

## **GRADE 7 - LANGUAGE ARTS LITERACY - READING**

### **INTRODUCTION**

The Seventh Grade Language Arts Literacy-Reading curriculum is designed to provide students with a variety of opportunities to develop their reading, writing, listening, and speaking skills. During the seventh grade course of study, students will explore, examine, and evaluate all these components as they relate to the texts read and to their own real life experiences through personal endeavors and books encountered.

Students will be exposed to varied activities and means of instruction that will emphasize high level thinking skills in order for student to better analyze, synthesize, and evaluate. In order for reading to be meaningful and purposeful, students will be encouraged to have a voice and choice in selecting material to be read in order that a strong “reader” connection is made.

Enabling students to construct meaning from the text is a major goal in this course of study. This will be accomplished using various means of instruction that will emphasize discovery, discussion, and evaluation. Active participation by the students is essential in developing the life long skill of reading.

In order to be a successful reader, one must practice their skill. With this in mind, students will be encouraged to read on their own, as well as have ample opportunities for sustained silent reading within this course of study.

All students will read four required trade books/novels, and three to four trade books/novels chosen from the optional reading list at teacher discretion. The curriculum consist of units of study that incorporate skills and strategies that give the students opportunities to learn and become more proficient readers. Said skill development and strategies will run consistent, and will adhere to the New Jersey Core Curriculum Content Standards for Language Arts Literacy. Students will be preparing for the NJ Pass and the Grade Eight Proficiency Assessment.

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### **NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR LANGUAGE ARTS LITERACY**

**STANDARD 3.1 (READING) ALL STUDENTS WILL UNDERSTAND AND APPLY THE KNOWLEDGE OF SOUNDS, LETTERS, AND WORDS IN WRITTEN ENGLISH TO BECOME INDEPENDENT AND FLUENT READERS, AND WILL READ A VARIETY OF MATERIALS AND TEXTS WITH FLUENCY AND COMPREHENSION.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:**

#### **A. Concepts About Print/Text**

1. Identify and use common textual features (e.g., paragraphs, topic, sentence, index, glossary, table of contents) and graphic features, (e.g., charts, maps, diagrams) to comprehend information.
2. Develop an understanding of the organizational structure of printed material (e.g. chronological, sequential, procedural text).

#### **B. Phonological Awareness**

No additional indicators at this grade level.

#### **C. Decoding and Word Recognition**

1. Distinguish among the spellings of homophones (e.g. cite, site, sight).
2. Apply spelling rules and syllabication that aid in correct spelling.
3. Continue to use structural analysis and context analysis to decode new words.

#### **D. Fluency**

1. Read aloud in selected texts reflecting understanding of the text and engaging the listener.
2. Read increasingly difficult texts silently with comprehension and fluency.
3. Apply self-correcting strategies automatically to decode and gain meaning from print both orally and silently.
4. Reread informational text for clarity.

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### **E. Reading Strategies (before, during, and after reading)**

1. Monitor reading for understanding by setting a purpose for reading, making and adjusting predictions, asking essential questions, and relating new learning to background experiences.
2. Use increasingly complex text guides to understand different text structure and organizational patterns (e.g. chronological sequence or comparison and contrast).

### **F. Vocabulary and Concept Development**

1. Develop an extended vocabulary through both listening and independent reading.
2. Clarify word meanings through the use of a word's definition, example, restatement, or contrast.
3. Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources.
4. Expand reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings in their speaking and writing experiences.

### **G. Comprehension Skills and Response to Text**

1. Speculate about text by generating literal and inferential questions.
2. Distinguish between essential and nonessential information.
3. Differentiate between fact, opinion, bias, and propaganda in newspapers, periodicals, and electronic texts.
4. Articulate the purposes and characteristics of different genres.
5. Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.
6. Develop an awareness of a variety of perspectives on a single event, setting, character, personality, or topic as expressed by different authors.
7. Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot.

