



**Course: Reading**  
**Grade Level: 7th**  
**Unit: Storytelling**

**Course/Subject: Reading**

**Grade: 7th**

**Suggested Timeline: 3-4 weeks**

<b>Grade Level Summary</b>	Seventh grade reading develops literacy skills. Throughout the course of the year students will improve reading, writing, speaking, and listening abilities. Additionally, the seventh grade reading class is designed to improve critical thinking and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
<b>Grade Level Units</b>	<b>Unit 1: Storytelling</b> Unit 2: Self - Concept Unit 3: Social Injustice Unit 4: Cognition Unit 5: Courage

<b>Unit Title</b>	Storytelling
<b>Unit Summary</b>	Storytelling is a human art as old as time. Stories are told for many reasons: to entertain, to teach, to transmit culture, and express the thoughts of the author. In this unit, students will read short stories and examine author's purpose, author's viewpoint, perspective, and reliability.

<b>Unit Essential Questions:</b> 1. Why do we tell stories? 2. How is a story powerful?	<b>Key Understandings:</b> 1. Effective readers use appropriate strategies to construct meaning from literature. 2. Students analyze, interpret, and examine an author's viewpoint, perspective, and reliability.
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**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.3.7.A	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CC.1.3.7.C	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
CC.1.3.7.D	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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**Important Standards Addressed in the Unit:**

CC.1.3.7.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.7.F	Demonstrate a grade appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.5.7.A	Engage effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

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**Misconceptions:**

- Author's purpose is not limited to persuasion, informative, and entertaining.

**Proper Conceptions:**

- As readers mature in their understanding of author's purpose, they can evaluate more than the fundamental motivations to write; specifically that literature is constructed to transmit culture, to teach, and to express complex opinions.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"><li>• Author's Purpose</li><li>• Theme</li><li>• Central Idea</li><li>• Story Elements</li></ul>	<ul style="list-style-type: none"><li>• Determine an author's point of view or purpose in a text.</li><li>• Analyze how the author distinguishes his or her position from that of others.</li><li>• Transfer the relevance of a story to the reader's life.</li></ul>	<ul style="list-style-type: none"><li>• Creativity</li><li>• Analysis</li><li>• Evaluation</li></ul>

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**Academic Vocabulary:**

<ul style="list-style-type: none"><li>• Analyze</li><li>• Author's Purpose</li><li>• Compare &amp; Contrast</li><li>• Central Idea</li></ul>	<ul style="list-style-type: none"><li>• Evaluate</li><li>• Perspective</li><li>• Point of View</li><li>• Position</li></ul>	<ul style="list-style-type: none"><li>• Relevance</li><li>• Story Elements</li><li>• Summary</li><li>• Theme</li></ul>
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**Evidence: Assessments and Performance Task(s)**

- Written responses
  - Choice project
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**Interdisciplinary Connections:**

- Western Civilization
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**Additional Resources:****Created By:**

Harris/McLaughlin

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		<b>Course: Reading</b>  <b>Grade: Level 7th</b>  <b>Unit: Self-Concept</b>
<b>Course/Subject: Reading</b>	<b>Grade: 7th</b>	<b>Suggested Timeline: 6-8 weeks</b>

<b>Grade Level Summary</b>	Seventh grade reading develops literacy skills. Throughout the course of the year students will improve reading, writing, speaking, and listening abilities. Additionally, the seventh grade reading class is designed to improve critical thinking and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
<b>Grade Level Units</b>	Unit 1: Storytelling <b>Unit 2: Self - Concept</b> Unit 3: Social Injustice Unit 4: Cognition Unit 5: Courage

<b>Unit Title</b>	Self - Concept
<b>Unit Summary</b>	Students will explore how the individual and the outside world impact the formation of self-concept. Throughout the course of the unit, non-fiction, character and plot analysis will provide students the opportunity to better understand how we construct and retain individuality in a social world.

