

Reading Planned Course – Grade 7 - Advanced

Unit: **Study Skills/Reading In 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: **PSSA Anchors see Appendix A**
PA Standards see Appendix B
PSSA Writing Rubrics see Appendix C
PSSA Reading Rubric see Appendix D
PSSA Glossary see Appendix E

| Course Content | Student Performance | Resources | Assessments |
|---|---|---|---|
| A. SQ3R B. Before, During, After Strategies C. Note-taking/Highlighting D. Teacher-Generated Outline E. Skimming and Scanning F. Specialized Vocabulary G. Types of Context Clues: <ul style="list-style-type: none"> Synonym Antonym Comparison Contrast Example Appositive Words in a list Summary clue H. Purpose for Reading I. Reading Rate J. Application of Content Area Materials | 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 in reading Read and understand essential content of informational texts and documents in all academic areas | <ul style="list-style-type: none"> Prentice Hall Literature – Grade 7 blue edition (Copyright 2007) and additional and supplemental materials <i>Be a Better Reader</i> Level D <i>Learning to Study</i> (Book G) Prentice Hall provided audio, CD's, tapes, videos, unit resources Dictionary Supplemental materials provided by teacher as needed Independent Reading: Students may choose from the following: Student selection from intermediate library, public library, classroom library, and personal library Must be one every quarter | <ul style="list-style-type: none"> Text exercises Teacher-made tests and quizzes Worksheets Student-generated essays Teacher-generated writing Teacher-generated rubrics Individual or group presentations |

Reading Planned Course – Grade 7 - Advanced

Unit: **Study Skills/Reading In Content Area**

State Curriculum Standard: **1.1.8 Learning to read independently**
1.2.8 Reading critically in all content areas
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1.6.8 Speaking and listening

PSSA Anchor: **PSSA Anchors see Appendix A**
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| Course Content | Student Performance | Resources | Assessments |
|--|--|-----------|-------------|
| K. Organizational Skills (Class Preparation, Agenda Books) L. How to Study (Learning Styles, Schedule, Place, Materials) M. Test Taking Skills N. Goal Setting (Short/long Term Goals) 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 | <ul style="list-style-type: none"> Write with a 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">• Appositive• Author's purpose• Content specific words• Context clues• Differentiate• Evaluate• Expository text• Focus• Graphic organizer• Headings, graphics and charts• Informational text• Multiple meaning words• Nonfiction• Prefix• Print media• Reading critically• Root words• Reading rate• Self-monitor• Subject area• Suffix• Summarize• Synonym | | | |

Reading Planned Course – Grade 7 - Advanced

Unit: **Main Idea: Fiction & Non-Fiction**

Content Standard: **1.1.8 Learning to read independently**
1.2.8 Reading critically in all content areas
1.3.8 Reading, Analyzing, and Interpreting Literature
1.5.8 Quality of writing
1.6.8 Speaking and listening

State Curriculum Standard: **PSSA Anchors see Appendix A**
PA Standards see Appendix B
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PSSA Glossary see Appendix E

| Course Content | Student Performance | Resources | Assessments |
|--|--|--|--|
| A. Summarizing B. Paraphrasing (Teacher Guided Instruction) C. Stated (Teacher-guided Instruction) D. Implied (Teacher-Guided Instruction) E. Drawing Conclusions F. Supporting Details: Essential vs. 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 Evaluate | 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 with text Demonstrate fluency and comprehension in reading Self-correct mistakes Read a variety of genres and types of text Demonstrate comprehension | <ul style="list-style-type: none"> Prentice Hall Literature – Grade 7 blue edition (Copyright 2007) and additional and supplemental materials Be a Better Reader Level D Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher as needed Independent Reading: Students may choose from the following: Student selection from intermediate library, public library, classroom library, and 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-generated essays Teacher-generated writing Presentations/project(s) Oral individual/group project(s) presentations |

Reading Planned Course – Grade 7 - Advanced

Unit: **Main Idea: Fiction & Non-Fiction**

Content Standard: **1.1.8 Learning to read independently**
1.2.8 Reading critically in all content areas
1.3.8 Reading, Analyzing, and Interpreting Literature
1.5.8 Quality of writing
1.6.8 Speaking and listening

