



Independent School District of Boise City

Reading 7: Course Overview

Students will be exposed to a wide variety of literature and encouraged to read for both pleasure and information, as well as to reinforce and expand critical reading skills across the curriculum. Genre instruction will include fiction, nonfiction, biography, autobiography, mystery, poetry, myths, fables, and legends. Students will receive instruction on study skills, library and research skills, and vocabulary, fluency, and comprehension development.

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

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

Reading 7: Scope and Sequence

Year-Long Objectives

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

Essential	Expected	Extended
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Use context clues to determine the meaning of unfamiliar words, terms, and phrases. ▪ Synonyms and Antonyms ▪ Word Parts/ Families ▪ Plot: exposition, rising action, climax, falling action, resolution ▪ Major Conflict ▪ Setting ▪ Characterization ▪ Theme ▪ Point of View: first-person, second-person narrator, third-person narrator (limited, omniscient, objective) ▪ Comprehension ▪ Main Idea/Supporting Details ▪ Drawing Inferences and Conclusions ▪ Author's Purpose 	<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 ▪ Use the dictionary and thesaurus to determine meaning and increase vocabulary. ▪ Connotation/Denotation ▪ Word Origins and Etymology ▪ Decoding Strategies ▪ Vocabulary ▪ Fluency ▪ Comprehension ▪ Sustained Silent Reading ▪ Literal and Inferential Meanings ▪ Speaking Skills ▪ Listening Skills ▪ Viewing Skills ▪ Follow multi-step directions. ▪ Recognize dialogue and dialect. 	

Quarter 1

Essential	Expected	Extended
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Fiction/Nonfiction <p><u>Literary Elements of Fiction:</u></p> <ul style="list-style-type: none"> ▪ Characterization: major/minor, protagonist/antagonist, static/dynamic ▪ Plot: exposition, rising action, climax, falling action, resolution ▪ Conflict: person vs. self, person vs. person, person vs. society, person vs. nature, person vs. unknown ▪ Theme ▪ Setting ▪ Point of View: first-person narrator, third-person narrator (limited, omniscient, objective) <p><u>Textbook Elements/Features:</u></p> <ul style="list-style-type: none"> ▪ Title page ▪ Table of contents ▪ Preface ▪ Index ▪ Glossary ▪ Appendix ▪ Illustrations/photos ▪ Maps, Diagrams, and Graphs <p><u>Suffixes:</u></p> <ul style="list-style-type: none"> ▪ -y ▪ -ly ▪ -ing ▪ -est ▪ -er ▪ -less ▪ -ous <p><u>Reading Process:</u></p> <ul style="list-style-type: none"> ▪ Skimming, Scanning ▪ Author’s Purpose 	<p>Suggested Literature:</p> <p>Refer to the Recommended Literature List.</p> <ul style="list-style-type: none"> ▪ Media Center/Databases ▪ <i>Reader’s Handbook:</i> Unit 4, 5, 6, “Reader’s Almanac,” page 640-692 ▪ Novels: <i>Crash</i> <i>Bearstone</i> <i>The Girl Who Owned a City</i> <i>One Fat Summer</i> ▪ <i>Language of Literature:</i> “Charles” “The Scholarship Jacket” “A Crush” <p>Concepts:</p> <ul style="list-style-type: none"> ▪ Foreshadowing ▪ Flashback ▪ Study Skills ▪ Goal Setting ▪ Time Management ▪ Listening/Speaking: Develop effective listening and discussion skills. ▪ Sustained Silent Reading ▪ Preview text format: headings/subheadings/titles, and bullets. 	<p>Literature:</p> <p>Refer to the Recommended Literature List.</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Story map, plot diagram ▪ Textbook scavenger hunt ▪ Time management inventory ▪ Literary circles, partner and group discussions, skits, book talks, commercials ▪ Graphic organizers ▪ Note-taking ▪ Define vocabulary through crossword puzzles, word searches, vocabulary board games, partner discussions, word games. ▪ Rewrite a passage from a different point of view. ▪ Use a textbook to complete a scavenger hunt. ▪ Characterization wheel, character diaries ▪ Alphaboxes ▪ Identify and interpret charts and graphs from newspapers, magazines, television or the Internet. ▪ Complete a survey and compile data into a chart or graph.

