7th Grade Reading Curriculum Guide
Lunenburg County Public Schools
June 2014

Marking Period: 1

Days: 3

Reporting Category/Strand: Use word analysis strategies and word reference materials

SOL 7.4a	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. a) Identify word origins and derivations.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g. –phobia, and –ology). **Essential Understanding.** ● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text
Essential Questions	How do word parts help us understand meaning? How does context help us understand word meaning? Why do we use the dictionary and thesaurus as resources? Why is vocabulary development important? Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from? How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Using word maps to expand vocabulary" and "Determining meaning of words by taking them apart" ● English SOL Vocabulary
Essential Vocabulary	● **affix** - word parts that combine to make whole words ● **prefix** - an affix added to the beginning of a word, forming a new word ● **suffix** - an affix added to the end of a word, forming a new word

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Marking Period: 1
Days: 3
Reporting Category/Strand: Use word analysis strategies and word reference materials

SOL 7.4b	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating dent from dentist and fric from friction to predict the meaning of dentifrice. **Essential Understandings** ● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text
Essential Questions	How do word parts help us understand meaning? How does context help us understand word meaning? Why do we use the dictionary and thesaurus as resources? Why is vocabulary development important? Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from? How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - Understanding and using roots and suffixes to expand vocabulary" ● English SOL Vocabulary
Essential Vocabulary	● **root word** - the base of a word ● **cognate** - Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. ● **synonyms** - a word having the same or nearly the same meaning as another ● **antonyms** - a word opposite in meaning to another.

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Days: 3
Reporting Category/Strand: Use word analysis strategies and word reference materials; Demonstrate comprehension of fictional texts

SOL 7.4c,7.5d	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.
	c) Identify and analyze figurative language.
	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
	d) Describe the impact of word choice, imagery, and literary devices including figurative language.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. ● recognize, understand, and use figurative language including: simile – figure of speech that uses the words like or as to make comparisons; metaphor – figure of speech that makes a comparison equating two or more unlike things. personification – figure of speech that applies human characteristics to nonhuman objects; and hyperbole – intentionally exaggerated figure of speech. ● analyze an author's choice and use of literary devices, including: foreshadowing – the use of clues to hint at coming events in a story; and irony – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true. **Essential Understandings** ● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text

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Essential Questions	What do readers look for to help them read? What do we think about when we read? How does what we think about help us comprehend?
Primary Resources	● *Study Island* ● *Vocabulary Resources*
Essential Vocabulary	● **figurative language** - a descriptive technique that authors use to make the writing more interesting ● **simile** - figure of speech that uses the words like or as to make comparisons ● **metaphor** - figure of speech that makes a comparison without using like or as ● **personification** - figure of speech that applies human characteristics to nonhuman objects ● **hyperbole** - intentionally exaggerated figure of speech ● **foreshadowing** - the use of clues to hint at coming events in a story ● **irony** - the contrast between expectation and reality ● **imagery** - the use of words to appeal to the five senses of the reader

Marking Period: 1

Days: 3

Reporting Category/Strand: Use word analysis strategies and word reference materials

SOL 7.4d	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. d) Identify connotations.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending), recognizing that some words have technical meanings based on context such as stern. ● recognize that synonyms may have connotations (e.g., elderly and mature; youthful and juvenile). **Essential Understandings** ● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text
Essential Questions	What do readers look for to help them read? What do we think about when we read? How does what we think about help us comprehend?

Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Understanding connotation"
Essential Vocabulary	● **connotations** - what a word means may have different interpretations based on how its used

Marking Period: 1

Days: 3

Reporting Category/Strand: Use word analysis strategies and word reference materials

SOL 7.4e	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● 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. **Essential Understandings** ● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text
Essential Questions	How does what you know help you understand text? How does thinking about the author's purpose and message deepen understanding?

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	How do text features and characteristics of informational and literary text influence reader interpretation?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Using context clues" ● [Homographs (Multiple Meaning Words)](#)
Essential Vocabulary	● **context clues** - Information (such as a <u>definition</u>, <u>synonym</u>, <u>antonym</u>, or <u>example</u>) that appears near a word or phrase and offers direct or indirect suggestions about its <u>meaning</u>.

Marking Period: 1

Days: 3

Reporting Category/Strand: Use word analysis strategies and word reference materials

SOL 7.4f	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.) **Essential Understandings**

	● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text
Essential Questions	How does what you know help you understand text? How does thinking about the author's purpose and message deepen understanding? How do text features and characteristics of informational and literary text influence reader interpretation?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Learning vocabulary by using reference materials"
Essential Vocabulary	● **reference materials** - provide many kinds of information: atlas, encyclopedia, almanac, internet, dictionary, thesaurus, etc.

