



Independent School District of Boise City

Accelerated Reading 7: Course Overview

Accelerated Reading 7 is a compilation of the Idaho State Standards for Reading 7 and Reading 8. This course has been designed to enhance the rigor of the curriculum by using the PACE model: Provocativeness, ambiguity, complexity, and emotion. Students will be exposed to a wide variety of literature and expected to read for both pleasure and information, as well as to reinforce and expand their critical reading skills. Emphasis will be placed on research and synthesis of information as students are guided through projects that extend their learning.

Due to student mobility in the district, it is strongly recommended that titles be used within the designated quarter for curriculum alignment.

Teachers are encouraged to assign outside reading. Refer to the district approved novel list.

Accelerated Reading 7: Scope and Sequence

Essential = will be on EOC

Expected = A variety of these materials are expected to be covered throughout this unit

Extended = suggested activities to enhance learning

Year-Long Objectives		
Essential	Expected	Extended
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Use context clues. ▪ Synonyms and Antonyms ▪ Word Parts/Families ▪ Latin/Greek Roots ▪ Plot: exposition, rising action, climax, falling action, resolution ▪ Conflict: person vs. self, nature person, society, unknown ▪ Setting ▪ Characterization ▪ Theme ▪ Point of View: first-person, third-person narrator (limited, omniscient, objective) ▪ Flashback ▪ Foreshadowing ▪ Comprehension ▪ Author's Purpose ▪ Inferences and conclusions ▪ Main ideas and supporting details ▪ Patterns of Organization 	<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Reading Process <ul style="list-style-type: none"> Draw on background information. Pre-reading strategies Purpose for reading ▪ Word origins ▪ Decoding strategies ▪ Vocabulary building ▪ Connotation/Denotation ▪ Dictionary/Thesaurus <ul style="list-style-type: none"> -Etymology ▪ Research/Reference ▪ Fluency ▪ Comprehension ▪ Sustained silent reading ▪ Literal and inferential meanings ▪ Speaking skills ▪ Listening skills ▪ Viewing: non-print media ▪ Follow multi-step directions ▪ Recognize dialogue and dialect 	<p>Identify <u>conflict</u> in news articles; analyze preventions and solutions.</p> <p>Complete periodic speed reading drills; graph results.</p> <p>Record a book on tape. (fluency)</p> <p>Critique video taped student performances; create personal improvement criteria.</p> <p>Analyze a TV sitcom for literary elements.</p> <p>Apply dictionary knowledge to task cards based on Bloom's Taxonomy.</p>

Quarter 1

Essential	Expected	Extended
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Lit. Elements of Fiction: <ol style="list-style-type: none"> 1. Characterization: major/minor, protagonist/antagonist, static/dynamic 2. Plot: exposition, rising action, climax, falling action, resolution 3. Conflict: person vs. self, person, society, nature, unknown 4. Theme 5. Setting 6. Point of View: first-person narrator, third-person narrator (limited, objective, omniscient) ▪ Foreshadowing ▪ Flashback ▪ Textbook Elements/Features <ol style="list-style-type: none"> 1. Preface 2. Title page 3. Table of contents 4. Index 5. Glossary 6. Boldface type 7. Illustrations/photos 8. Maps 9. Diagrams 10. Charts/Graphs/Tables 11. Appendix ▪ Word Parts/Families ▪ Latin/Greek Roots ▪ Reference materials: Atlas/Almanac ▪ Reading Process: Skimming/Scanning Author’s Purpose 	<p>Suggested Resources/ Literature:</p> <ul style="list-style-type: none"> ▪ Media Center and District Databases ▪ <i>Reader’s Handbook</i>: Unit 4, 5, 6, “Reader’s Almanac” ▪ Refer to District word parts addendum ▪ <i>Literature Anthology</i>: “The War of the Wall” (Plot) “Amigo Brothers” (Conflict) “The Hound of the Baskervilles” “Charles” (Character) “Dinner Party” (Plot) <p>Elements of Mystery:</p> <ol style="list-style-type: none"> 1. Suspect 2. Detective 3. Detective’s Sidekick/Foil 4. Client 5. Clues/Red Herring 6. Solution 7. Motive 8. Crime <p>Concepts:</p> <ul style="list-style-type: none"> ▪ Study Skills <ol style="list-style-type: none"> 1. Goal setting 2. Time management ▪ Listening/Speaking: <ul style="list-style-type: none"> ▪ Develop effective listening and discussion skills. ▪ Sustained Silent Reading ▪ Preview text format: headings/subheadings/titles, and bullets. 	<p>Literature:</p> <p>*Novels: <i>Touching Spirit Bear</i> <i>The Outsiders</i></p> <p>Mystery Novels: <i>Ruby in the Smoke</i> <i>The Man Who Was Poe</i></p> <p>*For alternate titles refer to the District’s recommended literature list.</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Complete a log of all your activities for a week. Analyze how your time was managed. ▪ Literary Round Table- synthesize ideas shared in a small group discussion of a piece of literature. ▪ Compare similarities and differences between your family, friends, and school to that of a main character from a realistic fiction story. ▪ Analyze an event from two different points of view. ▪ Rewrite a story from another character’s point of view. ▪ Using textbook elements, create a mini-textbook on a self-selected topic. ▪ Insert an additional parallel mystery plot into a mystery story/novel you have read. Connect it to the original story line and characters.

