Unit: Petey (Realistic Fiction based on a true story)					
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**	
Petey by Ben Mikaelsen	7.R.2.2 Students can read fluently to comprehend grade-level text. • (Application) I can determine purpose for reading (enjoyment or information). 7.R.2.2 • I can adjust my reading speed for different types of text. 7.R.2.2 • I can self-monitor my reading to check for understanding. 7.R.2.2	**Daily quiz** **Classroom Discussion**	X	X	
	7.R.3.1 Students can **examine** text structures for characteristics of fiction, nonfiction, drama, and poetry. • (can determine the significance of sequence in a given story. 7.R.3.1 • I I can determine the significance of the description. 7.R.3.1 Evaluation)	**Classroom Discussion**	X	X	

	7.R.3.2 Students can **identify** how authors use literary elements to create meaning. • (I can describe characterization in a story. **7.R.3.2** • I can describe how setting affects the meaning in a story. **7.R.3.2** • I can describe how conflict resolution affects the meaning. **7.R.3.2** • I can describe the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). **7.R.3.2** • I can describe theme. **7.R.3.2x** • I can explain point of view. **7.R.3.2** • I can explain the author's purpose. **7.R.3.2** Comprehension)	**Classroom Discussion Daily Quizzes Final Essay questions**	X	X	
	.R.4.1 Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events. • (I can describe characterization in a story. **7.R.3.2** • I can describe how setting affects the meaning in a story. **7.R.3.2** • I can describe how conflict resolution affects the meaning.	**Classroom Discussion, Daily Quizzes**	X	X	

	7.R.3.2 • I can describe the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). **7.R.3.2** • I can describe theme. **7.R.3.2** • I can explain point of view. **7.R.3.2** • I can explain the author's purpose. **7.R.3.2** Application)				
	7.R.3.3 Students can **identify** how authors use <u>literary devices</u> to create meaning. • I can explain similes and how they contribute to meaning. **7.R.3.3** • I can explain metaphors and how they contribute to meaning. **7.R.3.3** • I can explain personification and how it contributes to meaning. **7.R.3.3** • I can explain foreshadowing and how it contributes to meaning. **7.R.3.3** • I can explain flashbacks and how they contribute to meaning. **7.R.3.3** • I can explain allusion and how it contributes to meaning. **7.R.3.3** (Comprehension)	**Classroom Discussion** **Literary Terms Test**			

| | 7.R.5.4 Students can **analyze** the author's purpose in text.

• I can identify the author. **7.R.5.4**
• I can explain the author's connection to this topic. **7.R.5.4**
• I can identify the author's purpose for writing a text (persuade, inform, entertain–PIE). **7.R.5.4**
• I can explain how the author's purpose affects the meaning of the text. **7.R.5.4**

(Analysis) | **Classroom Discussion** | | X | X | |

Unit: Surviving on your own unit (Realistic Fiction and nonfiction story)				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
Students choose a novel from a list *Cat on the Go* **story from literature and language**	7.R.1.1 Students can analyze word parts to determine meaning and context. (Analysis)	**Vocabulary worksheet and test**	X	X

textbook	• I can define individual base words. 7.R.1.1 • I can define common suffixes and prefixes. 7.R.1.1 I can define antonyms and synonyms. 7.R.1.1			
	7.R.1.2 Students can infer how word choice affects meaning. (Analysis) I can identify the connotation of a word. 7.R.1.2 I can identify the denotation of a word. 7.R.1.2 I can compare and contrast how the connotation and denotation influences the meaning of the text. 7.R.1.2	**Vocabulary worksheet and test**	X	X
	7.R.2.1 Students can interpret text using comprehension strategies. (Application) • I can make connections with the text. 7.R.2.1 • I can ask questions as I read to determine meaning. 7.R.2.1 • I can visualize the text as I read.	**Novel Questions answered while reading** **Quiz and class discussion on short story**	X	X

	7.R.2.1 ● I can decide what is important as I read. **7.R.2.1** ● I can make inferences as I read. **7.R.2.1** ● I can use information and apply it to xmy life as I read. **7.R.2.1** ● I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**			
	7.R.2.2 Students can read fluently to comprehend grade-level text. (Application) ● I can determine purpose for reading (enjoyment or information). **7.R.2.2** ● I can adjust my reading speed for different types of text. **7.R.2.2** ● I can self-monitor my reading to check for understanding. **7.R.2.2**	**Novel Questions and quiz.**	X	X