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8. Read critically by identifying, analyzing, and applying knowledge of the purpose, structure, and elements of nonfiction and providing support from the text as evidence of understanding.
9. Read critically by identifying, analyzing, and applying knowledge of the theme, structure, style, and literary elements of fiction and providing support from the text as evidence of understanding.
10. Respond critically to text ideas and the author's craft by using textual evidence to support interpretations.
11. Identify and analyze literary techniques and elements, such as figurative language, meter, rhetorical and stylistic features of text.
12. Identify and analyze recurring themes across literary works.
13. Identify and understand the author's use of idioms, analogies, metaphors, and similes in prose and poetry.
14. Compare and contrast the perspectives of authors in a variety of interdisciplinary works.
15. Interpret text ideas through journal writing, discussion, and enactment.
16. Demonstrate the use of everyday texts (e.g., train schedules, directions, brochures) and make judgments about the importance of such documents.
17. Interpret idiomatic expressions.

### **H. Inquiry and Research**

1. Produce written and oral work that demonstrates comprehension of informational materials.
2. Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its authors.
3. Collect materials for a portfolio that reflect possible career choices.
4. Self-select materials appropriately related to a research project.
5. Read and compare at least two works, including books, related to the same genre, topic, or subject and produce evidence of reading (e.g., compare central ideas, characters, themes, plots, settings).

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**STANDARD 3.2 (WRITING) ALL STUDENTS WILL WRITE IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:**

### **A. Writing as a Process (prewriting, drafting, revising, editing, postwriting)**

1. Write stories or scripts with well-developed characters, setting, dialogue, clear conflict and resolution, and sufficient descriptive detail.
2. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of detail, and variety in sentence structure.
3. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology-assisted processes).
4. Revise and edit drafts by rereading for content and organization, usage, sentence construction, mechanics, and word choice.
5. Demonstrate understanding of a scoring rubric to improve and evaluate writing.
6. Compose, revise, edit, and publish writing using appropriate word processing software.
7. Reflect on own writing, noting strengths and setting goals for improvement.

### **B. Writing as a Product (resulting in a formal product or publication)**

1. Extend knowledge of specific characteristics, structures, and appropriate voice and tone of selected genres and use this knowledge in creating written work, considering the purpose, audience, and context of the writing.
2. Write various types of prose, such as short stories, biographies, autobiographies, or memoirs that contain narrative elements.
3. Write reports and subject-appropriate nonfiction pieces across the curriculum based on research and including citations, quotations, and a works consulted page.
4. Write a range of essays, including persuasive, speculative (picture prompt), descriptive, personal, or issue-based.

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### **C. Mechanics, Spelling, and Handwriting**

1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.
2. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, prepositional and adverbial phrases, and varied sentence openings to develop a lively and effective personal style.
3. Understand and use parallelism, including similar grammatical forms, to present items in a series or to organize ideas for emphasis.
4. Experiment in using subordination, coordination, apposition, and other devices to indicate relationships between ideas.
5. Use transition words to reinforce a logical progression of ideas.
6. Edit writing for correct grammar, usage, capitalization, punctuation, and spelling.
7. Use a variety of reference materials, such as a dictionary, thesaurus, grammar reference, and/or internet/software resources to edit written work.
8. Write legibly in manuscript or cursive to meet district standards.

### **D. Writing Forms, Audiences, and Purposes (exploring a variety of forms)**

1. Gather, select, and organize information appropriate to a topic, task, and audience.
2. Apply knowledge and strategies for composing pieces in a variety of genres (e.g., narrative, expository, persuasive, poetic, and everyday/ workplace or technical writing).
3. Write responses to literature and develop insights into interpretations by connecting to personal experiences and referring to textual information.
4. Write personal narratives, short stories, memoirs, poetry and persuasive and expository text that relate clear, coherent events or situations through the use of specific details.
5. Use narrative and descriptive writing techniques that show compositional risks (e.g., dialogue, literary devices, sensory words and phrases, background information, thoughts and feelings of characters, and comparison and contrast of characters).
6. Use primary and secondary sources to understand the value of each when writing a research report.

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7. Write reports based on research and include citations, quotations, and works consulted page.
8. Explore the central idea or theme of an informational reading and support analysis with details from the article and personal experiences.
9. Demonstrate writing clarity and supportive evidence when answering open-ended and essay questions across the curriculum.
10. State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing sources when appropriate.
11. Present evidence when writing persuasive essays, examples, and justification to support arguments.
12. Choose an appropriate organizing strategy, such as cause/effect, pro and con, or parody to effectively present a topic, point of view, or argument.
13. Develop the use of a personal style and voice effectively to support the purpose and engage the audience of a piece of writing.
14. Maintain a collection of writing (e.g., a literacy folder, or a literacy portfolio).
15. Review scoring criteria of relevant rubrics.