<b>Unit Essential Questions:</b> 1. How can we use texts to better understand ourselves? 2. What makes clear and effective writing?	<b>Key Understandings:</b> 1. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. 2. Effective writing uses structure and thorough explanation of evidence.
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<b>Focus Standards Addressed in the Unit:</b>	
<b>Standard Number</b>	<b>Standard Description</b>
CC.1.2.7.A	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
CC.1.3.7.B	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
CC.1.3.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
CC.1.4.7.J	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

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**Important Standards Addressed in the Unit:**

CC.1.3.7.A	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CC.1.3.7.C	Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.
CC.1.3.7.D	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
CC.1.3.7.E	Analyze how the structure or form of a text contributes to its meaning.
CC.1.3.7.G	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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**Misconceptions:**

- Theme is the same as topic.
- Analysis is the same skill as summarizing.

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**Proper Conceptions:**

- Theme is the lesson that is taught about the topic.
- Analysis requires the assessment of all evidence to draw a unique conclusion which can be substantiated. Summarization is the abbreviated collection of only the prioritized explicit evidence from a text.

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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"><li>• Theme</li><li>• Central Idea</li><li>• Implicit Meaning</li><li>• Explicit Evidence</li><li>• Essay structure</li></ul>	<ul style="list-style-type: none"><li>• Synthesize conceptual application amongst texts</li><li>• Analyze the development of the theme over the course of a text</li><li>• Evaluate the relevance of non-fiction texts to fiction texts.</li><li>• Organize ideas and evidence in a cohesive essay.</li></ul>	<ul style="list-style-type: none"><li>• Critical thinking</li><li>• Creativity</li><li>• Analysis</li><li>• Synthesis</li></ul>

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**Academic Vocabulary:**

<ul style="list-style-type: none"><li>• Analyze</li><li>• Central Idea</li><li>• Characterization</li><li>• Cite</li></ul>	<ul style="list-style-type: none"><li>• Couplet</li><li>• Explicit Evidence</li><li>• Figurative Language</li><li>• Implicit Evidence</li></ul>	<ul style="list-style-type: none"><li>• Theme</li><li>• Summarize</li><li>• Symbolism</li><li>• Synthesize</li></ul>
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**Evidence: Assessments and Performance Task(s)**

- Extended written products
- Reflective visual product

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**Interdisciplinary Connections:**

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**Additional Resources:**

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**Created By:**  
Harris/McLaughlin

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**Course: Reading**  
**Grade Level: 7th**  
**Unit: Social Injustice**

**Course/Subject: Reading**

**Grade: 7th**

**Suggested Timeline: 4 weeks**

<b>Grade Level Summary</b>	Seventh grade reading develops literacy skills. Throughout the course of the year students will improve reading, writing, speaking, and listening abilities. Additionally, the seventh grade reading class is designed to improve critical thinking and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
<b>Grade Level Units</b>	Unit 1: Storytelling Unit 2: Self - Concept <b>Unit 3: Social Injustice</b> Unit 4: Cognition Unit 5: Courage

<b>Unit Title</b>	Social Injustice
<b>Unit Summary</b>	Social injustice is an unfortunate element of the human experience and it persists throughout the course of history in every corner of our world. Throughout the course of the unit students will read multiple texts that elucidate historical social injustices. The unit culminates in an analytical group presentation on a current social injustice.

<b>Unit Essential Questions:</b> 1. How does historical fiction educate society?	<b>Key Understandings:</b> 1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. 2. Effective research requires the use of varied resources to gain or expand knowledge. 3. Effective speakers prepare and communicate messages to address the audience and purpose.
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**Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.2.7.D	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CC.1.3.7.H	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CC.1.5.7.D	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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#### **Important Standards Addressed in the Unit:**

CC.1.3.7.J	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.7.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.3.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.2.7.E	Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text..
CC.1.5.7.F	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
CC.1.2.7.I	Analyze how two or more authors present and interpret facts on the same topic.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>• Inferencing is explicit.</li> <li>• Presentations include all information that will be delivered orally.</li> </ul>	<ul style="list-style-type: none"> <li>• Inferencing is implicit.</li> <li>• Presentations include salient points with additional information presented orally.</li> </ul>

