Reading Curriculum–Grade Seven
Diocese of Cleveland
2013

Reading Informational Text: Nonfiction

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Reading: Informational Text
Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.7.2. 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.7.6. 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.

Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.7.7. 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).

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.7.9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity 10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.7.10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Writing
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.9b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Speaking & Listening
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language
Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Essential Questions
1. How do I determine the validity of informational text? 2. How can informational text affect my thinking? 3. What strategies can I use to clarify and better understand informational text? 4. Why does informational technology bring us closer globally? 5. How can informational reading foster stewardship?

Content **The students will know**	**Skills** **Bloom's Taxonomy** **DOK Links** **The students will be able to**
1. Textual evidence 2. Inferences 3. Themes 4. Development/interaction of individuals, events and ideas 5. Meaning of unknown words and phrases 6. Structure of text 7. Point of view 8. Diverse formats and media 9. Multimedia displays 10. Clarification of text 11. Context clues 12. Reference materials 13. Word relationships 14. Figures of speech	1. Discern and cite evidence from the text to draw and support assertions. 2. Draw conclusions from inferences. 3. Identify theme and analyze its relation to various aspects of the text. 4. Determine the impact and connection made between individuals, events, and ideas in the text. 5. Connect the impact of specific words on meaning and tone through the use of analogies, allusions or other means. 6. Assess how portions of the text relate to the whole; compare and contrast structures of the text to determine meaning and style. 7. Analyze and assess how different points of view shape the content of the text; recognize how different points of view create various effects (i.e. suspense, humor, etc.) 8. Integrate, evaluate and compare diverse formats in media. 9. Analyze and evaluate an argument and its specific claims in a text; determine the validity of the reasoning, relevance and sufficiency of the evidence. 10. Analyze how two or more authors writing about the same topic can emphasize different evidence or interpret facts differently.

	11. Utilize digital media to enhance presentation. 12. Draw evidence from informational texts to support analysis and reflection. 13. Integrate and evaluate information to clarify text. 14. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. 15. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.)
Common Core Vocabulary	**Additional Vocabulary**
1. Title 2. Heading 3. Subheading 4. Index 5. Appendix 6. Table of contents 7. Online resources 8. Summary 9. Main idea 10. Details 11. Author's viewpoint 12. Author's purpose 13. Connotation 14. Denotation 15. Analogies 16. Synonyms 17. Antonyms 18. Inferences 19. Conclusions 20. Literal 21. Implied 22. Context clues	1. Autobiography 2. Biography 3. Persuasive essay 4. Current events 5. News 6. Cynical 7. Eloquence 8. Incredulous 9. Insinuation 10. Integrated 11. Retaliate 12. Shrewdly 13. Speculating 14. Taunt 15. Ultimate
Learning Experiences (Suggested)	**Assessment (Suggested)**
1. Text Comparison. Students will all read a brief common informational text on a topic of interest to the class, such as an article on social media's influence on teens or professional athletes' influence on teens. After discussing the text as a class, students will find their own article about the same topic as the one they read in class, but with a different stance or position. For example, one article may state the benefits of social media on teens while another may state the detriments of social media on teens. After reading both articles, students should annotate and interact with the texts, such as underlining evidence that supports the author's opinion. The class can then engage in a discussion on the topic using examples from their texts as evidence for their ideas. After discussion, students will write an essay stating their own opinion on the topic they read about, supporting their ideas with evidence from the two sources. They will cite the evidence from the authors using the author's last name and page number.	**Text Comparison** **Formative: Reading Task** Students will all read a brief common informational text on a topic of interest to the class, such as an article on social media's influence on teens or professional athletes' influence on teens. After discussing the text as a class, students will find their own article about the same topic as the one they read in class, but with a different stance or position. For example, one article may state the benefits of social media on teens while another may state the detriments of social media on teens. After reading both articles, students should annotate and interact with the texts, such as underlining evidence that supports the author's opinion. The class can then engage in a discussion on the topic using examples from their texts as evidence for their ideas. **Restate and Rank** **Formative: Reading Task** For this strategy, the goal is to help students learn how to evaluate evidence and decide how important any piece of evidence might