### **STANDARD 3.3 (SPEAKING) ALL STUDENTS WILL SPEAK IN CLEAR, CONCISE, ORGANIZED LANGUAGE THAT VARIES IN CONTENT AND FORM FOR DIFFERENT AUDIENCES AND PURPOSES.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:**

#### **A. Discussion (small group and whole class)**

1. Support a position, acknowledging opposing views.
2. Present ideas and opinions spontaneously in response to a topic or other speakers.
3. Apply rules for cooperative or whole class debate on a controversial issue.
4. Define group roles using consensus to ensure task is understood and completed.
5. Participate in an informal debate (e.g., small group discussion).
6. Respond orally to literature.
7. Participate in class discussions appropriately.

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### **B. Questioning (Inquiry) and Contributing**

1. Paraphrase others' comments to clarify viewpoints.
2. Question to clarify others' opinions.
3. Talk with others to identify and explore issues and problems.
4. Solve a problem or understand a task through group cooperation.

### **C. Word Choice**

1. Paraphrase, illustrate, clarify, and/or expand on a topic or idea.
2. Develop and use advanced vocabulary related to a topic.
3. Use language that stimulates an audience's interest.
4. Incorporate varied sentence structure and correct grammar.

### **D. Oral Presentation**

1. Use writing to prompt discussion and enhance planning of formal and informal presentations.
2. Use visual aids, media, and/or technology to support oral communication.
3. Give oral presentations to different audiences for various purposes, such as summaries of books and articles, narratives, and persuasive topics.
4. Acknowledge the audience with eye contact and use appropriate verbal responses to clarify questions and inquiries.
5. Incorporate peer feedback and teacher suggestions for revisions in content, organization, and delivery.
6. Develop speaking techniques, including voice modulation, inflection, tempo, enunciation, and eye contact for effective presentations.
7. Use a scoring rubric to prepare, evaluate, and improve the oral presentations of self and others.
8. Read aloud with fluency.



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### **STANDARD 3.4 (LISTENING) ALL STUDENTS WILL LISTEN ACTIVELY TO INFORMATION FROM A VARIETY OF SOURCES IN A VARIETY OF SITUATIONS.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:**

#### **A. Active Listening**

1. Demonstrate active listening behaviors in a variety of situations (e.g., one-on-one or small group).
2. Demonstrate active listening by analyzing information, ideas, and opinions to determine relevancy.
3. Acknowledge the speaker through eye contact and use appropriate feedback and questions to clarify the speaker's message.
4. Recognize persuasive techniques and credibility in oral communication.
5. Listen to determine a speaker's purpose, attitude, and perspective.
6. Use, when appropriate, criteria/rubric to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.

#### **B. Listening Comprehension**

1. Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
2. Exhibit proficiency in integrating oral reading with listening, writing, and viewing.
3. Critique information heard or viewed.
4. Critique oral presentations using agreed-upon criteria for evaluation (e.g., rubric).
5. Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.
6. Make inferences based on an oral report or presentation.

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**STANDARD 3.5 (VIEWING AND MEDIA LITERACY) ALL STUDENTS WILL ACCESS, VIEW, EVALUATE, AND RESPOND TO PRINT, NONPRINT, AND ELECTRONIC TEXTS AND RESOURCES.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 7, students will:**

### **A. Constructing Meaning**

1. Analyze aspects of print and electronic texts that support the author's point of view, opinion, or attitude.
2. Analyze the use of elements (e.g., setting plot, theme, characters) to understand media presentations, such as film, video, television, and theatrical productions.
3. Analyze and respond to visual and print messages (e.g., humor, irony, metaphor) and recognize how words, sounds, and still or moving images are used in each medium to convey the intended messages.
4. Compare and contrast how the various forms of media (e.g. newspapers, radio, television, internet news outlets) cover the same topic.

### **B. Visual and Verbal Messages**

1. Analyze and compare the pros and cons of visual and verbal advertising.
2. Evaluate various media messages for credibility.
3. Develop criteria/rubric to judge the effectiveness of visual and verbal presentations.
4. Make inferences based upon the content of still images.
5. Compare and contrast media sources, such as film and book versions of a story.

