

SEVENTH GRADE	READING	KANSAS ASSESSMENT STANDARDS	QUARTER	UNIT OBJECTIVES	WRITING AND LITERATURE CONNECTIONS	MATERIALS	NOVELS AND SHORT STORIES
7	Reading	R.7.1.3.1	1	Narrative			
		Determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.			1. Context clues for unknown vocabulary. Use graphic organizer 2. Compare/Contrast Laurie and Charles 3. Clues that foreshadow Laurie and Charles are the same person.	1. Reader's Handbook A Student Guide for Reading and Learning Great Source/Houghton Mifflin 2002 page 293 2. LITERATURE and Integrated Studies Scott Foresman 1997	"Charles" By Shirley Jackson 1. page 296 (Also "Charles" Page 248 in LITERATURE book)
					Characterization through description	LITERATURE and Integrated Studies Scott Foresman 1997	"Father's Day page 53
		R.7.1.2 The student reads fluently-using conventions and text features, pacing, phrasing and word recognition strategies adjusting reading rate to support comprehension	1	Narrative		READ MAGAZINE by SCHOLASTIC-plays, narrative and expository articles	Numerous plays and articles to choose from in READ magazines
						LITERATURE and Integrated Studies Scott Foresman 1997	A Play: "Monsters are Due on Maple Street" page 334
						LITERATURE and Integrated Studies Scott Foresman 1997	A Play "The Dying Detective" page 227 (Literal and figurative language)
		R.7.1.4.7	1	Narrative			
		Compare and contrast varying aspects: Character traits and motives, theme, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, author's purposes. (e.g. The father and son are similar because they both...)			Point of View Chart using characters: Victor, Teresa and Mr. Bueller	LITERATURE and Integrated Studies by Scott Forseman 1997 and DAYBOOK of Critical Reading and Writing Great Source Houghton Mifflin 2007	"Seventh Grade" p. 25 (Note: This story is also available with skills in the Daybook page 11)
					Point of View- using a venn diagram	LITERATURE and Integrated Studies by Scott Forseman 1997	"A Sea Worry" page 59

		R.7.2.2 Identifies common structure and stylistic elements in literature, folklore and myths from a variety of cultures. Compare and contrast literature from a variety of cultures and connect experiences between cultures and experiences		1 Narrative	1.Themes and literary lessons-Justify if the "Crimes" fit the punishment. 2.Discuss origins of words and traditions that come from other cultures. 3.Inferences and misconceptions of differing cultures and how to approach cultural diversity.	LITERATURE and Integrated Studies by Scott Foresman 1997 (basal series of short stories)	1."Prometheus" p.264 (Greek Myth) 2. "How the Lame Boy Brought Fire from Heaven" (African Myth) p. 262 3. Echo and Narcissus (mythology and personification) p. 41 4."A Haircut" (cultural misunderstandings) Page 66 5. "How the Lame Boy Brought Fire from Heaven" page 261 (myth)
					Black History-background information particular to the 1930's to the Civil Right's Movement	Internet and library resources	NOVEL: "Roll of Thunder, Hear My Cry" By Mildred D. Taylor
		R.7.1.4.8		1 All text types			
		Explain cause-effect relationships in narrative, expository, technical and persuasive texts			Discuss types of cause-effect organizers	Reader's Handbook A Student Guide for Reading and Learning by Great Source Education Group/Houghton Mifflin Company 2002	"Harriet Tubman" page 190
						Reader's Handbook Applications Book	"Isabella of Spain" page 73
						LITERATURE and Integrated Studies Scott Foresman Houghton Mifflin 1997	"Last Cover" page 115
					Make graphic organizer depicting cause-effect relationships of the events that led Charlotte's attitude to change so drastically from the beginning of the book to the end.		NOVEL: "The True Confessions of Charlotte Doyle" by Avi
					Words that show cause-effect	BUCKLE DOWN	"Mystery of the Slashed Tires" page 102 "The Case of the Mysterious Will" page 106
		R.7.1.4.9		1 Narrative and Expository			
		Use paraphrasing and organizational skills to summarize information from narrative, expository, technical and persuasive texts in logical order			1. Sequence story events 2. Use event sequence to write a story summary. 3. Use main ideas to create a meaningful two sentence story summary that contains character, setting, goals and conclusion	LITERATURE and Integrated Studies Scott Foresman Houghton Mifflin 1997	"The Day the Sun Came Out" page 107 (narrative)
					Organizing notes into key topics-include character trait web, timelines and inference charts and cause-effect	Reader's Handbook	"Booker T. Washington-Up from Slavery" page 206

