

## Grade 7 Reading

Diary map is based on the 2015-2016 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug.	<b>Responding to Literature</b> How does personal response to literature contribute to understanding?	<b>Responding to Literature</b> -Reading notebook organization -Different styles of responding to literature -Reading responses -Genre	<b>Responding to Literature</b> -Set reading goals -Identify different genres of literature -Support responses with evidence -Use multiple types of responses to literature -Create thesis statements	<b>Responding to Literature</b> -Reading responses -Reading conferences	<b>Responding to Literature</b> -Conference rubric (teacher created) -Reading response rubric (teacher created) -Responding to literature description paper -Genre worksheet	<b>Responding to Literature</b> -Elmo -iPads
Sept. - Oct.	<b>The Outsiders</b> How does understanding the characters of various literary forms contribute to a greater understanding?  What is the importance of understanding vocabulary while reading text?  How does the development of literacy elements convey meaning?  How does knowledge about an author's personal experiences impact the reading and interpretation of their work?	<b>The Outsiders</b> -Characterization -Setting -Conflict -Theme -Author study -Reader's workshop -Reading goals -Book recommendations -Exposure to genres -Slang vocabulary -Vocabulary	<b>The Outsiders</b> -Identify changes in a character throughout the book -Place the setting in its historical context -Know the different types of conflict; man vs. society and man vs. man -Discuss theme -Discover information about the author and her background -Write evidence from the text to support theme and connections to text -Recommend books using QR codes -Explore different types of literature -Demonstrate understanding of vocabulary words from the text	<b>The Outsiders</b> -Character chart (teacher created) -Small group discussion -Poster (student created) -Conferences -Reading responses -Student participation -Vocabulary sheets (teacher created)	<b>The Outsiders</b> -Outsiders packet (teacher created) -Conference rubric (teacher created) -Reading response rubric (teacher created) -Responding to literature description paper - <i>The Outsiders</i> by S.E. Hinton	<b>The Outsiders</b> -Elmo -iPads
Nov. – Dec.	<b>Mystery</b> Why and how is a mystery developed?	<b>Mystery</b> -Characterization -Setting -Conflict	<b>Mystery</b> -Identify traits in characters that help you understand how they are	<b>Mystery</b> -Small group discussion -Conferences -Reading responses	<b>Mystery</b> -Agenda schedule (teacher created) -Conference rubric	<b>Mystery</b> -Elmo -iPads -Laptop

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	<p>What is a mystery?</p> <p>How can readers be distracted from finding clues within a mystery?</p> <p>Why is it important to review all of the facts and to “think outside the box”?</p> <p>What is figurative language and how does it apply to the reading?</p>	<ul style="list-style-type: none"> <li>-Theme</li> <li>-Reader’s workshop</li> <li>-Reading goals</li> <li>-Book recommendations</li> <li>-Exposure to mystery</li> <li>-Plot</li> <li>-Figurative language</li> </ul>	<p>involved in the mystery</p> <ul style="list-style-type: none"> <li>-Study the setting for clues to help solve the mystery</li> <li>-Discuss theme</li> <li>-Identify different types of conflict in the mystery</li> <li>-Write evidence from the text to support theme and connections to text</li> <li>-Recommend books using QR codes</li> <li>-Explore different types of literature</li> <li>-Demonstrate understanding of vocabulary words from the text</li> </ul>		<p>(teacher created)</p> <ul style="list-style-type: none"> <li>-Reading response rubric (teacher created)</li> <li>-Responding to literature description paper</li> <li>-<i>Five-Minute Mysteries</i> by Ken Weber</li> <li>-<i>Where the Sidewalk Ends</i> by Shel Silverstein</li> <li>-<i>Westing Game</i> Ellen by Raskin Dutton</li> <li>-<i>Stalker</i> by Joan Lowery Kathryn Reiss</li> <li>-<i>Girl Stolen</i> by April Henry</li> <li>-<i>And Then There Were None</i> by Agatha Christie</li> <li>-<i>Monster</i> by Walter Dean Myers</li> <li>-<i>The Face on the Milk Carton</i> by Caroline B. Cooney</li> <li>-<i>Point Blank</i> by Anthony Horowitz</li> <li>-<i>Storm Breaker</i> by Anthony Horowitz</li> </ul>	<ul style="list-style-type: none"> <li>-SMART Board</li> <li>You Tube videos: <ul style="list-style-type: none"> <li>-<i>The Raven</i> read by James Earl Jones</li> <li>-<i>The Opposite of What You Think</i> by Christopher Warner</li> <li>-<i>Clichés</i> by Shmoop</li> <li>-<i>Hyperbole</i> by KK Rheingans</li> </ul> </li> <li>- www.idiomsite.com</li> <li>-iPad app: educreations</li> </ul>
<p>Jan. – Feb.</p>	<p><b>Classics</b></p> <p>What are the major conflicts in classic novels?</p> <p>How are the types of conflict used in the novel?</p> <p>What is figurative</p>	<p><b>Classics</b></p> <ul style="list-style-type: none"> <li>-Setting</li> <li>-Conflict</li> <li>-Theme</li> <li>-Reader’s workshop</li> <li>-Reading goals</li> <li>-Book recommendations</li> <li>-Exposure to realistic fiction</li> <li>-Plot</li> </ul>	<p><b>Classics</b></p> <ul style="list-style-type: none"> <li>-Identify traits in characters that help you understand how they are involved in the novel</li> <li>-Study the setting</li> <li>-Discuss theme</li> <li>-Identify different types of conflict in the novel</li> <li>-Write evidence from the</li> </ul>	<p><b>Classics</b></p> <ul style="list-style-type: none"> <li>-Small group discussion</li> <li>-Conferences</li> <li>-Reading responses</li> </ul>	<p><b>Classics</b></p> <ul style="list-style-type: none"> <li>-Conference rubric (teacher created)</li> <li>-Reading response rubric (teacher created)</li> <li>-Responding to literature description paper</li> <li>-<i>A Day Pigs Will Die</i> by Robert Newton Peck</li> <li>-<i>Treasure Island</i> by</li> </ul>	<p><b>Classics</b></p> <ul style="list-style-type: none"> <li>-Elmo</li> <li>-Laptop</li> <li>-SMART Board</li> <li>-iPad</li> <li>-<i>Adage and Proverbs</i> PowerPoint presentation</li> <li>-iPad app: pages</li> </ul>