<b>Knowledge &amp; Concepts</b>	<b>Skills &amp; Competencies</b>	<b>Dispositions &amp; Practices</b>
<ul style="list-style-type: none"> <li>• Inferencing</li> <li>• Conclusions</li> <li>• Compare and contrast</li> <li>• Schema</li> </ul>	<ul style="list-style-type: none"> <li>• Question, reflect on, and interpret essential content across texts and subject areas.</li> <li>• Identify and explain the use of literary elements within and among texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Conscientious</li> <li>• Communication</li> <li>• Collaboration</li> <li>• Analysis</li> </ul>

#### **Academic Vocabulary:**

<ul style="list-style-type: none"> <li>• Adequate volume</li> <li>• Citations</li> <li>• Compare</li> <li>• Conclusions</li> <li>• Contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Explicit</li> <li>• Figurative Language</li> <li>• Implicit</li> <li>• Inferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Pertinent details</li> <li>• Projection</li> <li>• Pronunciation</li> <li>• Tone</li> </ul>
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#### **Evidence: Assessments and Performance Task(s)**

<ul style="list-style-type: none"> <li>• Short written assignment</li> <li>• Extended written product</li> <li>• Group presentation</li> </ul>
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**Interdisciplinary Connections:**

- History
- 8th Grade Social Studies

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**Additional Resources:**

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**Created By:** Harris/McLaughlin

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**Course: Reading**  
**Grade Level: 7th**  
**Unit: Cognition**

**Course/Subject: Reading**

**Grade: 7th**

**Suggested Timeline: 4 weeks**

<b>Grade Level Summary</b>	Seventh grade reading develops literacy skills. Throughout the course of the year students will improve reading, writing, speaking, and listening abilities. Additionally, the seventh grade reading class is designed to improve critical thinking and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
<b>Grade Level Units</b>	Unit 1: Storytelling Unit 2: Self - Concept Unit 3: Social Injustice <b>Unit 4: Cognition</b> Unit 5: Courage

<b>Unit Title</b>	Cognition
<b>Unit Summary</b>	Our minds are powerful instruments that process our understanding of the world through experience, and thought. Humans are fundamentally rational, yet reason and logic are subject to other forces: A narrator is also subject to forces that alter the perception of a story. Students will read a variety of texts that challenge them to better understand cognition, the narrator, the narrator's reliability and how rational thought and emotion collide.

<b>Unit Essential Questions:</b> <ol style="list-style-type: none"> <li>How do rational thought and emotion interact?</li> <li>How do readers know what to believe?</li> <li>How does interaction with text provoke thinking and response?</li> </ol>	<b>Key Understandings:</b> <ol style="list-style-type: none"> <li>Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.</li> <li>Effective readers use appropriate strategies to construct meaning.</li> </ol>
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**Focus Standards Addressed in the Unit:**

<i>Standard Number</i>	<i>Standard Description</i>
CC.1.2.7.C	Analyze the interactions between individuals, events, and ideas in a text.
CC.1.2.7.B	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.3.7.E	Analyze how the structure or form of a text contributes to its meaning.
CC.1.5.7.A	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.

**Important Standards Addressed in the Unit:**

CC.1.3.7.E	Analyze how the structure or form of a text contributes to its meaning.
CC.1.3.7.I	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.7.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.7.C	Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.7.I	Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

<b>Misconceptions:</b>	<b>Proper Conceptions:</b>
<ul style="list-style-type: none"> <li>Narrators are infallible.</li> </ul>	<ul style="list-style-type: none"> <li>Narrators' logic and thought can be skewed by emotion and other forces that may alter the readers' interpretation of the story.</li> </ul>

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> <li>Text Structure</li> <li>Argument</li> <li>Flashback</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</li> <li>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</li> <li>An expanded vocabulary enhances one's ability to express ideas and information.</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Courageous</li> <li>Evaluate</li> </ul>