State Curriculum Standard: **PSSA Anchors see Appendix A**
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PSSA Glossary see Appendix E

| Course Content | Student Performance | Resources | Assessments |
|--|--|-----------|-------------|
| <ul style="list-style-type: none"> • Expository text • Explicit • Fiction • Fluency • Generalization • Implicit • Inference • Informational text • Main Idea • Nonfiction • Paraphrase • Reading critically • Self-monitor • Summarize | <ul style="list-style-type: none"> • Read and understand essential content of informational texts • Read and understand essential content of informational texts and documents in all academic areas • Distinguish between essential and non-essential information across texts • Draw inferences • Evaluate content to determine the author's purpose • Read and understand works of literature • Read and respond to nonfiction and fiction • Write with a sharp, distinct focus | | |

Reading Planned Course – Grade 7 - Advanced

Unit: **Main Idea: Fiction & Non-Fiction**

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| Course Content | Student Performance | Resources | Assessments |
|----------------|---|-----------|-------------|
| | <ul style="list-style-type: none">• Write using well-developed content appropriate for the topic• Write with controlled and/or subtle organization• Listen to others• Analyze information, ideas and opinions• Contribute to discussions• Participate in large and small group discussions | | |

Reading Planned Course – Grade 7 - Advanced

Unit: Text Organization

State Curriculum Standard: **1.1.8 Learning to read independently**
1.2.8 Reading critically in all content areas
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1.6.8 Speaking and listening

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| Course Content | Student Performance | Resources | Assessments |
|---|--|--|--|
| A. Cause and effect B. Sequence/time order C. Compare/contrast D. Problem/solution E. Simple Listing F. Order of Importance G. Signal words for paragraph patterns H. Glossary Terms: <ul style="list-style-type: none"> Analysis Author's Purpose Cause and effect Compare Conclusion Context clues Contrast Differentiate Evaluate Expository text Fiction Generalization Graphic organizer | 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 Read and understand essential content of informational texts in all academic areas | <ul style="list-style-type: none"> Prentice Hall Literature – Grade 7 blue edition (Copyright 2007) and additional and supplemental materials <i>Be a Better Reader</i> Level D Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher as needed Independent Reading: Students may choose from the following: Student selection from intermediate library, public library, classroom library, and 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-generated essays Teacher-generated writing Teacher-generated rubrics Individual or group presentations |

Reading Planned Course – Grade 7 - Advanced

Unit: Text Organization

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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PSSA Anchor: PSSA Anchors see Appendix A
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| Course Content | Student Performance | Resources | Assessments |
|--|--|-----------|-------------|
| <ul style="list-style-type: none">• Inference• Informational text• Main Idea• Narrative• Non-fiction• Problem/solution• Self-monitor• Summarize• Text structure• Venn diagram | <ul style="list-style-type: none">• 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 analyze information, ideas and opinions• Contribute to discussions• Ask relevant, probing questions• Respond with relevant information, ideas or reasons• Listen to and acknowledge the contributions of others• Clarify, illustrate or expand on a response when asked | | |

Reading Planned Course – Grade 7 - Advanced

Unit: **Bias and Propaganda – Non-fiction**

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: **PSSA Anchors see Appendix A**
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| Course Content | Student Performance | Resources | Assessments |
|--|--|--|---|
| A. Recognizing Statements of Fact and Statements of Opinion B. Understanding Misstatements of Fact and Opinion C. Forming Valid Opinions/Drawing Conclusions/Making Inferences D. Recognizing Stereotypes E. Propaganda Techniques Identifying a Reliable Source F. Identify Faulty Reasoning G. Glossary Terms: <ul style="list-style-type: none"> Author's purpose Bias Conclusion Differentiate Editorials Evaluate Exaggeration Generalization | Students will: <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 positions, arguments and evidence Read and understand essential content of informational text Differentiate fact from opinion Distinguish between essential and non-essential 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 additional and supplemental materials <i>Be a Better Reader</i> Level D Prentice Hall provided audio, CD's, tapes, videos, unit resources Supplemental materials provided by teacher as needed Independent Reading: Students may choose from the following: Student selection from intermediate library, public library, classroom library, and 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-generated essays Teacher-generated writing Teacher-generated rubrics Individual or group presentations |

