast, Example, Direct Definition/Appositive, Words in a List, Summary Clue) H. Purpose for Reading I. Reading Rate J. Application of content area materials K. Organizational skills (agenda book, class preparation)	Students will: <ul style="list-style-type: none"> Locate appropriate texts Identify and use common organizational structures and graphic features to comprehend information Use knowledge of root words as well as context clues Understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing Demonstrate after reading understanding and interpretation of text Demonstrate fluency and comprehension during reading 	<ul style="list-style-type: none"> Prentice Hall Literature Grade 7 and supplemental materials, (Blue Edition) Copyright 2007 <i>Reader's Notebook</i> <i>Read for Real Nonfiction Strategies</i> (Level E) <i>Critical Reading in the Content Areas</i> <i>Be A Better Reader</i> Level B Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher Independent Reading: Students may choose from intermediate school library, public library, classroom library or personal library Must be one every quarter 	<ul style="list-style-type: none"> Text exercises Teacher-made tests and quizzes Worksheets Student/teacher-generated writing Teacher-generated writing Individual/group presentations Teacher-generated rubrics

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Course Content	Student Performance	Resources	Assessments
L. How to study (learning styles, schedule, place, materials) M. Test-taking skills N. Goal setting (short and long term) O. Time management skills P. Interpreting graphics and charts Q. Author's purpose (to inform, to persuade, to entertain, to express an opinion, to describe/reflect on an experience) R. Root words/affixes S. Dictionary skills T. Glossary terms: <ul style="list-style-type: none"> Affix Analysis Antonym Appositive Author's purpose 	<ul style="list-style-type: none"> Read and understand essential content of informational texts and documents in all academic areas Write with sharp, distinct focus Write using well-developed content appropriate for the topic Gather, determine validity and reliability of and organize information Listen to others Contribute to discussions 		

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> • Content specific words • Context clues • Differentiate • Evaluate • Expository text • Focus • Graphic organizers • Headings, graphics, and charts • Informational text • Multiple-meaning words • Nonfiction • Prefix • Print media • Reading critically • Reading rate • Root words • Subject area • Suffix • Self-monitor • Summarize • Synonym 			

Reading Planned Course – Grade 7 – Reading Basic

Unit: **Main Idea: Non-fiction**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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1.3.8 Reading, Analyzing, and Interpreting Literature
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Course Content	Student Performance	Resources	Assessments
A. Summarizing B. Paraphrasing (Teacher-Guided Instruction) C. Stated Main Idea D. Implied Main Idea (Teacher-Guided Instruction) E. Drawing Conclusions F. Supporting Details: Essential/Nonessential G. Author's Purpose H. Vocabulary in Context I. Glossary Terms: <ul style="list-style-type: none"> Accuracy Analysis Author's purpose Conclusion Content specific words Context clues Differentiate Editorials Explicit 	Students will: <ul style="list-style-type: none"> Identify and use common organizational structures and graphic features to comprehend information Identify basic facts and ideas in text using specific strategies Demonstrate after reading understanding and interpretation of both fiction and nonfiction text Make, and support with evidence, assertions about texts Demonstrate fluency and comprehension in reading. Read familiar materials aloud with accuracy Self correct mistakes 	<ul style="list-style-type: none"> Prentice Hall Literature Grade 7 (Blue Edition) Copyright 2007 and supplemental materials <i>Reader's Notebook</i> Read for Real Nonfiction Strategies (Level E) Copyright 2005 <i>Be A Better Reader</i> Level B Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher Independent Reading: Students may choose from intermediate school library public library, classroom library, or personal library Must be one every quarter 	<ul style="list-style-type: none"> Text exercises Teacher-made tests and quizzes Prentice Hall tests and quizzes Worksheets Student/teacher-generated writing Student-generated essays Presentations/projects Oral/individual/group presentations

Unit: **Main Idea: Non-fiction**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Expository text Evaluate Fiction Fluency Generalization Implicit Inference Informational text Main Idea Nonfiction Paraphrase Reading critically Self-monitor Summarize 	<ul style="list-style-type: none"> Read a variety of genres and types of texts Demonstrate comprehension Read and understand essential content of informational texts and documents in all academic areas Differentiate essential and non-essential information across texts Draw inferences based on a variety of informational sources Evaluate content to determine the author's purpose Read and understand works of literature 		