				Five W's chart, questioning chart and connection to my thoughts. Use the inverted pyramid with lead, most important details, less important and least important details.	Reader's Handbook A Student Guide for reading and Learning 2002 and Student Application Book	"Robots Get Ready to Rumble" page 221
		R.7.1.4.10	1	Narrative and Expository		
		Identifies topic, main idea, supporting details and theme/s in text across the content areas and from a variety of sources in appropriate-level text (e.g. Which detail from the passage best supports the main idea?)			LITERATURE and Integrated Studies Scott Forseman 1997	"The Smallest Dragonboy" page 169 (Includes: conflict, analyzing, summarizing, inferences, characterization and sequence) Narrative Example
				Write reflections on content of the narrative or expository short story examining main ideas, supporting details and author's purpose	Reader's Handbook A Student Guide for Reading and Learning 2002 and Student Application Book	1. "America the Not-so-Beautiful" page 172 and 2. "How Can America Be My Home?" page 64 Expository Examples
		R.7.2.1.1	1	Narrative		
		Describes different aspects of major and minor characters (physical traits, personality traits, feelings, actions and motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict	1		Analyze character traits of major and minor characters using graphic organizers. Discuss motives for character actions-provide evidence for decisions.	NOVEL: The Contender" by Robert Lipsyte
					Any short narrative story	
				1. Mock Trial of TJ Avery using the facts from the novel "Roll of Thunder, Hear My Cry" By Mildred. D. Taylor 2. Write a news article using one of the controversial issues in the novel using format on rubric and teacher example. 3. Four character diary entries of the main character throughout the novel to summarize and "put the student in the character's shoes".	Reader's Handbook-A Student Guide for Reading and Learning by Great Source/Houghton Mifflin 2002 Pages 315-339 and Dialogue Lesson on Pages 361-369	NOVEL: "Roll of Thunder, Hear My Cry" by Mildred D. Taylor NOVEL: "The True Confessions Charlotte Doyle" by Avi

							NOVEL: "The Contender" by Robert Lipsyte
		R.2.1.2	1				
		Identifies and describes the setting (e.g. environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g. character, plot)			Outline of story plot using graphic organizer- Written description of setting. Explain the "twist" at the end of story. Change the end of the story-What if Bob HAD immediately recognized Jimmy.	LITERATURE and Integrated Studies Scott Foresman 1997	"After Twenty Years" by O. Henry page 17
		R.2.1.3	1				
		Identifies major and minor elements of the plot (e.g. problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another			1. Character relationship map (sociogram) 2. Main Character (Charlotte Doyle) compare/contrast 3. Subplot perils with main character and her family after Charlotte's return home.		NOVEL: "The True Confessions of Charlotte Doyle" by Avi
		R.2.1.4 Recognizes aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g. bravery, loneliness, loyalty and friendship	1		Theme and character/s moral decisions - class/students offer justifications for character actions pro and con		NOVEL: "The True Confession of Charlotte Doyle" by Avi
					Expository Writing-letter Explore the character's feelings about her unjust treatment at the hands of the other characters page 319	LITERATURE and Integrated Studies Scott Foresman 1997	"All Summer in a Day" by Ray Bradbury page 279 (compare-contrast, simile and metaphor, visualization, inferences, personal connections, prediction and suspense)
		R.2.1.5 Identifies literary devices (e.g. foreshadowing, flashback, figurative language irony, metaphor, tone/mood, symbolism				Reader's Handbook pages 446-469: Elements of Poetry	

						LITERATURE and Integrated Studies Scott Foresman 1997	"A Letter to God" p. 126 and "Almost Perfect" poem on page 130 (Irony, metaphor, repetition and figurative language)
					Poetry Elements and Figurative Language	BUCKLE DOWN	POEMS-"A Frost Fancy" and "Lost"
		R.1.3.3		Expository and 2 Technical			
		Determine Greek, Latin, Anglo Saxon roots, prefixes and suffixes.			Ongoing vocabulary integration during introduction of short stories and novels. Direct instruction on each root and affix.		
		Roots: aero, aqua, biblio, bio, chron, dem, geo, graph, hemi, meter, micro, mim, mort, phon, scribe/script, tele, test				Lesson: Reader's Handbook pages 685-692-examples and student resource	
		Prefixes: a, be, mid, post, semi, super Suffixes: ant/ent, ess, ism, ist				LITERATURE and Integrated Studies Scott Foresman 1997	"Sir Gawain and the Loathly Lady" page 151-diction, (Includes: archaic language, verb tenses, expanding vocabulary and irony)
		R.1.3.4		2			
		Determine meaning of figurative language including: similes, metaphors, analogies, hyperbole, onomatopoeia, personification, and idioms				LITERATURE and Integrated Studies Scott Foresman 1997	"Nate 'Tiny' Archibald" page 133-(idioms and author's tone, biography)
		R.1.4.1 Identifies characteristics of narrative, expository technical and persuasive text types		2			
		R.1.4.2		2			