Unit: Science Fiction				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
All Summer in a Day **story from literature and language textbook**	7.R.2.1 Students can interpret text using comprehension strategies. (Application) • I can make connections with the text. **7.R.2.1** • I can ask questions as I read to determine meaning. **7.R.2.1** • I can visualize the text as I read. **7.R.2.1** • I can decide what is important as I read. **7.R.2.1** • I can make inferences as I read. **7.R.2.1** • I can use information and apply it to my life as I read. **7.R.2.1** • I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**	**Quiz and classroom discussion**	X	X

	7.R.3.1 Students can **examine** text structures for characteristics of fiction, nonfiction, drama, and poetry. (Evaluation) - I can compare and contrast different texts. **7.R.3.1** - I can determine the significance of sequence in a given story. **7.R.3.1** - I can determine the significance of the description. **7.R.3.1** - I can understand the importance of dialogue. **7.R.3.1**	**Quiz and classroom discussion**	**X**	**X**
The Giver **by Lois Lowry**	7.R.1.2 Students can **infer** how word choice affects meaning. (Analysis) I can identify the connotation of a word. **7.R.1.2** I can identify the denotation of a word. **7.R.1.2** I can compare and contrast how the connotation and denotation influences the meaning of the text. **7.R.1.2**	**Vocabulary Test**		

	7.R.2.1 Students can interpret text using comprehension strategies. (Application) - I can make connections with the text. **7.R.2.1** - I can ask questions as I read to determine meaning. **7.R.2.1** - I can visualize the text as I read. **7.R.2.1** - I can decide what is important as I read. **7.R.2.1** - I can make inferences as I read. **7.R.2.1** - I can use information and apply it to my life as I read. **7.R.2.1** - I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**	**Daily Quizzes** **Classroom discussions** **College Buddy Letters**	**X**	**X**
	7.R.2.2 Students can read fluently to comprehend grade–level text. (Application) - I can determine purpose for reading (enjoyment or information). **7.R.2.2** - I can adjust my reading speed for different types of text. **7.R.2.2**	**Daily Quizzes** **Daily Discussions** **College Buddy Letters** **Presentation of Projects**	**X**	**X**

	• I can self-monitor my reading to check for understanding. **7.R.2.2**			
	7.R.3.1 Students can **examine** text structures for characteristics of fiction, nonfiction, drama, and poetry. (Evaluation) • I can compare and contrast different texts. **7.R.3.1** • I can determine the significance of sequence in a given story. **7.R.3.1** • I can determine the significance of the description. **7.R.3.1** • I can understand the importance of dialogue. **7.R.3.1**	**Presentation of Projects** **Classroom Discussion**	**X**	**X**
	7.R.3.2 Students can **identify** how authors use literary elements to create meaning. (Comprehension) • I can describe characterization in a story. **7.R.3.2** • I can describe how setting affects the meaning in a story. **7.R.3.2** • I can describe how conflict resolution affects the meaning. **7.R.3.2**	**Group Worksheet** **Classroom Discussion**	**X**	**X**

	• I can describe the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). **7.R.3.2** • I can describe theme. **7.R.3.2** • I can explain point of view. **7.R.3.2** • I can explain the author's purpose. **7.R.3.2**			
	7.R.3.3 Students can identify how authors use literary devices to create meaning. (Comprehension) • I can explain similes and how they contribute to meaning. **7.R.3.3** • I can explain metaphors and how they contribute to meaning. **7.R.3.3** • I can explain idioms and how they contribute to meaning. **7.R.3.3** • I can explain personification and how it contributes to meaning. **7.R.3.3** • I can explain dialogue. **7.R.3.3** • I can explain dialect and how it contributes to meaning. **7.R.3.3** • I can explain foreshadowing and how it contributes to meaning. **7.R.3.3** • I can explain flashbacks and how they contribute to meaning. **7.R.3.3** • I can explain allusion and how it	**Literary Terms Test** **Classroom Discussion**	**X**	**X**

	contributes to meaning. **7.R.3.3**			
	7.R.4.1 Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events. (Application) - I can identify time periods and historical events in texts. **7.R.4.1** - I can evaluate how texts from various time periods can share the same theme. **7.R.4.1** - I can see how different historical events can share common themes. **7.R.4.1** - I can explain how texts from different cultures can share common themes. **7.R.4.1**	**Classroom Discussion**	**X**	**X**
	7.R.5.4 Students can **analyze** the author's purpose in text. (Analysis) - I can identify the author. **7.R.5.4** - I can explain the author's connection	**Classroom Discussion**		

	to this topic. **7.R.5.4** ● I can identify the author's purpose for writing a text (persuade, inform, entertain–PIE). **7.R.5.4** ● I can explain how the author's purpose affects the meaning of the text. **7.R.5.4**			
	7.LVS.1.1 Students can **evaluate** the purpose and content of the presentation using listening and viewing skills. (Evaluation) ● I can explain the speaker's message. **7.LVS.1.1** ● I can practice active listening skills. **7.LVS.1.1** ● I can ask intelligent questions about the presentation. **7.LVS.1.1** ● I can judge another's presentation in terms of effectiveness and clarity. **7.LVS.1.1** ● I can develop constructive criticism regarding a presentation. **7.LVS.1.1**	**Presentation of Projects**	X	X