2. Restate and Rank. For this strategy, the goal is to help students learn how to evaluate evidence and decide how important any piece of evidence might be, First, students are asked to restate one or more central ideas from an informational text in their own words. After restating one or more central ideas, students must find at least two pieces of evidence to support each central idea. Now students share with a partner with the goal being to rank all combined central ideas by order of importance. After this is completed, students work together to rank evidence for each central idea. Oftentimes, students have one or more central ideas that are the same. In this case, they would rank all evidence about that central idea from the two students combined. Students should be asked: How did you decide evidence X was more important than evidence Y? Doing so allows students to discuss the process of determining the importance of a piece of evidence.

3. Evidence Tournament. For this strategy, the goal is for students to take multiple looks at a reading and think about the strength of various points of evidence. The teacher will set up a four-team or eight-team tournament bracket and assign a central idea that a longer reading develops. Students will use index cards and search the reading for two pieces of evidence that support the chosen central idea. Students turn the cards into the teacher who goes through the evidence and quickly chooses four or eight different ones for the tournament. The teacher places them up on the bracket. Now students have to vote on which piece is the stronger of the two. They must use their text to defend their choices. This gets them looking back and reading multiple times. After going through the tournament, the teacher crowns the champion. This strategy has students working smart to define and defend strong evidence. The teacher should ask students: How did you decide evidence X was more important than evidence Y? Doing so allows students to discuss the process of determining the importance of a piece of evidence.

4. Purposeful Skim. For this strategy, the goal is for the students to pay attention to text features and to notice what stands out to them before reading a text or a primary source document. The strategy can be started using any of the following prompts: "Please skim through the text, looking closely at headers, pictures, graphics, and bold terms. From that skim, develop three central ideas you believe the text will address. For each, tell how you decided the idea would be important," or "Please skim through the text, looking closely for repeated words or phrases, ideas that get developed over several paragraphs, information that stands out to you, or places that summarize lots of ideas together. From that skim, develop three central ideas you believe the text will address. For each tell how you decided the idea would be important."

5. Stop and Jot. For this strategy, the goal is for the students to have multiple looks at the text/primary source document

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Evidence Tournament
Formative: Reading Task
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Text Comparison Essay
Summative: Essay
After discussion of two texts on the same topic, students will write an essay stating their own opinion on the topic they read about, supporting their ideas with evidence from the two sources. They will cite the evidence from the authors using the author's last name and page number.

that students need to read. The teacher chooses stopping points in the reading by chunking it into reading sections. The strategy starts by students writing in response to an essential question or thinking prompt about the topic in the reading. At each stopping point, students revisit the essential question or prompt to reshape their response, using new understandings each time.

6. Key Term Reshape. For this strategy, the goal is to help students understand how a key term is used in the context of the reading, It is important not to tell the student before the reading what the term means. The student will shape the meaning of the word by how it is used in the context of the reading. They will establish stopping points by chunking the reading. At each stopping point, students will define one or more key terms as they move through the reading and develop stronger understandings about the text. Students then share their key terms definitions with a partner at the end of the reading. Students can also reshape definitions throughout a unit of study by keeping a key term poster on the wall.

Info Ohio

Resources (Suggested)	Catholic Identity
1. iPad Resources 2. Literature Connection *Between a Rock and a Hard Place* by Aaron Ralston *Farewell to Manzanar* by James Houston *Helen Keller (In Their Own Words*) by George Sullivan *Into Thin Air* by Jon Krakauer *Night* by Elie Wiesel *Soul Surfer* by Bethany Hamilton *Swinging for the Fences: Hank Aaron and Me* by Mike Leonetti *Texts and Lessons for Content-Area Reading* by Harvey "Smokey" Daniels and Nancy Steineke *The Diary of Anne Frank* (DVD) "The Noble Experiment" from *I Never Had it Made* by Jackie Robinson as told to Alfred Duckett *The Story of Ruby Bridges* by Robert Coles *Winter's Tale* by Juliana Hatkoff, Isabella Hatkoff, Craig Hatkoff (overcoming obstacles) Common Core Standards: Suggested Informational Texts "Letter on Thomas Jefferson" by John Adams *Narrative of the Life of Frederick Douglass as American Slave, Written by Himself* by Frederick Douglass "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchhill *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry *Travels with Charley: In Search of America* by John Steinbeck 3. Internet Resources Info Ohio Internet 4 Classrooms	**Social Justice Teachings** ❖ Rights and Responsibilities ❖ Care for God's Creation **Rights of Children** ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