Marking Period: 2
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5a	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

	a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize the elements of narrative structure including: setting – time, place, and duration; **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	Which connections help most to increase understanding of a text? How does literature reflect the time period in which it is written? Do literary and non-literary pieces reflect our culture or have helped to shape or make changes to it?
Primary Resources	● *Study Island* ● Interactive - Elements of a Story
Essential Vocabulary	● **setting -** the time and place in which a story happens

Marking Period: 2

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Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5a	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize the elements of narrative structure including: character(s) **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories)..
Essential Questions	Which connections help most to increase understanding of a text? How does literature reflect the time period in which it is written? Do literary and non-literary pieces reflect our culture or have helped to shape or make changes to it?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Identifying and understanding character traits" and "Identifying and categorizing character traits"
Essential Vocabulary	● **character development -** the way a writer reveals the personality of a character

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Marking Period: 2

Days: 3

Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5a	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize the elements of narrative structure including external conflicts, such as: individual vs. individual, individual vs. nature, individual vs. society, individual vs. supernatural, individual vs. technology, internal conflict, individual vs. self ● recognize the elements of narrative structure including: plot – development of the central conflict, including initiating event, rising action, climax, falling action, resolution **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	How does an understanding of the different genres and their characteristics help the reader better comprehend the meaning of text? How do you classify a piece of literature as a certain genre? How does the selection of genre shape the author's message? How does the form chosen by an author accomplish his/her purpose?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - Identifying elements of plot" ● Plot Structure
Essential Vocabulary	● **plot structure** - the way an author organizes what happens in a story from beginning to end (initiating event, rising action, climax, falling action, resolution)

Marking Period: 2
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5a	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize the elements of narrative structure including: theme. ● 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 **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	Why is theme important? Is the theme of a story always interpreted in the same way? How does a reader identify the theme in a piece of writing? How does comparing and contrasting themes from various pieces of literature increase understanding?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Understanding theme" ● Theme
Essential Vocabulary	● **theme -** the main idea or the message the author is trying to tell the reader

	● **conflict** - a struggle between characters or forces in a story (internal and external)

Marking Period: 2
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5b, 7.5c	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. b) Compare and contrast various forms and genres of fictional text. c) Identify conventional elements and characteristics of a variety of genres.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● distinguish between narrative prose and poetic forms, including: haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; limerick – a 5-line, rhymed, rhythmic verse, usually humorous; ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; free verse – poetry with neither regular meter nor rhyme scheme, couplet – a pair of rhyming lines; and quatrain – a stanza containing four lines. ● read, understand, and compare/contrast the characteristics and narrative structures of: short stories; novels (including historical fiction); folk literature; tales, myths, legends, fables, plays; and narrative nonfiction (including personal essays, biographies, and autobiographies). **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text.
Essential Questions	How does an understanding of the different genres and their characteristics help the reader better comprehend the meaning of text? How do you classify a piece of literature as a certain genre?

	How does the selection of genre shape the author's message? How does the form chosen by an author accomplish his/her purpose?
Primary Resources	● Quia - Genres of Literature ● *Study Island* ● English Enhanced Scope and Sequence - "Comparing Fiction & Nonfiction"
Essential Vocabulary	● **genres -** a general type of writing: novel, short story, biography, autobiography, play, poems, etc.

Marking Period: 2

Days: 3

Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5d, 7.6g	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. d) Describe the impact of word choice, imagery, and literary devices including figurative language. The student will read and demonstrate comprehension of a variety of nonfiction texts. g) Describe how word choice and language structure convey an author's viewpoint.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● analyze elements of an author's style, including: word choice; sentence structure and language patterns; imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions; contrasting points of view; and figurative language – text enriched by word images and figures of speech. ● distinguish between narrative prose and poetic forms, including: haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; limerick – a 5-line, rhymed, rhythmic verse, usually humorous; ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; free verse – poetry with neither regular meter nor rhyme scheme, couplet – a pair of rhyming lines; and quatrain – a stanza containing four lines. **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers.

	- make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. - use strategies and graphic organizers to summarize and analyze text. - analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories)
Essential Questions	What is poetry? What are the elements and structures of poetry that deepen the understanding of poetry?
Primary Resources	*Study Island* - English Enhanced Scope and Sequence - "Describing the impact of imagery and poetic devices"
Essential Vocabulary	**prose -** a term applied to any kind of writing that is not poetry **poetic forms** - haiku, limerick, ballad, free verse, couplet, quatrain

Marking Period: 2

Days: 3

Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5e	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. e) Make, confirm, and revise predictions.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** - make predictions before, during, and after reading texts. **Essential Understandings** - recognize that authors make deliberate choices to create literary works. - understand that language has an impact on readers. - make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. - use strategies and graphic organizers to summarize and analyze text.