	7.LVS.1.2 Students can **express** orally how audience and purpose influence speech format. (Comprehension) - I can identify the purpose of my speech. **7.LVS.1.2** - I can choose words (appropriate grammar) for the purpose. **7.LVS.1.2** - I can identify audience knowledge and interest. **7.LVS.1.2**	**Presentation of Projects**	X	X
	7.R.1.2 Students can **infer** how word choice affects meaning. (Analysis) I can identify the connotation of a word. **7.R.1.2** I can identify the denotation of a word. **7.R.1.2** I can compare and contrast how the connotation and denotation influences the meaning of the text. **7.R.1.2**	**Vocabulary Test**	X	X

Unit: Conflict With Nature Fiction and Nonfiction					
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**	
A Boy and a Man ***From Into Thin Air*** **from literature and language textbook**	7.R.1.1 Students can analyze word parts to determine meaning and context. (Analysis) • I can define individual base words. 7.R.1.1 • I can define common suffixes and prefixes. 7.R.1.1 • I can define antonyms and synonyms. 7.R.1.1	**Worksheet**	x	x	
	7.R.1.2 Students can infer how word choice affects meaning. (Analysis) I can identify the connotation of a word. 7.R.1.2 I can identify the denotation of a word. 7.R.1.2 I can compare and contrast how the connotation and denotation influences the meaning of the text. 7.R.1.2	**Vocabulary worksheet** **Quiz**	x	x	

A Boy and a Man *From Into Thin Air* from **literature and language textbook** **Adventure Novels of choice**	R.2.1 Students can interpret text using comprehension strategies. (Application) • I can make connections with the text. **7.R.2.1** • I can ask questions as I read to determine meaning. **7.R.2.1** • I can visualize the text as I read. **7.R.2.1** • I can decide what is important as I read. **7.R.2.1** • I can make inferences as I read. **7.R.2.1** • I can use information and apply it to my life as I read. **7.R.2.1** • I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**	**Quiz** **Worksheet** **Class Discussion** **Novel Questions for novels**	X	X
	7.R.2.2 Students can read fluently to comprehend grade-level text. (Application) • I can determine purpose for reading (enjoyment or information). **7.R.2.2** • I can adjust my reading speed for different types of text. **7.R.2.2**	**Quiz** **Class Discussion** **Novel Questions for novels**	X	X

	• I can self–monitor my reading to check for understanding. **7.R.2.2**			
	7.R.4.1 Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events. (Application) • I can identify time periods and historical events in texts. **7.R.4.1** • I can evaluate how texts from various time periods can share the same theme. **7.R.4.1** • I can see how different historical events can share common themes. **7.R.4.1** • I can explain how texts from different cultures can share common themes. **7.R.4.1**	**Class Discussion**	X	X
	7.R.5.4 Students can **analyze** the author's purpose in text. (Analysis) • I can identify the author. **7.R.5.4** • I can explain the author's connection to this topic. **7.R.5.4** • I can identify the author's purpose for	**Class Discussion** **Quiz**	X	X

	writing a text (persuade, inform, entertain–PIE). **7.R.5.4** • I can explain how the author's purpose affects the meaning of the text. **7.R.5.4**			

Unit: Library Challenge				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
Online resources from library website **Printed reference material from library**	7.R.5.1 Students can **determine** which reference sources will **provide** the best information for the assigned task. (Application) • I can select the best source for maps. 7.R.5.1 • I can select the best source for current information. **7.R.5.1** • I can select the best source for historical information. **7.R.5.1**	**Hands on worksheet in library** **Final Test**	X	X

	- I can select the best source for a concise and factual overview of a topic. **7.R.5.1** - I can select the most reliable online source of information. **7.R.5.1** - I can select the best source for word choice. **7.R.5.1**	