🌐 [Kids Love a Mystery](#) 🌐 [Hello Literacy](#) 🌐 [Drama Notebook](#)	

Reading Literature: Fiction

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Reading: Literature
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.7.2. 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.7.7. 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).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.7.9. 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.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.7.10.By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Writing
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.7.9a. Apply grade 7 Reading standards to literature (e.g., "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").

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Speaking & Listening
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.7.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language
Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

- L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Essential Questions

1. What is the importance of knowing the elements of a literary selection?
2. In what ways does an analysis of literary elements further the comprehension of the text?
3. How does the reader know the author's intent?
4. In what ways does fiction mirror life?
5. How can a character's actions and choices provide the reader an opportunity to reflect on his/her Catholic faith and values?

Content The students will know	Skills **Bloom's Taxonomy** **DOK Links** The students will be able to
1. Textual evidence 2. Inferences 3. Theme 4. Development/interaction of individuals, events, ideas 5. Elements of a story 6. Meanings of unknown words and phrases 7. Structure of text 8. Point of view 9. Diverse formats and media 10. Multimedia displays 11. Context clues 12. Reference materials 13. Word relationships 14. Figures of speech	1. Discern and cite evidence from the text to draw and support assertions. 2. Draw conclusions from inferences. 3. Identify theme and analyze its relation to various aspects of the text. 4. Analyze how elements of a story (i.e. setting, characters, plot, etc.) influence actions, reveal character traits, and move plot forward. 5. Connect the impact of specific words on meaning and tone through the use of analogies, allusions or other means. 6. Assess how portions of the text relate to the whole; compare and contrast structures of the text to determine meaning and style. 7. Analyze how an author develops and contrasts points of view. 8. Integrate, evaluate and compare diverse formats in media. 9. Compare and contrast two similar works of fiction from similar time periods. 10. Draw evidence from literary texts to support analysis and reflection. 11. Analyze and identify the main ideas and supporting details of media; explain how the ideas clarify a story. 12. Utilize digital media to enhance presentation. 13. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. 14. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.).
Common Core Vocabulary	**Additional Vocabulary**
1. Character traits 2. First and third points of view 3. Subjective and objective points of view 4. Genre 5. Fiction 6. Mood 7. Foreshadowing 8. Flashback	1. Love triangle 2. Dilemma

9. Protagonist
10. Antagonist
11. Themes
12. Patterns
13. Symbols
14. Irony
15. Conflict (internal and external)
16. Connotation
17. Denotation
18. Analogies
19. Synonyms
20. Antonyms
21. Metaphor
22. Simile
23. Literal language
24. Figurative language
25. Inferences
26. Conclusions
27. Implied meaning
28. Cause and effect
29. Context clues