### **C. Living with Media**

1. Evaluate media forms, such as television, video, games, music, and film for content appropriateness (e.g. rating systems, rubric).
2. Analyze media content for emotional effect on audience.
3. Create media presentations and written reports, using multi-media resources such as an overhead projector, computer, and/or a tape recorder to communicate information.

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### **COURSE OUTLINE**

#### **Journeys Unit**

- Understand concepts of print
- Improve fluency
- Apply a variety of reading strategies (before, during, and after reading)
- Focus on building higher level vocabulary and concept development
- Develop higher level comprehension skills
- Create a response to text
- Apply inquiry and research based skills
- Participate in small group and whole class discussion regarding material read
- Explore a variety of writing forms
- Write for a variety of audiences and for different purposes
- Utilize questioning techniques to enhance discussions
- Contribute to discussions in appropriate ways
- Become conscious of word choice through participation in discussions
- Complete oral and/or written presentation related to a theme
- Show active listening during presentations and group discussions
- Improve listening comprehension
- Demonstrate listening comprehension through oral and written responses
- Construct meaning from a visual source of technology
- Develop a better understanding of how we live with media

#### **Holocaust**

- Understand concepts of print
- Improve fluency
- Apply a variety of reading strategies (before, during, and after reading)
- Focus on building higher level vocabulary and concept development
- Develop higher level comprehension skills
- Create a response to text
- Apply inquiry and research based skills
- Participate in small group and whole class discussion regarding material read
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- Construct meaning from a visual source of technology
- Develop a better understanding of how we live with media

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### **World Literature Unit**

- Concepts of print
- Improve fluency
- Apply a variety of reading strategies (before, during, and after reading)
- Focus on building higher level vocabulary and concept development
- Develop higher level comprehension skills
- Create a response to text
- Apply inquiry and research based skills
- Participate in small group and whole class discussion regarding material read.
- Explore a variety of writing forms.
- Write for a variety of audiences and for different purposes
- Utilize questioning techniques to enhance discussions
- Contribute to discussions in appropriate ways
- Become conscious of word choice through participation in discussions
- Complete oral and/or written presentation related to a theme
- Show active listening during presentations and group discussions
- Improve listening comprehension
- Demonstrate listening comprehension through oral and written responses
- Construct meaning from a visual source of technology
- Develop a better understanding of how we live with media

### **Author's Study**

- Understand concepts of print
- Improve fluency
- Apply a variety of reading strategies (before, during, and after reading)
- Focus on building higher level vocabulary and concept development
- Develop higher level comprehension skills
- Create a response to text
- Apply inquiry and research based skills
- Participate in small group and whole class discussion regarding material read.
- Explore a variety of writing forms.
- Write for a variety of audiences and for different purposes
- Utilize questioning techniques to enhance discussions
- Contribute to discussions in appropriate ways
- Become conscious of word choice through participation in discussions
- Complete oral and/or written presentation related to a theme
- Show active listening during presentations and group discussions
- Improve listening comprehension
- Demonstrate listening comprehension through oral and written responses
- Construct meaning from a visual source of technology
- Develop a better understanding of how we live with media

## **GRADE 7 - LANGUAGE ARTS LITERACY - READING**

### **METHODS OF ASSESSMENT**

#### **A. Student Assessment**

Student progress and achievements are assessed through a variety of techniques that include, but are not limited to, the following items:

- tests
- quizzes
- homework
- response journals
- class work
- class participation
- essays
- projects
- oral/written reports
- literature circles
- literature logs
- teacher observation/evaluation
- anecdotal records/running record

#### **B. Teacher/Curriculum Assessment**

The subject teacher(s) and the Language Arts Literacy supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting the New Jersey Core Language Arts Literacy Curriculum Standards.

### **GROUPING**

Seventh Grade Language Arts Literacy - Reading classes are heterogeneously grouped classes.

### **ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME**

Seventh Grade Language Arts Literacy - Reading is a full year course.

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### RESOURCES

#### A. Speakers

Teachers are encouraged to contact community groups, parents, and organizations to obtain speakers to enhance the curriculum with the approval of the administration.