Unit: Behind the Story of I Am David (nonfiction)				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
Behind the Story of Anne Holm's I Am David	7.R.2.1 Students can interpret text using comprehension strategies. (Application) • I can make connections with the text. 7.R.2.1 • I can ask questions as I read to determine meaning. 7.R.2.1 • I can visualize the text as I read. 7.R.2.1 • I can decide what is important as I read. 7.R.2.1 • I can make inferences as I read. 7.R.2.1 • I can use information and apply it to my life as I read. 7.R.2.1 • I can differentiate among question types (eg – main idea / factual / inferential / contextual) 7.R.2.1	**Worksheet**	x	x
	7.R.2.2 Students can read fluently to comprehend grade-level text. (Application) • I can determine purpose for reading	**Worksheet**	x	x

	(enjoyment or information). **7.R.2.2** • I can adjust my reading speed for different types of text. **7.R.2.2** • I can self–monitor my reading to check for understanding. **7.R.2.2**			
	7.R.4.1 Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events. (Application) • I can identify time periods and historical events in texts. **7.R.4.1** • I can evaluate how texts from various time periods can share the same theme. **7.R.4.1** • I can see how different historical events can share common themes. **7.R.4.1** • I can explain how texts from different cultures can share common themes. **7.R.4.1**	**Worksheet**	X	X
	7.R.5.2 Students can **analyze** and **organize** data from informational text. (Analysis) • I can decide what is important as I	**Worksheet**	X	X

	read. **7.R.5.2**			

Unit: Historical Fiction

Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
I Am David **novel**	**7.R.1.2** Students can <u>infer</u> how <u>word choice</u> affects meaning. (Analysis) I can identify the connotation of a word. **7.R.1.2** I can identify the denotation of a word. **7.R.1.2** I can compare and contrast how the connotation and denotation influences the meaning of the text. **7.R.1.2**	**Vocabulary Test**	**X**	**X**
	7.R.2.1 Students can interpret text using <u>comprehension strategies</u>. (Application)	**Classroom Discussion** **Daily Quizzes**	**X**	**X**

	• I can make connections with the text. **7.R.2.1** • I can ask questions as I read to determine meaning. **7.R.2.1** • I can visualize the text as I read. **7.R.2.1** • I can decide what is important as I read. **7.R.2.1** • I can make inferences as I read. **7.R.2.1** • I can use information and apply it to my life as I read. **7.R.2.1** • I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**			
	7.R.2.2 Students can read fluently to comprehend grade–level text. (Application) • I can determine purpose for reading (enjoyment or information). **7.R.2.2** • I can adjust my reading speed for different types of text. **7.R.2.2** • I can self–monitor my reading to check for understanding. **7.R.2.2**	**Daily Quizzes**	X	X

	7.R.3.1 Students can **examine** text structures for characteristics of fiction, nonfiction, drama, and poetry. (Evaluation) - I can compare and contrast different texts. **7.R.3.1** - I can determine the significance of sequence in a given story. **7.R.3.1** - I can determine the significance of the description. **7.R.3.1**	**Classroom Discussion**	X	X
	7.R.3.2 Students can **identify** how authors use literary elements to create meaning. (Comprehension) - I can describe characterization in a story. **7.R.3.2** - I can describe how setting affects the meaning in a story. **7.R.3.2** - I can describe how conflict resolution affects the meaning. **7.R.3.2** - I can describe the five elements of plot in a particular story (exposition /	**Classroom Discussion**	X	X

	rising action / climax / falling action / resolution). **7.R.3.2** ● I can describe theme. **7.R.3.2** ● I can explain point of view. **7.R.3.2** ● I can explain the author's purpose. **7.R.3.2**			
	7.R.3.3 Students can <u>identify</u> how authors use <u>literary devices</u> to create meaning. (Comprehension) ● I can explain similes and how they contribute to meaning. **7.R.3.3** ● I can explain metaphors and how they contribute to meaning. **7.R.3.3** ● I can explain personification and how it contributes to meaning. **7.R.3.3** ● I can explain alliteration . **7.R.3.3** ● I can explain foreshadowing and how it contributes to meaning. **7.R.3.3** ● I can explain flashbacks and how they contribute to meaning. **7.R.3.3** ● I can explain allusion and how it contributes to meaning. **7.R.3.3**	**Classroom Discussion** **Literary Terms Test**	X	X