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Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none">• Read and respond to nonfiction and fiction.• Write with a sharp distinct focus• Identify topic and task• Write using well-developed content appropriate for the topic• Write with controlled and/or subtle organization• Listen to others• Listen to selections of literature• Contribute to discussions• Participate in small and large group discussions and presentations		

Reading Planned Course – Grade 7 – Reading Basic

Unit: Text Organization

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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Course Content	Student Performance	Resources	Assessments
A. Cause and effect B. Sequence/time order C. Compare/contrast (Vendiagram) D. Problem/solution E. Simple listing F. Order of importance G. Signal patterns for paragraph patterns H. Sources: "Son and Moon in a Box" I. Glossary terms: <ul style="list-style-type: none"> Analysis Author's purpose Cause and effect Compare Conclusion Context clues Contrast Differentiate 	Students will: <ul style="list-style-type: none"> Identify and use common organizational structures and graphic features to comprehend information Identify basic facts and ideas in text using specific strategies Demonstrate after reading understanding and interpretation of both fiction and nonfiction text Make, and support with evidence, assertions about texts Demonstrate fluency and comprehension in reading Read a variety of genres and types of text 	<ul style="list-style-type: none"> Prentice Hall Literature Grade 7 (Blue Edition) Copyright 2007 and supplemental materials Reader's Notebook Read for Real Nonfiction Strategies (Level E) Copyright 2005 <i>Be A Better Reader</i> Level B Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher Independent Reading: <ul style="list-style-type: none"> Students may choose from the intermediate school library, public library, classroom library, or personal library Must be one every quarter 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Worksheets Teacher generated writing Presentations Oral/Individual or group presentations

Unit: **Text Organization**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Evaluate Expository text Fiction Generalization Graphic organizers Inference Informational text Main Idea Narrative Nonfiction Problem/solution Reading critically Self-monitor Summarize Text structure Venn diagram 	<ul style="list-style-type: none"> Read and understand essential content of informational texts in all academic areas Evaluate text organization and content to determine author's purpose Write with a sharp, distinct focus Write using well-developed content appropriate for the topic Write with controlled and/or subtle organization Listen to others Listen to selections of literature (fiction and nonfiction) 		

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Unit: **Text Organization**

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Course Content	Student Performance	Resources	Assessments
A.	<ul style="list-style-type: none">• Relate them to previous knowledge.• Predict content events• Summarize events and identify the significant points• Identify and define new words and concepts• Analyze the selections• Contribute to discussions.• Ask relevant, probing questions• Respond with relevant information, ideas or reasons in support of opinions expressed.• Clarify, illustrate or expand on a response when asked• Present support for opinions		

Unit: **Bias and Propaganda-Nonfiction**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.2.8 Reading Critically in all Content Areas
1.5.8 Quality of Writing
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Course Content	Student Performance	Resources	Assessments
<p>A. Recognizing statements of fact and statements of opinion</p> <p>B. Understanding mixed statements of fact and opinion</p> <p>C. Forming valid opinions/drawing conclusions/making inferences</p> <p>D. Recognizing stereotypes</p> <p>E. Propaganda techniques</p> <p>F. Identifying reliable sources</p> <p>G. Identifying faulty reasoning</p> <p>H. Source: “The Eternal Frontier”</p> <p>I. Glossary Terms:</p> <ul style="list-style-type: none"> • Author’s purpose • Bias • Conclusion • Differentiate • Editorials 	<p>Students will:</p> <ul style="list-style-type: none"> • Identify basic facts and ideas in text • Demonstrate after reading understanding and interpretation of text • Make, and support with evidence, assertions about text • Analyze the positions, arguments, and evidence • Read and understand essential content of informational texts • Distinguish between essential and nonessential information across texts and going beyond texts to a variety of media; identify bias and propaganda where present 	<ul style="list-style-type: none"> • Prentice Hall Literature Grade 7 (Blue Edition) Copyright 2007 and supplemental materials • <i>Reader’s Notebook</i> • <i>Read for Real Nonfiction Strategies</i> (Level E) • <i>Be A Better Reader</i> Level B • Prentice Hall provided audio, CD’s, tapes, videos, unit resources • Supplemental materials provided by teacher • Independent Reading: • Students may choose from the following – intermediate school library, public library, classroom library, or personal library • Must be one every quarter 	<ul style="list-style-type: none"> • Text exercises • Teacher-made tests and quizzes • Prentice Hall tests and quizzes • Worksheets • Teacher-generated writing • Student-generated essays • Presentations • Oral/Individual/group presentations