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	language and how does it apply to the reading?	-Figurative language -Characterization	text to support theme and connections to text -Recommend books using QR codes -Explore different types of literature -Demonstrate understanding of vocabulary words from the text -Identify changes in a character throughout the book		Robert Louis Stevenson - <i>The Call of the Wild</i> by Jack London - <i>The Time Machine</i> by H.G. Wells - <i>The Witch of Blackbird Pond</i> by Elizabeth George Speare - <i>No Promises in the Wind</i> by Irene Hunt - <i>Johnny Tremain</i> by Esther Forbes - <i>Across Five Aprils</i> by Irene Hunt - <i>Big Red</i> by Jim Kielgaard - <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor - <i>The Adventures of Tom Sawyer</i> by Mark Twain - <i>Great American Short Stories</i> Watermill Press (1986)	You Tube videos: - <i>Search analogy lesson learning games for kids</i> - <i>Alliteration Rap Song</i> by Songs for School - <i>Similes and Metaphors in Pop Culture 5</i>
March	<b>The Bible Series</b> How does the Bible Series video and the Holy Bible scripture compare and contrast?	<b>The Bible Series</b> -Characterization -Quick notes -Compare/contrast -Thesis statements -Reading scripture -Showing evidence from Bible text -Introductory, body, and concluding paragraphs -Responding with deeper thinking	<b>The Bible Series</b> -Identify traits in characters that help you understand how they are involved in the video -Write evidence from the text to support theme and connections to text -Compare video quick notes to scripture -Write six paragraph essay that compares and contrasts the video and scripture	<b>The Bible Series</b> -Character chart -Essays -Quick notes	<b>The Bible Series</b> -The Bible -Scripture verses chart (teacher created) -Rubric (teacher created) -Character chart (teacher created)	<b>The Bible Series</b> - <i>The Bible Series</i> DVD by 20th Century Fox (2014) -Projector -iPads -Laptop  www.bibleseriesresources.com

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			-Form a six paragraph essay by using introductory, body, and concluding paragraphs -Use deeper thinking in all writing responses			
April – May	<p><b>Biography/Christian Heroes</b> How does the main character deal with life problems, surprise you, and show positive character traits?</p> <p>What is figurative language and how does it apply to the reading?</p> <p>What are the elements of setting?</p> <p>What are the elements of plot?</p> <p>What are the differences between the different types of dramatic text?</p> <p>What do characters do to make you want to emulate their life?</p>	<p><b>Biography/Christian Heroes</b> -Characterization -Setting -Conflict -Theme -Reader’s workshop -Reading goals -Book recommendations -Exposure to biographies -Plot -Figurative language -Dramatic text: tragedy, historical, comedy -Drama/poem structure -Responding with deeper thinking</p>	<p><b>Biography/Christian Heroes</b> -Identify traits in characters that help you understand how they are involved in the novel -Study the setting -Discuss theme -Identify different types of conflict in the novel -Write evidence from the text to support theme and connections to text -Recommend books using QR codes -Explore different types of literature -Demonstrate understanding of vocabulary words from the text -Identify changes in a character throughout the book -Use deeper thinking in all writing responses</p>	<p><b>Biography/Christian Heroes</b> -Small group discussion -Conferences -Reading responses -QR code project over independent book</p>	<p><b>Biography/Christian Heroes</b> -Agenda schedule (teacher created) -Conference rubric(teacher created) -Reading response rubric (teacher created) -Responding to literature description paper -Chunk assignment sheets (teacher created) -Oxymoron worksheet (teacher created) -“Remind Me” article from Interactive Read Alouds, 6-7 - “School...Then and Now” article from Interactive Read Alouds, 6-7 -<i>The Three Little Pigs</i> by Christine Deverell -Story Map worksheet from Interactive Read Alouds, 6-7 -<i>The Three Test: A Swahili Folktale</i> play from Interactive Read Alouds, 6-7 -<i>King Lear</i> reader’s theatre play from</p>	<p><b>Biography/Christian Heroes</b> - iPads -Elmo -Laptop -SMART Board</p> <p>You Tube videos: -<i>Seriously Funny Oxymorons</i> by Mr. Palindrome’s kids vlog #8 -<i>True Story of the Three Little Pigs</i></p> <p>-Mini lesson 3- Symbolism by SlideShare</p> <p>www.cartoonstock.com</p> <p>www.cnnstudentnews.com</p>

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					Scholastic Scope -We Interrupt This Program skit from Junior Scholastic -Rags To Riches Nathan Aaseng Scholastic Inc. -Vlad the Impaler Enid A. Goldberg and Norman Itzkowitz Scholastic Inc. -Deep Sea Explorer Rick Archbold Scholastic Inc. -Triumph on Everest Sir Edmund Hillary Scholastic Inc. -Not Guilty George Sullivan Scholastic Inc. -The Wright Brothers by David McCullough -Christian Heroes: Then and Now series by Janet and Geoff Benge	