Common Assignment: Create a visual book analysis incorporating the literary elements of fiction.

Quarter 2

Essential	Expected	Extended
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Fiction: Review essential concepts covered in first quarter ▪ Nonfiction: ▪ Informational Nonfiction ▪ Literary Nonfiction: <ul style="list-style-type: none"> -Biography/Autobiography -Essay -Memoir ▪ Main Ideas/Supporting Details ▪ Inferences and conclusions ▪ Author’s Purpose ▪ Paraphrasing/plagiarism ▪ Fact and Opinion ▪ Organizational Patterns: <ul style="list-style-type: none"> -Order of Importance -Chronological/Sequential order -Simple listing -Spatial development -Compare/Contrast -Cause and Effect ▪ Word Parts/Families ▪ Latin/Greek Roots 	<p>Suggested Resources/Literature:</p> <ul style="list-style-type: none"> ▪ Refer to the Recommended Literature List ▪ <i>Reader’s Handbook</i>: Unit 5, 6, 11, “Reader’s Almanac” ▪ Media Center/Databases ▪ Refer to District word parts addendum ▪ <i>Literature Anthology</i>: “Eleanor Roosevelt” (bio) “Encounter with Martin Luther King Jr.” (autobiography) “Its Not About the Bike” (autobiography) “Malcolm X: By Any Means Necessary” (biography) <p>Concepts:</p> <ul style="list-style-type: none"> ▪ Study and Testing Skills ▪ Listening/Speaking: Continue to develop effective listening and discussion skills. ▪ Written notes, paraphrasing, outlining, summaries, works cited page (common assignment) ▪ Comprehension Strategies: <ul style="list-style-type: none"> -Analyze info from multiple sources. ▪ Viewing: <ul style="list-style-type: none"> -Identify characteristics of genres of media. ▪ Electronic or Traditional Periodical Research ▪ Electronic and traditional reference sources: encyclopedia, periodical databases 	<p>Literature:</p> <p>Biography/Autobiography: See the Local/School library for Resources</p> <p>Novels: <i>A Christmas Carol</i></p> <p>*For alternate titles refer to the District’s recommended literature list.</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Communicate with an author <ul style="list-style-type: none"> -Select an unfamiliar novel written by your common assignment author. -Write a letter/email to an author sharing insights and asking questions. ▪ Compare and contrast Victorian England’s societal issues with current issues of today. ▪ Graph your personal history onto a timeline. (lifeline) ▪ Write a memoir about a familiar object from childhood. ▪ Present a monologue in a role-play of a person who has significantly contributed to society. This individual may be living or dead. ▪ Design a postage stamp to commemorate the accomplishments of an individual you have been investigating through biographies and memoirs. <p>Based on your biographical knowledge of a person of interest, write a letter to the editor about a current social issue giving your subject’s point of view.</p>
<p>Common Assignment: Research information about an author from multiple electronic and traditional sources. Compile a project about your author. Include a works cited page (minimum two sources).</p>		