Unit: **Bias and Propaganda-Nonfiction**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Evaluate Exaggeration Generalizations Propaganda techniques: Name-calling Bandwagon Emotional appeal/loading words Testimonial Repetition Sweeping generalization /stereotyping Appeal to numbers, facts, or statistics Reading critically Validity 	<ul style="list-style-type: none"> Draw inferences based on a variety of information source Differentiate fact from opinion Write with a sharp distinct focus Listen to others Analyze information, ideas and opinions to determine relevancy Contribute to discussions Respond with relevant information, ideas, or reasons in support of opinions Use media for learning purposes Describe how the media provides information that is sometimes accurate, sometimes biased based on a point of view or by the opinion or beliefs of the present 		

Reading Planned Course – Grade 7 – Reading Basic

Unit: Literature

State Curriculum Standard: **1.1.8 Learning to Read Independently**
1.3.8 Reading, Analyzing and Interpreting Literature
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Course Content	Student Performance	Resources	Assessments
<p>A. Short story/novel/drama</p> <ul style="list-style-type: none"> Characterization *character traits Setting Plot outline (initiating event, reference environment) Point of view Predicting outcomes Theme (moral/life lesson) Vocabulary Author's purpose Literary devices <p>B. Course content:</p> <ul style="list-style-type: none"> Short story: "<i>The Treasure of Lemon Brown</i>" Drama: "<i>The Monsters Are Due on Maple Street</i>" Novel: Choice per teacher from resource list 	<p>Students will:</p> <ul style="list-style-type: none"> Locate appropriate text (literature) Identify and use common organizational structures to comprehend information. Identify basic facts and ideas in text using specific strategies Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings Demonstrate after reading understanding and interpretation of text Compare and contrast text using themes, settings characters, and ideas 	<ul style="list-style-type: none"> Prentice Hall Literature Grade 7 (Blue edition) Copyright 2007 and supplemental materials <i>Reader's Notebook</i> Novels: (one is required; no more than two per year) <i>Where the Red Fern Grows</i> <i>Snow Treasure</i> <i>Tom Sawyer</i> <i>Be A Better Reader</i> Level B Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher Independent Reading: Students may choose from the intermediate school library, public library, classroom library, or personal library Must be one every quarter 	<ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Worksheets Teacher-generated writing Student-generated essays Response to PSSA and/or teacher-generated response tasks Presentations Oral/Individual/group presentations

Unit: **Literature**

State Curriculum Standard: **1.1.8 Learning to Read Independently**
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Course Content	Student Performance	Resources	Assessments
<p>C. Poetry</p> <ul style="list-style-type: none"> Figurative language Imagery Point of view (first and third person) Compare and contrast to other pieces of literature Personification Simile <ul style="list-style-type: none"> Metaphor Alliteration Hyperbole <p>D. Glossary terms:</p> <ul style="list-style-type: none"> Alliteration Analysis Author's purpose Characterization Climax Compare Conclusion Conflict/problem 	<ul style="list-style-type: none"> Demonstrate fluency and comprehension in reading <ul style="list-style-type: none"> Read familiar materials aloud with accuracy Self-correct mistakes Use appropriate rhythm, flow, meter and pronunciation Read a variety of genres and types of text Read and understand works of literature Analyze the use of literary elements Analyze the effect of various literary devices <ul style="list-style-type: none"> Sound techniques Figurative language Identify poetic forms Analyze drama 		

Unit: **Literature**

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<ul style="list-style-type: none"> Context clues Contrast Descriptive text Dialogue Evaluate Exaggeration Fiction Figurative language First person Flashback Foreshadowing Fluency Genre Hyperbole Idiom Imagery Inference Initiating event Irony Limited view Limerick 	<ul style="list-style-type: none"> Read and respond to literature Write with a sharp distinct focus Write using well-developed content appropriate for the topic Write with controlled and/or subtle organization Listen to others <ul style="list-style-type: none"> Ask probing questions Listen to selections of literature Relate them to previous knowledge Predict <ul style="list-style-type: none"> Contents/events Summarize events and identify the significant points Identify and define new words and concepts Analyze the selections 		<ul style="list-style-type: none">