Learning Experiences (Suggested)	Assessment (Suggested)
1. Writing. In an essay, students will name and describe 3-5 character traits of one of the characters in the novel the class is reading. Students can mention appearance (what the character looks like), but should remember this is not a character trait. Students should find specific examples from the text to support their descriptions of the character. 2. Word Expert Card. Students will create Word Expert Cards for vocabulary words from text. Each student or groups of 2-3 students will be assigned a word and create a Word Expert Card containing a picture portraying the word on the front. The back would contain a sentence containing the word from text, part of speech, definition in own words, and original sentence using the word. 3. Independent Work. Students will create a book jacket based on independent reading of a novel. They will include a brief summary without giving away the ending. Also, they should provide information on author, illustrator (student) and their opinion of the book. If they obtained author information from a website or the back of the book, they should cite their source. 4. Book Prediction. By looking at the cover of a book, students will take sides by answering the following questions: What do you think the book is about? Why? What does the title mean? What does the illustration mean? Do you know anything about the author that would help you understand what the book is about? What do the colors on the book indicate? 5. Literature Comparison. After students read a novel or short story, have them watch the movie version of it and fill out a graphic organizer of literary elements as they watch to note the similarities and differences between the	**Book Jacket** **Summative: Book Report** Students will create a book jacket based on independent reading of a novel. They will include a brief summary without giving away the ending. Also, they should provide information on author, illustrator (student) and their opinion of the book. If they obtained author information from a website or the back of the book, they should cite their source. **Book Prediction** **Formative: Writing Assignment** By looking at the cover of a book, student will take sides by answering the following questions: What do you think the book is about? Why? What does the title mean? What does the illustration mean? Do you know anything about the author that would help you understand what the book is about? What do the colors on the book indicate? **Character Traits** **Formative: Graphic Organizer** Using a concept web graphic organizer, write a one-word description of a character in each bubble. **Word Expert Cards** **Formative: Project** Students will create Word Expert Cards for vocabulary words from text. Each student or groups of 2-3 students will be assigned a word and create a Word Expert Card containing a picture portraying the word on the front. The back would contain a sentence containing the word from text, part of speech, definition in own words, and original sentence using the word.

print version and the film version. After completing the graphic organizer, they can use the information to write an essay in which they argue which of the versions was better and why using specific examples from both the text and the film.	**Character Analysis** **Summative: Essay** In an essay, students will name and describe 3-5 character traits of one of the characters in the novel the class is reading. Students can mention appearance (what the character looks like), but should remember this is not a character trait. Students should find specific examples from the text to support their descriptions of the character. **Literature Comparison** **Summative: Persuasive Writing** After students read a novel or short story, have them watch the movie version of it and fill out a graphic organizer of literary elements as they watch to note the similarities and differences between the print version and the film version. After completing the graphic organizer, they can use the information to write an essay in which they argue which of the versions was better and why using specific examples from both the text and the film.
Resources (Suggested)	**Catholic Identity**

1. iPad Resources
2. Literature Connections
   Animal Farm by George Orwell
   "A Retrieved Reformation" by O. Henry
   Call of the Wild by Jack London
   "Dr. Heidegger's Experiment" by Nathaniel Hawthorne
   Flowers for Algernon by Daniel Keyes
   "Gift of the Magi" by O. Henry
   Lightning Thief by Rick Riordan
   Okay For Now by Gary Schmidt
   "Rappaccini's Daughter" by Nathaniel Hawthorne
   "Sleepy Hollow" by Washington Irving
   Taking Sides by Gary Soto
   The Book Thief by Mark Zusak
   The Diary of Anne Frank (DVD)
   The Giver by Lois Lowry
   The Graveyard Book by Neil Gaiman
   The Monsters Are Due on Maple Street teleplay
   The Monsters Are Due on Maple Street original episode of *The Twilight Zone*
   "The Necklace" by Guy de Maupassant
   The Outsiders by S. E. Hinton
   The Outsiders (1987) Francis Ford Coppola DVD
   The Pigman by Paul Zindel
   "The Ransom of Red Chief" by O. Henry
   The Wednesday Wars by Gary Schmidt
   "The Tell-Tale Heart" by Edgar Allen Poe
   From the Common Core Standards-suggested books:
   Grades 6-8 Text Exemplars:Stories
   Little Women by Louisa May Alcott
   The Adventures of Tom Sawyer by Mark Twain
   A Wrinkle in Time by Madeleine L'Engle
   The Dark Is Rising by Susan Cooper
   Dragonwings by Laurence Yep
   The Tale of the Mandarin Ducks by Katherine Paterson
   "Eleven" by Sandra Cisneros
   Black Ships Before Troy: The Story of the Iliad by
	Social Justice Teachings
	  ❖ Rights and Responsibilities
	  ❖ Care for God's Creation
	