Quarter One Common Assignment: Using the library software, each student will create an electronic booklist for future reading. (This is a great resource for keeping track of books read during the year.)

Quarter 2

Essential	Expected	Extended
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Review Essential concepts covered in first quarter. ▪ Fiction/Nonfiction ▪ Main Ideas/Supporting Details ▪ Summaries ▪ Avoiding plagiarism ▪ Fact and Opinion ▪ Drawing Inferences and Conclusions <p><u>Organizational Patterns:</u></p> <ul style="list-style-type: none"> ▪ Order of Importance ▪ Chronological/Sequential Order ▪ Comparison/Contrast ▪ Cause and Effect <p><u>Reference Sources:</u></p> <ul style="list-style-type: none"> ▪ Electronic and Traditional ▪ Encyclopedia ▪ Periodical ▪ News Sources ▪ Atlas ▪ Almanac <p><u>Prefixes that mean “not”</u></p> <ul style="list-style-type: none"> ▪ -dis ▪ -in ▪ -non ▪ -anti <ul style="list-style-type: none"> ▪ Nonfiction <ul style="list-style-type: none"> ▪ <u>Biography/Autobiography</u> 	<p>Suggested Resources/Literature:</p> <p>Elements of Mystery</p> <ul style="list-style-type: none"> ▪ Suspect, Detective, Detective’s Sidekick, Client, Clues/Red Herring, Solution, Motive, and Crime <p>Literature List</p> <ul style="list-style-type: none"> ▪ Novels: <ul style="list-style-type: none"> <i>Brian’s Winter</i> <i>Ransom</i> <i>Wolf Rider</i> <i>Holes</i> <i>Far North</i> ▪ <i>Reader’s Handbook</i>: Unit 5, 6, 11, “Reader’s Almanac,” page 640-692 ▪ <i>Understanding Organization</i> by Jamestown Publishers ▪ Media Center/Databases <p>Concepts:</p> <ul style="list-style-type: none"> ▪ Analyze differences: <ul style="list-style-type: none"> Textbooks Instructional Manuals Newspapers Signs Technical Information Written notes, paraphrasing, outlining (common assignment) Works-Cited Page Comprehension Strategies Study and Testing Skills Viewing Skills ▪ Listening/Speaking: <ul style="list-style-type: none"> Continue to develop effective listening and discussion skills. 	<p>Literature: Refer to the Recommended Literature List.</p> <p>Activities: Venn diagram, cause/effect chain, main idea organizer, critical reading chart, double entry journal, concept map, 5W’s organizer, nonfiction organizer, KWL (Refer to <i>The Reader’s Handbook</i>)</p> <ul style="list-style-type: none"> ▪ Expository research: Cross Curricular Subjects ▪ Mock talk-show interview with author as played by students ▪ Read/analyze a variety of directions. Generate and present directions to class. ▪ Read, summarize, and paraphrase research information. ▪ Notes, graphic organizers, book marks, mini-mysteries, logic problems, mystery project: CD cover, crime scene, board games, character/clue collage, poster ▪ Invite a guest speaker such as a detective, possibly the student resource officer, to explain how an investigation is conducted.

Quarter Two Common Assignment: Print an informational article from an electronic source and take notes. From these notes, write a summary of the article.