Reading Planned Course – Grade 7 - Advanced

Unit: **Bias and Propaganda – Non-fiction**

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 |
|---|---|-----------|-------------|
| <ul style="list-style-type: none">• Propaganda techniques and persuasive tactics• Name-calling• Bandwagon Emotional appeal/loaded words• Testimonial• Repetition• Sweeping• Generalization• Stereotyping• Appeal to numbers, facts or statistics• Validity | <ul style="list-style-type: none">• Draw inferences based on a variety of information sources• Analyze the techniques of particular media messages and their effect on a targeted audience• 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 expressed• Present support for opinions• Use media for learning purposes | | |

Reading Planned Course – Grade 7 - Advanced

Unit: **Bias and Propaganda – Non-fiction**

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|----------------|--|-----------|-------------|
| | <ul style="list-style-type: none">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 presenterAnalyze the role of advertising in the media | | |

Reading Planned Course – Grade 7 - Advanced

Unit: Literature

State Curriculum Standard: 1.1.8 Learning to read independently
 1.3.8 Reading, analyzing and interpreting literature
 1.5.8 Quality of writing
 1.6.8 Speaking and listening

PSSA Anchor: PSSA Anchors see Appendix A
 PA Standards see Appendix B
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| Course Content | Student Performance | Resources | Assessments |
|--|--|---|---|
| A. Short stories/novels/drama ("The Treasure Of Lemon Brown") B. Characterization <ul style="list-style-type: none"> Character traits C. Setting D. Plot Outline (Initiating Event, Environment) E. Theme (Moral/life Lesson) F. Vocabulary G. Author's Purpose H. Literary Devices I. Poetry <ul style="list-style-type: none"> Figurative language Personification Simile Metaphor Alliteration Hyperbole Imagery Compare and contrast to other pieces of literature J. Predicting Outcomes K. Point of View (first and third person) | Students will: <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 fiction Compare and contrast texts using themes, settings, characters and ideas Demonstrate fluency and comprehension in reading | <ul style="list-style-type: none"> Prentice Hall Literature – Grade 7 blue edition (Copyright 2007) and additional and supplemental materials. Novels: The True Confessions of Charlotte Doyle, Farewell to Manzanar, Johnny Tremain How to Get Better Test Scores Grade 7 (Copyright 2006) Be a Better Reader Level D Prentice Hall provided audio, CD's, tapes, videos, unit resources. Supplemental materials provided by teacher as needed. | <ul style="list-style-type: none"> Text exercises Teacher made tests and quizzes Prentice Hall tests and quizzes Worksheets Student generated essays Response to PSSA and/or teacher generated open ended questions Teacher generated rubrics Individual or group presentations |

Reading Planned Course – Grade 7 - Advanced

Unit: Literature

State Curriculum Standard: 1.1.8 Learning to read independently
 1.3.8 Reading, analyzing and interpreting literature
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 1.6.8 Speaking and listening

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| Course Content | Student Performance | Resources | Assessments |
|--|---|--|-------------|
| L. Glossary Terms: <ul style="list-style-type: none"> Alliteration Analysis Author's purpose Characterization Climax Compare Conclusion Conflict/Problem Context Clues Contrast Descriptive Text Dialogue Evaluate Exaggeration Fiction Figurative Language First Person Flashback Fluency Foreshadowing Genre Hyperbole | <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 Sound techniques Figurative language Identify poetic forms Analyze drama Read and respond to literature Write with a sharp, distinct focus Write using well-developed content | <ul style="list-style-type: none"> Independent Reading: Students may choose from the following: Student selection from intermediate library, public library, classroom library, and personal library. Must be one every quarter | |

Reading Planned Course – Grade 7 - Advanced

Unit: Literature

State Curriculum Standard: 1.1.8 Learning to read independently
 1.3.8 Reading, analyzing and interpreting literature
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|---|--|-----------|-------------|
| <ul style="list-style-type: none"> • Idiomatic Language • Imagery • Inference • Irony • Limerick • Literary conflict • Literary devices • Literary elements • Main idea • Metaphor • Meter • Mood • Narrative • Onomatopoeia • Personification • Plot • Poetic purpose • Poetry • Point of view • Problem/solution • Reading critically • Resolution • Retell • Rhyme | <ul style="list-style-type: none"> • Write using well-developed content appropriate for topic • Write with controlled and/or subtle organization • Listen to others. • Ask probing questions. • Listen to selections of literature • Analyze the selections. • Contribute to discussions • Ask relevant, probing questions. • Listen to and acknowledge the contributions of others. • Clarify, illustrate or expand on a response when asked. | | |