	Rights of Children
	  ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.
	  ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security.
	  ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.
	  ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.
	  ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.
	  ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.
	  ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.
	  ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.
	  ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.
	  ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Rosemary Sutcliff
3. Internet Resources
[Internet 4 Classrooms](#)
[Info Ohio](#)
[Kids Love a Mystery](#)
[Awesome Library](#)
[Learning Tools](#)
[Mythology](#)
[Drama Notebook](#)

Reading Literature: Drama

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Reading: Literature
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.7.2. 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.7.7. 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).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.7.9. 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.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.7.10.By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Writing
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Speaking & Listening
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language
Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined,

respectful, polite, diplomatic, condescending).

Essential Questions

1. What are the essential components of drama?
2. How can I personally interpret a character through reading, watching or acting?
3. How does drama reflect as well as shape culture?
4. Why should I read or view drama?
5. How does literature reflect life?

Content The students will know	Skills **Bloom's Taxonomy** **DOK Links** The students will be able to
1. Textual evidence 2. Inferences 3. Central ideas/themes 4. Development/interaction of individuals, events, ideas 5. Elements of drama 6. Meaning of unknown words or phrases 7. Point of view 8. Context clues 9. Reference materials 10. Word relationships 11. Figures of speech	1. Discern and cite evidence from the text to draw and support assertions. 2. Draw conclusions from inferences. 3. Identify theme and analyze its relation to various aspects of the play. 4. Analyze how particular elements of drama develop and interact over the course of the play. 5. Connect the impact of specific words on meaning and tone through the use of analogies, allusions or other means. 6. Analyze and assess how different points of view shape the play; recognize how different points of view create various effects (i.e. suspense, humor, etc.). 7. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. 8. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.) 9. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 10. Compare and contrast a written drama 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). 11. 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. 12. Draw evidence from literary or informational texts to support analysis, reflection, and research. 13. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 14. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. 15. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 16. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g.,

	belligerent, bellicose, rebel).
	17. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	18. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	19. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	20. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	21. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	22. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Common Core Vocabulary	**Additional Vocabulary**
1. Scene 2. Scenery 3. Acts 4. Stage left 5. Stage right 6. Narrator 7. Role 8. Script/line 9. Dialogue 10. Character 11. Stage direction 12. Props 13. Lighting 14. Sound effects 15. Audience	

Learning Experiences (Suggested)	**Assessment (Suggested)**
1. Literature Comparison. After students read a play, have them watch the movie version of it and fill out a graphic organizer of literary elements as they watch to note the similarities and differences between the print version and the film version. After completing the graphic organizer and engaging in a class discussion, they can use the information to write an essay in which they argue which of the versions was better and why, using specific examples from both the text and the film. 2. Reader's Theatre. Have students act out scenes from a play in order to understand how gesture, vocal inflection, and facial expressions contribute to a production of a play on stage. 3. Circle Board. After the teacher takes a significant word from a play and puts it in a circle on the board, students will come up to the board and draw off of that word different images, emotions, or feelings (connotations) as well as definitions (denotations). The class then will discuss how the word fits the author's purpose of the	**Literature Comparison** **Summative: Written Assessment** After students read a play, have them watch the movie version of it and fill out a graphic organizer of literary elements as they watch to note the similarities and differences between the print version and the film version. After completing the graphic organizer and engaging in a class discussion, they can use the information to write an essay in which they argue which of the versions was better and why using specific examples from both the text and the film. **Reader's Theater** **Summative: Performance** Have students act out scenes from a play in order to understand how gesture, vocal inflection, and facial expressions contribute to a production of a play on stage. **Figurative Language Search** **Formative: Reading Task** As students read a play individually or as a class, they will

scene. This activity will show students the variety of words available and how word choice is deliberate. The activity can be repeated with a different word.