	Understand the purpose of text features (e.g. titles, graphs, charts, maps, table of contents, pictures, illustrations, bold face type, italics, glossary, index, heading, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists)					Reader's Handbook a Student Guide for Reading and Learning Great Source Houghton Mifflin 2002	"Indian Wars" page 66
						Reader's Handbook	"Population" page 87
						Reader's Handbook	"Exploring the Ocean" page 102
						Reader's Handbook-Student Applications Handbook	"The Physical Geography of Southeast Asia" Page 29
						Reader's Handbook-Student Applications Handbook	"Nitrogen Cycle" Page 57
						SCHOLASTIC NEWS Magazine	
	R.1.4.4 Generates and responds logically to literal, inferential, evaluative, synthesizing and critical thinking questions before, during and after reading	All quarters	All text types	Direct and indirect support on all class stories		Resource: Reader's Handbook a Student Guide for Reading and Learning	
	R.1.4.5	2					
	Uses information from the text to make inferences and draw conclusions (e.g. Based on the passage, tusks would probably be MOST useful when elephants are...)			GREAT DEPRESSION UNIT Causes and Effects of the Great Depression in families, hoboes,"Okies", jobs, economy and education. President Hoover and President Roosevelt and their responses to the depression. Include the impact on Kansas during the dust bowl years including causes and effects. Compare/Contrast the impact of the caucasian population to people of color and note discrimination.		Variety of books and articles about the Great Depression from the internet and library resources. (See New Deal programs)	
				"Reading" Science-headings, notes and cause-effect		Resource: Reader's Handbook a Student Guide for Reading and Learning	"Insects" page 39
	R.1.4.11	2	Expository				

		Explains the relationship between elements of author's style in a text (e.g. word choice, sentence structure) and his/her purpose for writing the text			1. Expository Writing-How to write a critical review 2. Expository Essay: Experience Essay see page 213 in LITERATURE book	LITERATURE and Integrated Studies Scott Foresman 1997 pages 93-97	"The Scribe" page 192 (draw conclusions, theme, character motivation, parallel structure) also links to the Great Depression unit
					Author's purpose for writing the text- (oppression around the world) Predict/Confirm/Revise	DAYBOOK of Critical Reading and Writing 2007	"The Breadwinner" (Taliban in Afghanistan) page 25 (prediction, conflicts in literature, critical reading, before/during/after reflections)
						DAYBOOK of Critical Reading and Writing 2007	"Ain't I a Woman?" by Sojourner Truth
		R.1.4.14	3	Persuasive			
		Identifies author's position in a persuasive text and describes techniques the author uses to support that position (e.g. bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion)			List the problems in the article and the solutions discussed. What is the author's position? How do you know? Write a reaction/response to the article and its impact on you, your family, Baldwin City, Kansas, America and our world.	DAYBOOK of Critical Reading and Writing by Great Source Houghton Mifflin 2007	"Are Plastic Bages Harming the Environment?" page 164
					Use "loaded words" to write an advertisement	Reader's Handbook A Student Guide for Reading and Learning 2002	A Speech: "The Future Doesn't Belong to the Fainthearted" page 256
					Understanding Argument	BUCKLE DOWN	"Student Asks Council to Give Skateboard Park a Second Chance" page 131 and "Councilman Explains Skateboard Park Decision" page 135
		R.1.4.15	3	Persuasive			

	Distinguishes between fact and opinion and recognizes propaganda (e.g. advertising, media, politics, warfare) bias and stereotypes in various types of appropriate level texts Example: Which sentence from the passage best shows the author's bias about using solar energy?			Graphic organizer-description of advertisements, propaganda technique, target audience	Magazine advertisements and television commercials are used to meet criteria and analyze properties of propaganda techniques	
				Viewpoint--Support--Opposing Viewpoint	Reader's Handbook A Student's Guide to Reading and Learning 2002	"Parents, Not Cash, Can Enrich a School" p.247
					Reader's Handbook Applications Book	"Helmets Save Lives" page 111
				Pro and Con of an argument	SCHOLASTIC NEWS-all issues	
				Bias and stereotypes-what are the differences		NOVEL: "Roll of Thunder, Hear My Cry" by Mildred D. Taylor
				Biased language and author's purpose	BUCKLE DOWN Publishing	"DZine Beautifies the World" page 115
		R.1.4.6	Expository and 3 Persuasive			
	Analyze how text structure helps support the comprehension of the text (sequence, problem-solution, comparison-contrast, description, cause-effect)			Examine the alternatives for ANWAR on a graphic organizer. Then, provide your opinion with supporting details from the article and personal experiences or text references.	DAYBOOK of Critical Reading and Writing Great Source Houghton Mifflin 2007	"To Drill or Not to Drill" page 169 Debate on ANWAR
				Determine if facts are relevant, accurate, supportive and appropriate, avoiding generalizations.	DAYBOOK of Critical Reading and Writing Great Source Houghton Mifflin 2007	"Call of the Mall" Page 167 Problem-Solution
				Double entry journal connecting dangers in our food to your life	DAYBOOK of Critical Reading and Writing Great Source Houghton Mifflin 2007	"Harvest for Hope: A Guide for Mindful Eating" page 172
				Analyzing persuasive techniques. Write a letter to the principal asking him/her to support a school wide project to promote awareness of and to take action against unnecessary consumption of energy.	DAYBOOK of Critical Reading and Writing Great Source Houghton Mifflin 2007	"Save Your Energy" page 175