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Unit: **Literature**

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Course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none"> Literary conflict Literary devices Literary elements Metaphor Meter Mood Narrative Onomatopoeia Main idea Personification Plot Poetic purpose Poetry Point of view Problem/solution Reading critically Resolution Retell Rhyme Rhythm Rising action 	<ul style="list-style-type: none"> Contribute to discussions <ul style="list-style-type: none"> Ask relevant, probing Questions Respond with relevant information Listen to the contributions of others Clarify, illustrate, or expand to a response when asked 		<ul style="list-style-type: none">

Reading Planned Course – Grade 7 – Reading Basic

Unit: **Literature**

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course Content	Student Performance	Resources	Assessments
<ul style="list-style-type: none">• Sonnet• Setting• Simile• Story maps• Summarize• Style• Symbolism• Theme• Thlrd person• Tone• Voice			

Reading Planned Course – Grade 7 – Reading Basic

Unit: PSSA Preparation

State Curriculum Standard: 1.1.8 Learning to Read Independently
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Course Content	Student Performance	Resources	Assessments
A. Understand Fiction Appropriate to Grade Level <ul style="list-style-type: none"> Better Test Scores PSSA Prep PSSA Coach B. Understand nonfiction appropriate to grade level <ul style="list-style-type: none"> Better Test Scores PSSA Prep PSSA Coach C. Interpret, Compare, Describe, Analyze, and Evaluate Components Within and Between Text <ul style="list-style-type: none"> Better Test Scores PSSA Prep PSSA Coach 	Students will: <ul style="list-style-type: none"> 1.1.8 Learn to read independently (all inclusive) 1.2.8 Read critically in all content areas (all inclusive) 1.3.8 Reading, analyze, and interpret literature (all inclusive) Write using well-developed content, appropriate for the topic Gather determined validity and reliability of information, and organize information Employ the most effective format for purpose and audience. Write paragraphs that have details and information specific to the topic and relevant to the focus 	<ul style="list-style-type: none"> <i>PSSA Coach Assessment</i> Anchors Grade <i>PSSA Prep</i> Grade 7 <i>Reading Comprehension</i> (Copyright 2004) How to Get Better Test Scores, Grade 7 (Copyright 2006) Supplemental materials provided by teacher 	<ul style="list-style-type: none"> Text exercises Teacher-made tests and quizzes PSSA Reading Rubric Worksheets Student-generated essays Response to PSSA and/or teacher-generated prompts Constructed response tasks

Unit: **PSSA Preparation**

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<p>D. Identify, interpret, describe, and analyze literary devices in fictional and literary nonfiction text</p> <ul style="list-style-type: none"> • Better Test Scores • PSSA Prep • PSSA Coach <p>E. Identify, interpret, describe, and analyze concepts and organization of nonfiction literary devices</p> <ul style="list-style-type: none"> • Better Test Scores • PSSA Prep • PSSA Coach 	<ul style="list-style-type: none"> • Write with controlled organization • Sustain a logical order within sentences and between paragraph using meaningful transitions • Establish topic and purpose in the introduction • Reiterate the topic and purpose in the conclusion • Listen to others • Ask probing questions • Contribute to discussions • Ask relevant, probing questions • Respond with relevant information • Listen to the contributions of others • Clarify, illustrate, or expand on a response when asked 		

Reading Planned Course – Grade 7 Basic

Text and Resource List

- *Prentice Hall Literature* Grade 7 and supplemental materials –Blue (Copyright 2007)
- *Reader's Notebook*
- *Read for Real Nonfiction Strategies* (Level E)
- Novels: (one required, no more than two per year) *Where the Red Fern Grows*
Snow Treasure, Tom Sawyer
- *PSSA Coach* Grade 7
- *PSSA Prep* Grade 7 Reading Comprehension- Red (Copyright 2004)
- *How to Get Better Test Scores* Grade 7 - Purple (Copyright 2006)
- *Critical Reading in the Content Areas*
- *Be A Better Reader* Level B
- *Learning to Study* Book G
- Dictionary
- *Strategies in Reading* (Level A)
- Prentice Hall provided audio, CD's, tapes, videos, unit resources
- Supplemental materials provided by teacher

Independent Reading:

- Students may choose from intermediate school library, public library, classroom library, or personal library
- Must be one every quarter