4. Figurative Language. As students read a play individually or as a class, they will complete a graphic organizer for figures of speech that they find in the play. (See link) They should list the figure of speech itself, what type it is (simile, metaphor, personification, etc.), and the effect it created. The students should then write a reflective paragraph on the impact of figurative language on a writer's work.

5. Character Analysis. Students will choose one of the characters in a play the class is reading and complete a graphic organizer on that character, analyzing his or her traits. For each of the traits the student lists, he or she should find two to three examples from the play to support that trait. Students who chose the same character can then get into a group with others who chose that character to compare notes. After students have compared notes, each individual student should write an essay analyzing the character, using three of the traits discussed with evidence of each from the text.

6. Historical Comparison. After students read a play with some basis in history, they should each find an article about that time period or some aspect of the play and read to determine if the events in the play were historically accurate or not. A class discussion will follow with each student contributing what he or she found.

[globe icon] The Monsters Are Due on Maple Street

[globe icon] Character Analysis Graphic Organizers

[globe icon] Figurative Language Graphic Organizer

complete a graphic organizer for figures of speech that they find in the play. They should list the figure of speech itself, what type it is (simile, metaphor, personification, etc.), and the effect it created. The students should then write a reflective paragraph on the impact of figurative language on a writer's work.

Character Analysis
Summative: Essay
Students will choose one of the characters in a play the class is reading and complete a graphic organizer on that character, analyzing his or her traits. For each of the traits the student lists, he or she should find two-three examples from the play to support that trait. Students who chose the same character can then get into a group with others who chose that character to compare notes. After students have compared notes, each individual student should write an essay analyzing the character, using three of the traits discussed with evidence of each from the text.

[globe icon] Read, Write, Think

Resources (Suggested)	Catholic Identity
1. iPad Resources 2. Literature Connections *A Christmas Carol* dramatization by Frederick Gaines or other drama form *A Christmas Carol* with Alastair Sim (1951) or George C. Scott (1984) DVD *Macbeth* by William Shakespeare *Romeo & Juliet* produced by Franco Zeffirelli (1968) DVD *Romeo and Juliet* by William Shakespeare (Shakespeare Made Easy) [Paperback] *The Glass Menagerie* by Tennessee Williams *The Monsters Are Due on Maple Street* teleplay *The Monsters Are Due on Maple Street* original episode of *The Twilight Zone* *West Side Story* produced by Robert Wise and Jerome Robbins (1961) DVD Common Core Text Exemplars, grades 6-8 *Sorry, Wrong Number* by Louise Fletcher *The Diary of Anne Frank: A Play* by Frances Goodrich and Albert Hackett 3. Additional Resources	**Social Justice Teachings** ❖ Rights and Responsibilities ❖ Care for God's Creation **Rights of Children** ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe

The Great Lakes Theater Residency Program 4. Internet Resources 🌐 [Introduction to Drama and Shakespeare Vocabulary](#)	and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Reading Literature: Poetry

Standards Assessed

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Capacities of the Literate Individual
Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Reading: Literature
Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.7.2. 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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.7.5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.7.6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.7.7. 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).

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.7.10.By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Writing
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Speaking & Listening
Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.7.1d. Acknowledge new information expressed by others and, when warranted, modify their own views.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS: CCSS: English Language Arts 6-12, OH: CCSS: Grade 7, Language
Knowledge of Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- L.7.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- L.7.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.7.4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- L.7.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.7.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.7.5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- L.7.5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- L.7.5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Essential Questions

1. How are literary devices utilized in poetry?
2. Why should I read poetry?
3. What is the purpose of imagery, sound devices, and symbolism in poetry?
4. What is the message the author is sending to me?
5. In what ways does poetry have an effect on me?