	7.R.4.1 Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events. (Application) - I can identify time periods and historical events in texts. **7.R.4.1** - I can evaluate how texts from various time periods can share the same theme. **7.R.4.1** - I can see how different historical events can share common themes. **7.R.4.1**	**Classroom Discussion**		
	7.R.5.4 Students can **analyze** the author's purpose in text. (Analysis) - I can identify the author. **7.R.5.4** - I can explain the author's connection to this topic. **7.R.5.4** - I can identify the author's purpose for writing a text (persuade, inform, entertain–PIE). **7.R.5.4** - I can explain how the author's purpose affects the meaning of the	**Classroom Discussion**	X	X

	text. **7.R.5.4**			
DVD: *I Am David*	**7.LVS.1.4** Students can **evaluate** the use of facts and opinions expressed in auditory and visual information. (Evaluation) I can evaluate multimedia devices such as videos, DVDs, and websites. **7.LVS.1.4**	**Comparison/Contrast Worksheet**	**X**	**X**

Unit: Child Labor				
Resources:	**Standard(s):** **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
***Iqbal* by Francesco D'Adamo**	**7.R.1.2** Students can **infer** how word choice affects meaning. (Analysis)	**Vocabulary Test**		**x**

	I can identify the connotation of a word. **7.R.1.2** I can identify the denotation of a word. **7.R.1.2** I can compare and contrast how the connotation and denotation influences the meaning of the text. **7.R.1.2**			
	7.R.2.1 Students can interpret text using <u>comprehension strategies.</u> (Application) • I can make connections with the text. **7.R.2.1** • I can ask questions as I read to determine meaning. **7.R.2.1** • I can visualize the text as I read. **7.R.2.1** • I can decide what is important as I read. **7.R.2.1** • I can make inferences as I read. **7.R.2.1** • I can use information and apply it to x • I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**	**Graded Discussion Test**		X
	7.R.2.2 Students can read fluently to	**Graded Discussion Test**		X

	comprehend grade–level text. (Application) • I can determine purpose for reading (enjoyment or information). **7.R.2.2** • I can adjust my reading speed for different types of text. **7.R.2.2** I can self–monitor my reading to check for understanding.			
	7.R.3.1 Students can **examine** text structures for characteristics of fiction, nonfiction, drama, and poetry. (Evaluation) • I can compare and contrast different texts. **7.R.3.1** • I can determine the significance of sequence in a given story. **7.R.3.1** I can determine the significance of the description. **7.R.3.1**	**Graded Discussion Test**		X
	7.R.3.2 Students can **identify** how authors use literary elements to create meaning. (Comprehension)	**Graded Discussion Test**		X

	- I can describe characterization in a story. **7.R.3.2** - I can describe how setting affects the meaning in a story. **7.R.3.2** - I can describe how conflict resolution affects the meaning. **7.R.3.2** - I can describe the five elements of plot in a particular story (exposition / rising action / climax / falling action / resolution). **7.R.3.2** - I can describe theme. **7.R.3.2** - I can explain point of view. **7.R.3.2** - I can explain the author's purpose. **7.R.3.2**			
	7.R.4.1 Students can identify recurring themes in text from diverse cultures, time periods, and historical events. (Application) - I can identify time periods and historical events in texts. **7.R.4.1** - I can evaluate how texts from various time periods can share the same theme. **7.R.4.1** - I can see how different historical events can share common themes. **7.R.4.1** - I can explain how texts from different	**Graded Discussion Test**		X

	cultures can share common themes. **7.R.4.1**			
Unit: Drama				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
A Christmas Carol **from literature and language textbook**	**7.R.1.2** Students can <u>infer</u> how <u>word choice</u> affects meaning. (Analysis) I can identify the connotation of a word. **7.R.1.2** I can identify the denotation of a word. **7.R.1.2** I can compare and contrast how the connotation and denotation influences the meaning of the text. **7.R.1.2**	**Test**	**x**	
	7.R.2.1 Students can interpret text using <u>comprehension strategies.</u> (Application) • I can make connections with the text. **7.R.2.1** • I can ask questions as I read to determine meaning. **7.R.2.1** • I can visualize the text as I read.	**Class Discussion** **Test**	**x**	

	7.R.2.1 • I can decide what is important as I read. **7.R.2.1** • I can make inferences as I read. **7.R.2.1** • I can use information and apply it to my life as I read. **7.R.2.1** • I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**			
	7.R.2.2 Students can read fluently to comprehend grade-level text. (Application) • I can determine purpose for reading (enjoyment or information). **7.R.2.2** • I can adjust my reading speed for different types of text. **7.R.2.2** • I can self-monitor my reading to check for understanding. **7.R.2.2** • I can read with appropriate expression. **7.R.2.2** • I can read according to punctuation. **7.R.2.2** • I can read the text as written accurately and smoothly. **7.R.2.2**	**Informal Assessment of students reading the play aloud**	X	
	7.R.3.1 Students can **examine** text structures	**Classroom Discussion** **Test**	X	