<b>Academic Vocabulary:</b>		
<ul style="list-style-type: none"> <li>Analyze</li> <li>Claim</li> <li>Counterclaim</li> <li>Flashback</li> <li>Foreshadowing</li> </ul>	<ul style="list-style-type: none"> <li>Logic</li> <li>Mood</li> <li>Narrator</li> <li>Perception</li> <li>Point of View</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Reason</li> <li>Reliability</li> <li>Suspense</li> <li>Imagery</li> </ul>

<b>Evidence: Assessments and Performance Task(s)</b>
<ul style="list-style-type: none"> <li>Short written assignment</li> <li>Short oral responses</li> <li>Extended written reflection</li> </ul>

<b>Interdisciplinary Connections:</b>
<b>Additional Resources:</b>





**Course: Reading**

**Grade Level: 7th**

**Unit: Courage**

**Course/Subject: Reading**

**Grade: 7th**

**Suggested Timeline: 4 weeks**

<b>Grade Level Summary</b>	Seventh grade reading develops literacy skills. Throughout the course of the year students will improve reading, writing, speaking, and listening abilities. Additionally, the seventh grade reading class is designed to improve critical thinking and communication skills in a collaborative setting. The class highlights the reading/writing connection that is fundamental to English Language Arts.
<b>Grade Level Units</b>	Unit 1: Storytelling Unit 2: Self - Concept Unit 3: Social Injustice Unit 4: Cognition <b>Unit 5: Courage</b>

<b>Unit Title</b>	Courage
<b>Unit Summary</b>	Courage is the ability to achieve a goal in the face of fear. Throughout the course of this unit, students will evaluate primary sources and non-fiction texts to better understand individuals' experiences that required courage. Students will assess the author's word choice and how its meaning contributes to their interpretation or understanding of the text. The readings in the unit are selected to empower students to bring courage to their everyday life.

<b>Unit Essential Questions:</b> 1. What is courage? 2. How are acts of courage revealed?	<b>Key Understandings:</b> 1. Effective readers use appropriate strategies to construct meaning. 2. Effective inquiry requires the use of varied resources to gain or expand knowledge.
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**Focus Standards Addressed in the Unit:**

<b>Standard Number</b>	<b>Standard Description</b>
CC.1.2.7.G	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
CC.1.2.7.H	Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.
CC.1.5.7.E	Adapt speech to a variety of contexts and tasks.
CC.1.4.7.V	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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**Important Standards Addressed in the Unit:**

CC.1.2.7.F	Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
CC.1.2.7.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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**Misconceptions:**

- Courage is extravagant.
- The medium of words does not alter our understanding.

**Proper Conceptions:**

- Courage is everyday.
  - The medium of words can drastically influence our understanding.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"><li>● Diction</li><li>● Primary sources</li><li>● Point of view</li></ul>	<ul style="list-style-type: none"><li>● Effective readers use appropriate strategies to construct meaning.</li><li>● An expanded vocabulary enhances one's ability to express ideas and information.</li></ul>	<ul style="list-style-type: none"><li>● Critical Thinking</li><li>● Communication</li></ul>

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**Academic Vocabulary:**

<ul style="list-style-type: none"><li>● Argument</li><li>● Claim</li><li>● Compare and Contrast</li><li>● Conflict</li></ul>	<ul style="list-style-type: none"><li>● Connotation</li><li>● Denotation</li><li>● Historical account</li><li>● Multiple-meaning words</li></ul>	<ul style="list-style-type: none"><li>● Non-fiction</li><li>● Relevant details</li><li>● Stylistic technique</li><li>● Tone</li></ul>
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**Evidence: Assessments and Performance Task(s)**

- Short written assignment
  - Inquiry assessment
  - Presentation
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**Interdisciplinary Connections:**

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**Additional Resources:**

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**Created By:** Harris/McLaughlin

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