Content The students will know	Skills **Bloom's Taxonomy** **DOK Links** The students will be able to
1. Textual evidence 2. Inferences 3. Central ideas/themes 4. Development/interaction of individuals, events, ideas 5. Meaning of unknown words or phrases 6. Verse 7. Stanza 8. Structure of text 9. Point of view 10. Diverse formats of media 11. Context clues 12. Reference materials 13. Word relationships 14. Figures of speech	1. Discern and cite evidence from a poem to draw and support assertions. 2. Draw conclusions from inferences. 3. Identify theme and analyze its relation to various aspects of the poem. 4. Analyze how the poetry's progression portrays actions, reveals character traits, and moves poem forward. 5. Explain the structure of a poem, specifically how the verses and stanzas relate to each other as a whole. 6. Analyze and assess how different points of view shape the content of the poem. 7. Integrate, evaluate, and compare diverse formats in media. 8. Analyze information presented by media and evaluate its motive. 9. Utilize digital media to enhance presentation. 10. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials. 11. Demonstrate understanding of word relationships and nuances in word meanings (i.e. figures of speech, connotations, denotations, etc.) 12. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 13. Acknowledge new information expressed by others and, when warranted, modify their own views. 14. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 15. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 16. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. 17. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of

| | the words. |
| | 18. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |

Common Core Vocabulary	Additional Vocabulary
1. Figurative language 2. Simile 3. Metaphor 4. Hyperbole 5. Alliteration 6. Personification 7. Onomatopoeia 8. Stanza 9. Rhyme	

Learning Experiences (Suggested)	Assessment (Suggested)
1. Figurative Language. After reading a poem, such as "The Highwayman" by Alfred Noyes, students will give examples of onomatopoeia, alliteration, simile, and metaphor and write the verse in which each appears using a graphic organizer (see link). Students will then write a paragraph in which they reflect on the effect of these figures of speech on the meaning of the poem. 2. Circle Board. After the teacher takes a significant word from a poem and puts it in a circle on the board, students will come up to the board and draw off of that word different images, emotions, or feelings (connotations) as well as definitions (denotations). The class then will discuss how the word fits the author's purpose in the poem. This activity will show students the variety of words available and how word choice is deliberative. The activity can be repeated with a different word. 3. Close Reading. Students will receive a printed copy of a small selection of a complex poem. They will circle words they do not know, write questions they may have in the margins, and underline sentences that address the topic or theme of the selection. Students will discuss their findings with small groups where they will look up any words they did not know. The entire class will then discuss the selection, focusing on details in the text that contribute to the overall theme. Each student will then write a paragraph explaining the main idea of the selection and details that contribute to that main idea. 4. Poetry Paraphrase. After students read a poem, they will write a paraphrase of the poem. They should rewrite the poem as prose without any figures of speech. Students will share their paraphrases with the class and engage in discussion about the effect of figurative language on a poem and the difference between prose and poetry. 5. Poetry Slam. Convert the classroom into a coffee house and have students each memorize their favorite poem to be presented to the rest of the class as a competition. The following simple benchmarks might be used: Each student's performance would be two to three minutes in length.	**Figurative Language** **Formative: Graphic Organizer** After reading a poem such as "The Highwayman," students will give examples of onomatopoeia, alliteration, simile, and metaphor and write the verse in which each appears using a graphic organizer (see link). Students will then write a paragraph in which they reflect on the effect of these figures of speech on the meaning of the poem. **Poetry Paraphrase** **Formative: Reading Task** After students read a poem, they will write a paraphrase of the poem. They should rewrite the poem as prose without any figures of speech. Students will share their paraphrases with the class and engage in discussion about the effect of figurative language on a poem and the difference between prose and poetry. **Poetry Slam** **Summative: Recital** Convert the classroom into a coffee house and have students each memorize their favorite poem to be presented to the rest of the class as a competition. The following simple benchmarks might be used: Each student's performance would be two to three minutes in length. Performances would make effective use of dynamics and pacing. Students would clearly articulate their words. Students would make appropriate use of gestures to convey the message or feeling of their poems. Students would partially (at least one minute) or completely memorize their poems. No props, costumes, or musical instruments of any kind would be allowed; this would be poetry in its purest form. **Cooperative Poetry Comparison** **Summative: Comparative Study** Students in small groups should choose two poems on the same topic but by different authors. Using a graphic organizer, they should identify similarities and differences between the two poems,

Performances would make effective use of dynamics and pacing.
Students would clearly articulate their words.
Students would make appropriate use of gestures to convey the message or feeling of their poems.
Student would partially (at least one minute) or completely memorize their poems.
No props, costumes, or musical instruments of any kind would be allowed; this would be poetry in its purest form.