	for characteristics of fiction, nonfiction, drama, and poetry. (Evaluation) • I can compare and contrast different texts. **7.R.3.1** • I can determine the significance of sequence in a given story. **7.R.3.1** • I can determine the significance of the description. **7.R.3.1** • **7.R.3.1** • I can determine the significance of stage directions in drama. **7.R.3.1** • I can understand the importance of dialogue. **7.R.3.1**			
	7.R.3.2 Students can **identify** how authors use literary elements to create meaning. (Comprehension) • I can describe characterization in a story. **7.R.3.2** • I can describe how setting affects the meaning in a story. **7.R.3.2** • I can describe how conflict resolution affects the meaning. **7.R.3.2** • I can describe the five elements of plot	**Classroom Discussion Test**	X	

	in a particular story (exposition / rising action / climax / falling action / resolution). **7.R.3.2** • I can describe theme. **7.R.3.2** • I can explain point of view. **7.R.3.2** • I can explain the author's purpose. **7.R.3.2**			
	7.R.3.3 Students can identify how authors use literary devices to create meaning. (Comprehension) • I can explain similes and how they contribute to meaning. **7.R.3.3** • I can explain metaphors and how they contribute to meaning. **7.R.3.3** • I can explain personification and how it contributes to meaning. **7.R.3.3** • I can explain dialogue. **7.R.3.3** • I can explain dialect and how it contributes to meaning. **7.R.3.3** • I can explain foreshadowing and how it contributes to meaning. **7.R.3.3** • I can explain flashbacks and how they contribute to meaning. **7.R.3.3** • I can explain allusion and how it	**Classroom Discussion Test**	X	

	contributes to meaning. **7.R.3.3**			
	7.R.4.1 Students can **identify** recurring themes in text from diverse cultures, time periods, and historical events. (Application) - I can identify time periods and historical events in texts. **7.R.4.1** - I can evaluate how texts from various time periods can share the same theme. **7.R.4.1** - I can see how different historical events can share common themes. **7.R.4.1** I can explain how texts from different cultures can share common themes	**Classroom Discussion** **Test**	X	
	7.R.5.4 Students can **analyze** the author's purpose in text. (Analysis) - I can identify the author. **7.R.5.4** - I can explain the author's connection to this topic. **7.R.5.4** - I can identify the author's purpose for writing a text (persuade, inform, entertain–PIE). **7.R.5.4**	**Classroom Discussion** **Test**	X	

	• I can explain how the author's purpose affects the meaning of the text. **7.R.5.4**

Unit: Poetry

Resources:	Standard(s): • **Learning Target(s)**	Assessment:	First Semester	Second Semester
Variety of Poems from literature and language textbook	7.R.2.1 Students can interpret text using comprehension strategies. (Application) • I can make connections with the text. **7.R.2.1** • I can ask questions as I read to determine meaning. **7.R.2.1** • I can visualize the text as I read. **7.R.2.1** • I can decide what is important as I read. **7.R.2.1** • I can make inferences as I read. **7.R.2.1** • I can use information and apply it to my life as I read. **7.R.2.1** • I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**	**Classroom Discussion Test**	X	X

	7.R.2.2 Students can read fluently to comprehend grade-level text. (Application) • I can determine purpose for reading (enjoyment or information). **7.R.2.2** • I can adjust my reading speed for different types of text. **7.R.2.2** • I can self-monitor my reading to check for understanding. **7.R.2.2** • I can read with appropriate expression. **7.R.2.2** • I can read according to punctuation. **7.R.2.2** • I can read the text as written accurately and smoothly. **7.R.2.2**	**Classroom Participation**	X	X
	.R.3.1 Students can **examine** text structures for characteristics of <u>fiction, nonfiction, drama, and poetry.</u> (Evaluation) • I can compare and contrast different texts. **7.R.3.1** • I can determine the significance of sequence in a given story. **7.R.3.1** • I can determine the significance of the	**Classroom Participation** **Test**	X	X

	description. **7.R.3.1** ● I can determine the significance of a stanza. **7.R.3.1** ● I can identify a rhyming pattern. **7.R.3.1** ● I can identify and create free verse. **7.R.3.1** ●			
	7.R.3.3 Students can **identify** how authors use literary devices to create meaning. (Comprehension) ● I can explain similes and how they contribute to meaning. **7.R.3.3** ● I can explain metaphors and how they contribute to meaning. **7.R.3.3** ● I can explain personification and how it contributes to meaning. **7.R.3.3** ● I can explain alliteration . **7.R.3.3** ● I can explain onomatopoeia. **7.R.3.3**	**Classroom Discussion** **Test**	X	X
	7.R.5.4 Students can **analyze** the author's purpose in text. (Analysis) ● I can identify the author. **7.R.5.4**	**Classroom Discussion** **Test**	X	X