Quarter 3

Essential	Expected	Extended
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Fiction: review essential concepts covered in first quarter. ▪ Characteristics of Poetry <ol style="list-style-type: none"> 1. Rhyme 2. Repetition 3. Rhythm 4. Imagery 5. Figurative Language 6. Stanza 7. Free Verse 8. Lyric 9. Narrative ▪ Literary Devices: mood, tone, simile, metaphor, personification, hyperbole, alliteration, onomatopoeia, symbolism, idiom, analogy <i>*(Integrate and align with English 7.)</i> ▪ Newspaper: organization of a news article: headline, lead, 5W's straight news story, feature story, editorial ▪ Word Parts/Families ▪ Latin/Greek Roots 	<p>Suggested Resources/ Literature:</p> <ul style="list-style-type: none"> ▪ Refer to District word parts addendum ▪ Historical Fiction ▪ <i>Literature Anthology:</i> “The Charge of the Light Brigade” (fig. lang./ opinion) “The Highwayman” (narrative poetry) “Lucy Stone: Champion of Women’s Rights” (historical drama) <p><i>*For poetry choices, use Literature Anthology. (Coordinate closely with English 7.)</i></p> <p>Concepts:</p> <ul style="list-style-type: none"> ▪ Synthesize: <ol style="list-style-type: none"> 1. Use prior knowledge to draw conclusions, interpret text, make judgments. 2. Use questions to understand text. 3. Use text to draw conclusion, make inferences, form opinions, make judgments ▪ Listening/Speaking: Continue to develop effective listening and discussion skills. ▪ Dialogue ▪ Use text-to-text, text-to-self, and text-to-world to predict alternatives, probabilities, or outcomes. ▪ Author’s style: word choice, sentence structure and length, literary devices 	<p>Literature: Historical Fiction (see 4th quarter multicultural titles as well) <i>Catherine Called Birdie</i> <i>Tom Sawyer</i> <i>Dragonwings</i> <i>Slave Dancer</i></p> <p>*For alternate titles refer to the District’s recommended literature list.</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Formulate inferential and evaluative questions to participate in literature circle discussions. ▪ After reading “The Charge of the Light Brigade”, debate the issue of a soldier’s oath to obey orders. ▪ Art Walk – Interpret the mood and symbolism of a poem by selecting a painting that best represents it. ▪ Gathering of Voices – select lines of personal significance from a poem and combine these lines into a group recitation. ▪ Design a newspaper based on the events of a novel. Include all types of articles --- news article, feature, column, editorials, ads, obituary, etc. ▪ Create a pamphlet to alert people to the social, economic, or political problems of the period in your historical fiction novel. ▪ Select three international leaders of our time. Describe how each would have handled problems of the time period in your historical fiction novel. ▪ Identify symbols that personify the characters in a novel.

Common Assignment: Each student will individually or in groups, present an interpretive presentation or recitation of a poem, incorporating literary devices such as mood, tone, imagery.