6. Cooperative Poetry Comparison. Students in small groups should choose two poems on the same topic but by different authors. Using a graphic organizer, they should identify similarities and differences between the two poems, focusing especially on word choice, tone, and figurative language. Then they should prepare a visual using technology and present their comparison to the rest of the class.

[Poetry Worksheet](#)

[Reading Poetry in the Middle Grades](#)

[Close Reading of a Literary Text](#)

[Figurative Language Graphic Organizer](#)

focusing especially on word choice, tone, and figurative language. Then they should prepare a visual using technology and present their comparison to the rest of the class.

[The Highwayman Grid](#)

[The Highwayman Worksheet](#)

Resources (Suggested)	Catholic Identity
1. iPad Resources 2. Literature Connections Central Park Serenade by Laura Godwin (book to portray onomatopoeia and other elements of a poem) "Nothing Gold Can Stay" by Robert Frost Poetry of Edgar Allen Poe "The Charge of the Light Brigade" by Alfred Lord Tennyson "The Highwayman" poem by Alfred Noyes Common Core Text Exemplars, Grades 6-8 "Paul Revere's Ride" by Henry Wadsworth Longfellow "O Captain, My Captain!" by Walt Whitman "Jabberwocky" by Lewis Carroll "Twelfth Song of Thunder" Navajo Tradition "The Railway Train" by Emily Dickinson "The Song of Wandering Aengus" by William Butler Yeats "The Road Not Taken" by Robert Frost "Chicago" by Carl Sandburg "I, Too, Sing America" by Langston Hughes "The Book of Questions" by Pablo Neruda "Oranges" by Gary Soto "A Poem for My Librarian, Mrs. Long" by Nikki Giovanni 3. Internet Resources ["The Highwayman" Animated Film](#) ["The Highwayman" song by Loreena McKennitt](#) [Internet 4 Classrooms](#) [Info Ohio](#)	**Social Justice Teachings** ❖ Rights and Responsibilities ❖ Care for God's Creation **Rights of Children** ❖ THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect. ❖ THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection and security. ❖ THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity. ❖ THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents. ❖ THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth. ❖ THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse. ❖ THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations. ❖ THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions. ❖ THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction. ❖ THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

- [Quizlet for Poetry](#)
- [Poetry Lesson](#)
- [Poe Museum](#)
- [Paul Revere](#)
- [Reading Poetry in the Middle Grades](#)

PARENT GUIDE
GRADE SEVEN READING CURRICULUM
DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Seven.
As parents, you are encouraged to support the work of your child's teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual
They demonstrate independence.
They build strong content knowledge.
They respond to the varying demands of audience, task, purpose, and discipline.
They comprehend as well as critique.
They value evidence.
They use technology and digital media strategically and capably.
They come to understand other perspectives and cultures.

Reading: Literature
Key Ideas and Details
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Craft and Structure
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Integration of Knowledge and Ideas
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).
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.
Range of Reading and Level of Text Complexity
By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text
Key Ideas and Details
Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
	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.
Integration of Knowledge and Ideas	
	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).
	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Speaking and Listening

Comprehension and Collaboration	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
	Acknowledge new information expressed by others and, when warranted, modify their own views.
	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Presentation of Knowledge and Ideas	
	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Writing

Text Types and Purposes	
	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Production and Distribution of Writing	
	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Research to Build and Present Knowledge	
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

Language

Knowledge of Language	
	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Vocabulary Acquisition and Use	
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

	Vocabulary Acquisition and Use continued
	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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READING CURRICULUM
GRADE SEVEN
DIOCESE OF CLEVELAND

Checklist for Common Core State Standards & Diocesan Curriculum

Date Taught	
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