			First Semester	Second Semester
	• I can explain the author's connection to this topic. **7.R.5.4** • I can identify the author's purpose for writing a text (persuade, inform, entertain–PIE). **7.R.5.4** • I can explain how the author's purpose affects the meaning of the text. **7.R.5.4**			

Unit: Mystery				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
Various Mystery Novels	7.R.2.1 Students can interpret text using comprehension strategies. (Application) • I can make connections with the text. **7.R.2.1** • I can ask questions as I read to determine meaning. **7.R.2.1** • I can visualize the text as I read. **7.R.2.1** • I can decide what is important as I read. **7.R.2.1**	**Literature Circles**	X	X

	• I can make inferences as I read. **7.R.2.1** • I can use information and apply it to my life as I read. **7.R.2.1** • I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**			
	7.R.2.2 Students can read fluently to comprehend grade-level text. (Application) • I can determine purpose for reading (enjoyment or information). **7.R.2.2** • I can adjust my reading speed for different types of text. **7.R.2.2** • I can self-monitor my reading to check for understanding. **7.R.2.2** • I can read with appropriate expression. **7.R.2.2** • I can read according to punctuation. **7.R.2.2** • I can read the text as written accurately and smoothly. **7.R.2.2**	**Literature Circles**	X	X
	7.R.3.1 Students can **examine** text structures for characteristics of fiction, nonfiction,	**Literature Circles**	X	X

	drama, and poetry. (Evaluation) - I can compare and contrast different texts. **7.R.3.1** - I can determine the significance of sequence in a given story. **7.R.3.1** - I can determine the significance of the description. **7.R.3.1** - I can understand the importance of dialogue. **7.R.3.1**			

Unit: Vocabulary				
Resources:	**Standard(s):** - **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
Vocabulary Drills by Edward Fry	7.R.1.1 Students can analyze word parts to determine meaning and context. (Analysis) - I can define individual base words. **7.R.1.1** - I can define common suffixes and prefixes. **7.R.1.1**	**Vocabulary Drills Book Work**	X	X

	• I can define antonyms and synonyms. **7.R.1.1**			
	7.R.1.2 Students can **infer** how <u>word choice</u> affects meaning. (Analysis) I can identify the connotation of a word. **7.R.1.2** I can identify the denotation of a word. **7.R.1.2** I can compare and contrast how the connotation and denotation influences the meaning of the text. **7.R.1.2**	**Vocabulary Drills Book Work**	X	X

Unit: Drama				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
Various Plays	**7.R.2.2** Students can read fluently to comprehend grade-level text. (Application)	**Classroom Participation**	X	X

	• I can determine purpose for reading (enjoyment or information). **7.R.2.2** • I can adjust my reading speed for different types of text. **7.R.2.2** • I can self–monitor my reading to check for understanding. **7.R.2.2** • I can read with appropriate expression. **7.R.2.2** • I can read according to punctuation. **7.R.2.2** • I can read the text as written accurately and smoothly. **7.R.2.2**			

Unit: Deductive Reasoning				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
Quizzles by Wayne Williams Perplexers: Mindware's Best Logic Problems	7.R.2.1 Students can interpret text using comprehension strategies. (Application) • I can ask questions as I read to determine meaning. **7.R.2.1** • I can decide what is important as I	**Completion of Logic Puzzles**	X	X

	read. **7.R.2.1** • I can make inferences as I read. **7.R.2.1**			
	7.R.2.2 Students can read fluently to comprehend grade-level text. (Application • I can determine purpose for reading (enjoyment or information). **7.R.2.2** • I can adjust my reading speed for different types of text. **7.R.2.2** • I can self-monitor my reading to check for understanding. **7.R.2.2**	**Completion of Logic Puzzles**	X	X

Unit: Legends, Folk Tales, and Myths				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
Popocatepetl and Ixtlaccihuatl **from literature and language textbook**	**7.R.2.1** Students can interpret text using comprehension strategies.	**Quiz**	X	X

	(Application) • I can make connections with the text. **7.R.2.1** • I can ask questions as I read to determine meaning. **7.R.2.1** • I can visualize the text as I read. **7.R.2.1** • I can decide what is important as I read. **7.R.2.1** • I can make inferences as I read. **7.R.2.1** • I can use information and apply it to my life as I read. **7.R.2.1** • I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**			
	Quiz **7.R.2.2** Students can read fluently to comprehend grade-level text. (Application) • I can determine purpose for reading (enjoyment or information). **7.R.2.2**		X	X