Reading Planned Course – Grade 7 - Advanced

Unit: Literature

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|---|---------------------|-----------|-------------|
| <ul style="list-style-type: none">• Rhythm• Rising action• Setting• Simile• Sonnet• Story maps• Summarize• Style• Symbolism• Theme• Third person• Tone• Voice | | | |

Reading Planned Course – Grade 7 - Advanced

Unit: **PSSA Preparation**

State Curriculum Standard: **1.1.8 Learning to read independently**
1.2.8 Reading critically in all content areas
1.3.8 Reading, analyzing and interpreting literature
1.5.8 Quality of writing
1.6.8 Speaking and listening

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| Course Content | Student Performance | Resources | Assessments |
|--|---|---|---|
| <p>A. Understand fiction appropriate to grade level</p> <ul style="list-style-type: none"> How to Get Better Test Score PSSA Coach PSSA Prep <p>B. Understand non-fiction appropriate to grade level</p> <ul style="list-style-type: none"> How to Get Better Test Score PSSA Coach PSSA Prep <p>C. Interpret, Compare, Describe, Analyze, and Evaluate Components Within and Between Text</p> <ul style="list-style-type: none"> How to Get Better Test Scores PSSA Coach PSSA Prep <p>D. Identify, Interpret, Describe, and Analyze Literary Devices in Fictional and Literary Non-fiction Text</p> | <p>Students will:</p> <ul style="list-style-type: none"> 1.1.8 Learning to read Independently (all inclusive) 1.2.8 Reading critically in all content areas (all inclusive) 1.3.8 Reading, analyzing and interpreting literature (all inclusive) Write with a sharp, distinct focus Write using well-developed content appropriate for topic Write with controlled and/or subtle organization Listen to others Ask probing questions. Contribute to discussions Ask relevant, probing questions Listen to and acknowledge the contributions of others. Clarify, illustrate or expand on a response when asked | <ul style="list-style-type: none"> PSSA Coach Grade 7 Orange Copyright 2005) PSSA Prep Grade 7 Reading Comprehension (Copyright 2004) How to Get Better Test Scores Grade 7 (Copyright 2006) Supplemental materials provided by teacher as needed | <ul style="list-style-type: none"> Text exercises Teacher-made tests and quizzes PSSA rubric Worksheets Student-generated essays Response to PSSA and/or teacher-generated open ended questions |

Reading Planned Course – Grade 7 - Advanced

Unit: **PSSA Preparation**

State Curriculum Standard: **1.1.8 Learning to read independently**
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|--|---------------------|-----------|-------------|
| <ul style="list-style-type: none"> How to Get Better Test Scores PSSA Coach PSSA Prep <p>E. Identify, Interpret, Describe and Analyze Concepts and Organization of Non-fiction Text.</p> <ul style="list-style-type: none"> How to Get Better Test Scores PSSA Coach PSSA Prep | | | |

Reading Planned Course – Grade 7 – Advanced

- Prentice Hall Literature – Grade 7 blue edition (Copyright 2007), additional and supplemental materials.
- Novels: The True Confessions of Charlotte Doyle, Farewell to Manzanar, Johnny Tremain
- Learning to Study (Book G)
- Strategies in Reading (Level A)
- PSSA Coach Grade 7 Orange (Copyright 2005)
- PSSA Prep Grade 7 Reading Comprehension (Copyright 2004)
- How to Get Better Test Scores Grade 7 (Copyright 2006)
- Be a Better Reader Level D
- Critical Reading in the Content Area
- Prentice Hall provided audio, CD's, tapes, videos, unit resources
- Supplemental materials provided by teacher as needed

Independent Reading - Students may choose from the following:

- Student selection from intermediate library, public library, classroom library, and personal library
- Must be one every quarter