#### B. References

Teachers may contact the Language Arts Literacy Department office and the school and local libraries or additional resources. Nearby colleges and organizations may also be utilized as reference resources.

#### C. Technology

Students and teachers shall use technology to enhance learning, as a research tool and/or word processor.

#### D. Supplies and Materials

Seventh grade reading may require video/audio equipment for viewing and listening. They may also require teacher and student generated materials dealing with thematic units and specific topics presented for project work and presentations.

#### E. Required novels

Additions and/or deletions to this list may be made periodically at teacher discretion with approval of the principal(s) and/or the supervisor of Language Arts Literacy.

From One Experience to Another (Journeys Unit)

When I Was Your Age Vol. II (Author's Study)

Ten Thousand Children (Holocaust Unit)

The Watsons Go To Birmingham (World Literature Unit)

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### **F. Optional Readings/Suggested Titles**

Additions and/or deletions to this list may be made periodically at teacher discretion with approval of the principal(s) and/or the supervisor of Language Arts Literacy.

#### **Journeys Unit**

Keeper of the Doves  
The Wanderer  
Nory Ryan's Song  
Out of the Dust  
Turnabout  
Bud, Not Buddy  
The Music of Dolphins  
Phoenix Rising  
The Same Stuff of Stars  
Lily's Crossing  
Dave at Night  
Together Apart  
You Don't Know Me  
Fair Weather  
True Confessions of Charlotte Doyle  
Hatchet  
Silent to the Bone -

#### **Author's Study Unit**

Ruby Holler  
Bloomability  
Absolutely Normal Chaos  
A Time of Angels  
Stowaway  
Witness  
Crash  
Knots in My Yo Yo String  
Loser  
Wringer  
All the Way Home  
Pictures of Hollis Wood  
Among the Hidden  
Because of Anya

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### Holocaust Unit

Jacob's Rescue

No Pretty Pictures

I Have Lived 1000 Years

My Bridges of Hope

Foster's War

Torn Thread

Parallel Journeys

Until We Meet Again

Marika

Lily's Crossing

Stones in Water

Journey to America

Summer of My German Soldier

The Upstairs Room

The Devil's Arithmetic \*

shared title to be coordinated with 8th grade

### World Literature

When My Name Was Keoko (Korea)

The Color Of My Words (Dominican Republic)

Journey to the River (England/Brazil)

Girl of Kosovo (Kosovo)

Pacific Crossing (Japan/Mexico)

Shabanu (Pakistan)

The Thief Lord (Italy)\*

Rain is Not My Indian Name (US-Midwest)

Many Stones (Africa)

The Breadwinner (Afghanistan)

\*shared title to be coordinated with 6th grade

### Early America

The Winter of Red Snow: The Revolutionary War 1777,

Standing in the Light: A Captive Diary 1763

Indian Captive: Story of Mary Jemison

The Ransom of Mercy Carter

A Lion to Guard Us

The Secret Soldier

Sacajawean

Becoming Rosemary

Boston Jane

Carry on, Mr. Boditch

My Brother Sam is Dead



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### **G. References/Supplemental Readings**

Blue Prints, MacMillan

### **METHODOLOGIES**

A wide variety of methodologies will be used. The following are suggestions as to how the program can be implemented and facilitated:

- Cooperative Learning Groups
- Differentiated Instruction Methods
- Workshop Approach
- Individual Assignments
- Whole-Class Instruction
- Small-Group Instruction
- Technology Aided Instruction
- Peer-to-Peer Instruction
- Audio Books

### **SUGGESTED ACTIVITIES**

- Literature circles
- Reflective Journals/Literature Logs
- Strengthen comprehension skills by using a varied means of instruction
- Field Trips as appropriate

### **INTERDISCIPLINARY CURRICULUM COORDINATION**

Seventh Grade Language Arts Literacy - Reading has numerous possibilities for interdisciplinary instruction and connections. Reading can be connected to all the major subjects as well as a variety of nontraditional disciplines such as Art, Music, and Gym, and assignments will be coordinated by the subject area teachers whenever possible.

### **PROFESSIONAL DEVELOPMENT**

Teachers are encouraged to continue to improve their expertise by attending a variety of professional development opportunities made available by the Board of Education and other organizations. They are also encouraged to read current adolescent literature for the purpose of updating and enhancing the curriculum and theme book lists.