Quarter 4

Essential	Expected	Extended
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Fiction: Review essential concepts covered first quarter ▪ Folklore <ol style="list-style-type: none"> 1. Legends 2. Fables 3. Myths 4. Folk Tales 5. Tall Tales ▪ Word Parts/Families ▪ Latin/Greek Root Words ▪ Organizational Patterns <ul style="list-style-type: none"> Order of Importance Chronological/Sequential Order Simple Listing Spatial/Location Comparison/Contrast Cause and Effect 	<p>Suggested Resources/ Literature:</p> <ul style="list-style-type: none"> ▪ <i>Reader’s Handbook</i> ▪ <i>Literature Anthology:</i> *Refer to page xxviii (Oral Tradition) for story selections. “Last Dog” (science fiction) <p>Concepts:</p> <ul style="list-style-type: none"> ▪ Study Skills: learning styles ▪ Oral Communication Skills: <ol style="list-style-type: none"> 1. Book talk, speech, oral report, storytelling 2. Compare/contrast ideas among presentations 3. Compare/contrast themes between visual and written versions of stories ▪ Fantasy ▪ Science Fiction ▪ Multicultural Literature ▪ Relate social, cultural, and historical aspects of literature to reader’s personal experience. ▪ Read similar folklore from different cultures. ▪ Attitudes and customs reflected in a culture’s literature ▪ Media: <ol style="list-style-type: none"> 1. social, cultural, historical significance 2. media stereotyping ▪ Listening and Speaking: Learn about various cultures. 	<p>Literature:</p> <p><i>The Adventures of Ulysses</i></p> <p>Multicultural Literature</p> <p><i>Clay Marble</i></p> <p><i>Homeless Bird</i></p> <p><i>So Far From the Bamboo Grove</i></p> <p><i>Hiroshima</i></p> <p><i>Breadwinner</i></p> <p><i>A Stone in My Hand</i></p> <p><i>The Good Earth</i></p> <p><i>Whale Rider</i></p> <p><i>Shabanu</i></p> <p><i>Taste of Salt</i></p> <p><i>Single Shard</i></p> <p>Fantasy</p> <p><i>Crystal Cave</i></p> <p><i>Summerland</i></p> <p><i>The House of the Scorpion</i></p> <p><i>The Thief of Always</i></p> <p><i>Gathering Blue</i></p> <p>Science Fiction/Speculative Fiction</p> <p><i>Skellig</i></p> <p><i>Last Book of the Universe</i></p> <p><i>Z for Zachariah</i></p> <p><i>Interstellar Pig</i></p> <p><i>The Wanderer</i></p> <p>*For alternate titles refer to the District’s recommended literature list.</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Rewrite a folktale from another possible perspective. ▪ Research folklore from a given culture, present story, and draw conclusions about that culture. ▪ Create cartoon strip showing the adventures of a modern day hero. ▪ Design a children’s book teaching a lesson on positive values and moral character.

Common Assignment: Research an issue of social concern and construct a presentation which explores various viewpoints on the issue. Take a personal stand on the issue, formulate a solution and present your viewpoint to an audience. **Include a works cited page (minimum two sources).**

See website: <http://www.idaho-humanrights.org/Education/education.html>

Accelerated Reading 7 and Accelerated English 7: Best Practice Suggestions

Collaboration: The Accelerated Reading 7 and Accelerated English 7 curriculum writers have structured the curricula to align with the Idaho State Standards. Additionally, the curricula complement and support the learning objectives for both Reading and English. For schools that do not block Reading and English, the committee strongly recommends that Reading and English teachers collaborate on both content objectives and materials to minimize unnecessary duplication and maximize student learning.

Resources: Both Reading 7 and English 7 will utilize *Literature*, McDougal Littell, 2008

Reading and English teachers will coordinate with World Studies 7 teachers regarding when language arts teachers will use the following resources: *The Breadwinner, Dragonwings, Hiroshima, Homeless Bird, So Far From the Bamboo Grove, Thunder Cave*. There are many opportunities for a cultural emphasis in research and in oral presentations.

Sustained Silent Reading: For continued growth in fluency, comprehension, enjoyment and lifelong learning, sustained silent reading continues to be a vital component of the reading and English curricula. Sustained silent reading needs to be monitored and assessed.

Standardized Formatting: The Idaho State Standards require standardized formatting of written work. Students should produce all work using MLA formatting, including paper headings:

Name: (first and last) John Smith
Teacher's name: Mrs. Anderson
Subject: English 7
Assignment: Persuasive Essay
Date: (day month year) 5 September 2006

Format all headings in the top, left-hand corner of the paper. For handwritten papers, students should place the entire heading in the top margin above the top line. Double-space the heading, title, written piece, quotations, and list of works cited. Format using the standard fonts Times New Roman or Arial, 12cpi. Refer to current MLA standards for complete formatting.

Additional Content Objectives: Although the following study skills are not directly addressed in the Idaho State Standards, these components remain important language arts objectives: goal setting, time management, test taking, study strategies, learning styles. Recommended strategies for developing interpersonal skills in listening, speaking and viewing include writer's workshop, reader's theater, literature circles, storytelling, role-playing, and oral interpretation.

For questions regarding the introduction, reviews, and mastery of skills, refer to the District language arts standards matrix.