Quarter 3

Essential	Expected	Extended
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Review Essential fiction concepts covered in first quarter. <p>Literary Devices in Poetry and Prose *(Integrate and align with English 7.) mood tone</p> <ul style="list-style-type: none"> ▪ <u>Figurative Language</u>: simile, metaphor, personification, hyperbole, imagery, symbolism, idiom, analogy, alliteration, onomatopoeia, imagery ▪ <u>Poetic Techniques</u>: rhyme, repetition, rhythm, stanza ▪ Free Verse ▪ Lyric Poetry ▪ Narrative Poetry <p>Prefixes that show place, direction, and time:</p> <ul style="list-style-type: none"> ▪ -de ▪ -extra ▪ -pre ▪ -trans 	<p>Suggested Resources/ Literature: Refer to the Recommended Literature List.</p> <ul style="list-style-type: none"> ▪ Novels: <i>Downriver</i> <i>Cold River</i> <i>Walk Two Moons</i> ▪ <i>Reader’s Handbook</i> <i>Language of Literature: “Eleanor Roosevelt”</i> <i>“The Noble Experiment”</i>” <p>Concepts: Synthesize:</p> <ul style="list-style-type: none"> ▪ Use text and prior knowledge to make inferences, draw conclusions, determine meaning, interpret text, form opinions, and make judgments and predictions. ▪ Use questions to understand text. ▪ Use text-to-text, text-to-self, and text-to-world to predict alternatives, probabilities, or outcomes. ▪ Listening/Speaking: Continue to develop effective listening and discussion skills. ▪ Oral Communication Skills ▪ Purpose for reading ▪ Dialogue ▪ Author’s Style: Word choice Sentence structure and length Literary devices 	<p>Suggested Literature: Refer to the Recommended Literature List.</p> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Recite poem to class. ▪ Oral Interpretation ▪ Search poetry anthologies for examples of poetry characteristics. ▪ Rewrite a passage from a different point of view.

Quarter Three Common Assignment: Students will create a visual representation that reinforces interpretation of literary devices in prose or poetry (a collage, comic strip, foldable, etc.).

Quarter 4

Essential	Expected	Extended
<p>Concepts:</p> <ul style="list-style-type: none"> ▪ Review Year-Long Essential objectives. <ul style="list-style-type: none"> ▪ Folklore Legends Fables Myths <p>Prefixes that show number/size:</p> <ul style="list-style-type: none"> ▪ -bi ▪ -tri ▪ -multi ▪ -omni 	<p>Suggested Literature:</p> <p>Refer to the Recommended Literature List.</p> <ul style="list-style-type: none"> ▪ <i>Reader’s Handbook</i> ▪ <i>Language of Literature:</i> “Echo and Narcissus” “Phaethon” “Prometheus” ▪ Novels: <i>Thunder Cave</i> <i>Breadwinner</i> <i>Homeless Bird</i> <i>Dragonwings</i> <i>So Far From the Bamboo Grove</i> <p>Concepts:</p> <ul style="list-style-type: none"> ▪ Study Skills: learning styles ▪ Oral Presentations ▪ Listening and Speaking Skills: Learn about various cultures. ▪ Multicultural Literature ▪ Relate social, cultural, and historical aspects of literature to reader’s personal experience. ▪ Attitudes and customs reflected in a culture’s literature ▪ Genres, symbols and images in a culture’s literature ▪ Media’s cultural representations 	<p>Literature:</p> <p>Refer to the Recommended Literature List.</p> <ul style="list-style-type: none"> ▪ Other suggested readings: King Arthur Joan of Arc Robin Hood Fables from around the world <i>Catherine Called Birdy</i> <i>The Adventures of Ulysses</i> <p>Activities:</p> <ul style="list-style-type: none"> ▪ Learning-style assessment ▪ Culture Celebration Day * (Coordinate with English and Social Studies.) ▪ Guest speaker/storyteller ▪ Write an original fable/myth/legend. ▪ Make a model of a mythical character and write a story about it in Reading or English. ▪ Create a character for a knight. ▪ Create a refugee bag. ▪ Create chapter titles and an accompanying table of contents for a given novel. ▪ Song lyrics ▪ Diary entries

Quarter Four Common Assignment: Present a book talk or retelling of a piece of folklore to the class.

Reading 7 and English 7: Best Practice Suggestions

Collaboration: The Reading 7 and 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. The following selections are designated for Reading 7 only: “Charles,” “A Crush,” “Eleanor Roosevelt,” “The Hound of the Baskervilles,” “Echo & Narcissus,” “Phaëthon,” “The Noble Experiment,” “Prometheus,” and “The Scholarship Jacket.”

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*.

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 standards.

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, and 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.