			First Semester	Second Semester
	• I can adjust my reading speed for different types of text. **7.R.2.2** • I can self–monitor my reading to check for understanding. **7.R.2.2**			
	7.R.3.1 Students can **examine** text structures for characteristics of fiction, nonfiction, drama, and poetry. (Evaluation) • I can compare and contrast different texts. **7.R.3.1** • I can determine the significance of sequence in a given story. **7.R.3.1** • I can determine the significance of the description. **7.R.3.1**	**Classroom Discussion Quiz**	**x**	**x**

Unit: Realistic Fiction				
Resources:	**Standard(s):** • **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
Various novels of students' choice *Papa's Parrot, Seventh Grade, Amigo Brothers*	**7.R.1.1** Students can analyze word parts to determine meaning and context. (Analysis)	**Vocabulary Worksheet**	**x**	**x**

	• I can define individual base words. **7.R.1.1** • I can define common suffixes and prefixes. **7.R.1.1** • I can define antonyms and synonyms. **7.R.1.1**			
	7.R.1.2 Students can <u>infer</u> how <u>word choice</u> affects meaning. (Analysis) I can identify the connotation of a word. **7.R.1.2** I can identify the denotation of a word. **7.R.1.2** I can compare and contrast how the connotation and denotation influences the meaning of the text. **7.R.1.2**	**Vocabulary Worksheet Quiz**	**x**	**x**
	.**R.2.1** Students can interpret text using <u>comprehension strategies</u>. (Application) • I can make connections with the text. **7.R.2.1** • I can ask questions as I read to determine meaning. **7.R.2.1**	**Classroom Discussion Quiz**	**x**	**x**

	• I can visualize the text as I read. **7.R.2.1** • I can decide what is important as I read. **7.R.2.1** • I can make inferences as I read. **7.R.2.1** • I can use information and apply it to my life as I read. **7.R.2.1** • I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**			
	7.R.2.2 Students can read fluently to comprehend grade–level text. (Application) • I can determine purpose for reading (enjoyment or **7**information). **7.R.2.2** • I can adjust my reading speed for different types of text. **7.R.2.2** • I can self–monitor my reading to check for understanding. **7.R.2.2**	**Quiz**	X	X
	7.R.3.1 Students can <u>examine</u> text structures for characteristics of <u>fiction, nonfiction, drama, and poetry.</u> (Evaluation) • I can compare and contrast different	**Classroom Discussion Quiz**	X	X

	texts. **7.R.3.1** ● I can determine the significance of sequence in a given story. **7.R.3.1** ● I can determine the significance of the description. **7.R.3.1**			

Unit: Reading Informational Material				
Resources:	**Standard(s):** ● **Learning Target(s)**	**Assessment:**	**First Semester**	**Second Semester**
How to Enjoy Poetry, Tenochtitlan: Inside the Aztec Capital, Burning Out At Nine, The Real Story of a Cowboy's Life, Justin Lebo, No Gumption, Nolan Ryan **from the literature and language textbook**	**R.2.1** Students can interpret text using comprehension strategies. (Application) ● I can make connections with the text. **7.R.2.1** ● I can ask questions as I read to determine meaning. **7.R.2.1** ● I can visualize the text as I read. **7.R.2.1** ● I can decide what is important as I read. **7.R.2.1** ● I can make inferences as I read. **7.R.2.1** ● I can use information and apply it to	**Classroom Discussion** **Quiz**	X	X

	my life as I read. **7.R.2.1** • I can differentiate among question types (eg – main idea / factual / inferential / contextual) **7.R.2.1**			
	7.R.3.1 Students can **examine** text structures for characteristics of fiction, nonfiction, drama, and poetry. (Evaluation) • I can compare and contrast different texts. **7.R.3.1** • I can determine the significance of sequence in a given story. **7.R.3.1** • I can determine the significance of the description. **7.R.3.1**	**Classroom Discussion** **Quiz**	X	X
	7.R.1.1 Students can analyze word parts to determine meaning and context. (Analysis) • I can define individual base words. **7.R.1.1** • I can define common suffixes and prefixes. **7.R.1.1** • I can define antonyms and synonyms. **7.R.1.1**	**Worksheet**	X	X

	7.R.1.2 Students can **infer** how word choice affects meaning. (Analysis) I can identify the connotation of a word. **7.R.1.2** I can identify the denotation of a word. **7.R.1.2** I can compare and contrast how the connotation and denotation influences the meaning of the text. **7.R.1.2**	**Worksheet** **Quiz**	**X**	**X**