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	● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	What do readers look for to help them read? What do we think about when we read? How does what we think about help us comprehend?
Primary Resources	● *Guided Reading Activities - Making Predictions* ● *Study Island* ● English Enhanced Scope and Sequence - "Making connections" and "Making, confirming, or revising"
Essential Vocabulary	● **predict** - using what you know to draw a conclusion about what will happen next

Marking Period: 2

Days: 3

Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5g, 7.6d	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. g) Make inferences and draw conclusions based on the text. The student will read and demonstrate comprehension of a variety of nonfiction texts. d) Draw conclusions and make inferences on explicit and implied information.

Essential Knowledge/Skills/Understandings	To be successful with this standard, students are expected to ● draw inferences ● use textual features to make predictions and enhance comprehension, including: boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations. **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories)
Essential Questions	What do readers look for to help them read? What do we think about when we read? How does what we think about help us comprehend?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Making inferences"
Essential Vocabulary	● **inferences** - judgements based on your own knowledge as well as the information supplied by an author; to make an inference you must "read between the lines" of a piece of writing

Marking Period: 2
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5f, 7.6a	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. f) Use prior and background knowledge as a context for new learning.

	The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Use prior and background knowledge as a context for new learning.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● connect to prior knowledge of a subject. ● activate prior knowledge before reading by use of, but not limited to: small-group or whole-class discussion; anticipation guides; and preview of key vocabulary. **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	How do text features and characteristics of informational and literary text influence reader interpretation? Which connections help most to increase understanding of a text?
Primary Resources	● *Reading Strategies: Activate Prior Knowledge* ● *Study Island*
Essential Vocabulary	● **graphic organizers** - tools, like diagrams and flow charts, can help you to connect facts and ideas

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Days: 3

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Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5b, 75i, 7.6h, 7.6i	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. b) Compare and contrast various forms and genres of fictional text. i) Summarize text relating supporting details. The student will read and demonstrate comprehension of a variety of nonfiction texts. h) Identify the main idea. i) Summarize text identifying supporting details.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● use graphic organizers to record important details for summarizing and drawing conclusions ● read, understand, and compare/contrast the characteristics and narrative structures of: short stories; novels (including historical fiction); folk literature; tales, myths, legends, fables, plays; and narrative nonfiction (including personal essays, biographies, and autobiographies). ● determine two or more central ideas in a text and analyze their development over the course of the text. **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	How does what you know help you understand text? How does thinking about the author's purpose and message deepen understanding?
Primary Resources	● *7th Grade - ELA Skill Interactives* ● *Study Island* ● English Enhanced Scope and Sequence - "Selecting evidence to support the main idea"
Essential Vocabulary	● **main idea** - the overall idea of a passage or text

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Marking Period: 3

Days: 3

Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5i, 7.6i	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. i) Summarize text relating supporting details. The student will read and demonstrate comprehension of a variety of nonfiction texts. i) Summarize text identifying supporting details.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● use graphic organizers to record important details for summarizing and drawing conclusions ● provide an objective summary of the text by recording the development of the central ideas **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	How does summarizing content in text help me to be a better reader? How does generating questions before, during, and after reading facilitate comprehension?
Primary Resources	● *7th Grade - ELA Skill Interactives* ● *Study Island* ● English Enhanced Scope and Sequence - "Summarizing fiction" and "Summarizing information"
Essential Vocabulary	● **summarize** - a brief statement of the main points of (something)

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Marking Period: 3
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5k, 7.6j	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. k) Identify cause and effect relationships. The student will read and demonstrate comprehension of a variety of nonfiction texts. j) Identify cause and effect relationships.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● use graphic organizers to record important details for summarizing and drawing conclusions. ● recognize organizational pattern to enhance comprehension, including: cause and effect **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	What are the characteristics that help me to distinguish between cause and effect? Why is it important to apply reading strategies while reading nonfiction?
Primary Resources	● *Cause and Effect* ● *Study Island* ● English Enhanced Scope and Sequence - "Understanding the impact of cause-effect relationship"
Essential Vocabulary	● **cause and effect** -a cause is WHY something happens an an effect is WHAT happens.

Marking Period: 3

Days: 3

Reporting Category/Strand: Demonstrate comprehension of nonfictional texts

SOL 7.6b	The student will read and demonstrate comprehension of a variety of nonfiction texts. b) Use text structures to aid comprehension.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● use textual features to make predictions and enhance comprehension, including: boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations. **Essential Understandings** ● use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. ● choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. ● recognize an author's purpose:to entertain; to inform; and to persuade. ● notice use of connotations and persuasive language to convey viewpoint. ● make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. ● distinguish between a fact, which can be verified, and an opinion, which cannot.
Essential Questions	How do word parts help us understand meaning? How does context help us understand word meaning? Why do we use the dictionary and thesaurus as resources? Why is vocabulary development important? Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from? How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?

Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Identifying nonfiction text structures"
Essential Vocabulary	● **text features** - boldface and/or italics type, color, underlining, indentation, sidebars, illustrations, graphics, headings, subheadings, footnotes, and annotations

Marking Period: 3
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5j,7.6c	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. j) Identify the author's organizational pattern. The student will read and demonstrate comprehension of a variety of nonfiction texts. c) Identify an author's organizational pattern using textual clues
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● analyze elements of an author's style, including: word choice; sentence structure and language patterns; ● recognize organizational pattern to enhance comprehension, including: cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process. **Essential Understandings** ● use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. ● choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. ● recognize an author's purpose: to entertain; to inform; and to persuade. ● notice use of connotations and persuasive language to convey viewpoint. ● make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. ● distinguish between a fact, which can be verified, and an opinion, which cannot.

Essential Questions	Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from? How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Using text structure to determine organizational pattern" and "Understanding text features"

Essential Vocabulary	● **organizational patterns -** writers organize text in different ways:
	   - cause and effect
	   - comparison/contrast
	   - enumeration or listing
	   - sequential or chronological
	   - concept/definition
	   - generalization
	   - process

Marking Period: 3

Days: 3

Reporting Category/Strand: Demonstrate comprehension of nonfictional texts

SOL 7.6c	The student will read and demonstrate comprehension of a variety of nonfiction texts. c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to: as a result of, consequently for cause and effect; similarly, on the other hand for comparison/contrast; first, three for enumeration or listing; today, meanwhile for sequential or chronological; refers to, thus for concept/definition; always, in fact for generalization; and begins with, in order to for process. **Essential Understandings** ● use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. ● choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and

	summarize the text. ● recognize an author's purpose: to entertain; to inform; and to persuade. ● notice use of connotations and persuasive language to convey viewpoint. ● make inferences, which imply meaning, and draw conclusions based on both explicit and implied information.
Essential Questions	How do word parts help us understand meaning? How does context help us understand word meaning? Why do we use the dictionary and thesaurus as resources? Why is vocabulary development important? Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from?
Primary Resources	● *Transitional Words* ● *Study Island*

Essential Vocabulary	● **transitional words and phrases** authors use to signal organizational patterns, including:
	   - *as a result of, consequently* for cause and effect
	   - *similarly, on the other hand* for comparison/contrast
	   - *first, three* for enumeration or listing
	   - *today, meanwhile* for sequential or chronological
	   - *refers to, thus* for concept/definition
	   - *always, in fact* for generalization
	   - *begins with, in order to* for process

Marking Period: 3

Days: 3

Reporting Category/Strand: Demonstrate comprehension of nonfictional texts

SOL 7.6e	The student will read and demonstrate comprehension of a variety of nonfiction texts. e) Differentiate between fact and opinion.
Essential Knowledge/Skills/Understandings	**Essential Understandings** ● use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. ● choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text.

	- recognize an author's purpose: to entertain; to inform; and to persuade. - notice use of connotations and persuasive language to convey viewpoint. - make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. - distinguish between a fact, which can be verified, and an opinion, which cannot.
Essential Questions	How do I identify fact and opinion? How do we use facts and experiences to form opinions? How do I use the facts and opinions to understand what I have read?
Primary Resources	*Study Island* - English Enhanced Scope and Sequence - "Distinguishing fact from opinion"
Essential Vocabulary	**fact -** can be verified **opinion** - can not be verified

Marking Period: 3
Days: 3
Reporting Category/Strand: Demonstrate comprehension of nonfictional texts

SOL 7.6f,7.6g	The student will read and demonstrate comprehension of a variety of nonfiction texts. f) Identify the source, viewpoint, and purpose of texts. g) Describe how word choice and language structure convey an author's viewpoint.

Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning. **Essential Understandings** ● use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. ● choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. ● recognize an author's purpose: to entertain; to inform; and to persuade. ● notice use of connotations and persuasive language to convey viewpoint. ● make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. ● distinguish between a fact, which can be verified, and an opinion, which cannot.
Essential Questions	What is the purpose of using both primary and secondary sources? How does reading fiction help to acquire factual information? What impact do reading strategies have? Why do we need to evaluate what we read?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Identifying viewpoint and theme"
Essential Vocabulary	● **author's viewpoint** - refers to his or her bias or subjectivity toward the subject; in general, a viewpoint can be positive or negative.

Marking Period: 3
Days: 3
Reporting Category/Strand: Demonstrate comprehension of nonfictional texts

SOL 7.6k, 7.6l	The student will read and demonstrate comprehension of a variety of nonfiction texts. k) Organize and synthesize information for use in written formats. l) Use reading strategies to monitor comprehension throughout the reading process.
Essential Knowledge/Skills/Understandings	**Essential Understandings** ● use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. ● choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. ● recognize an author's purpose: to entertain; to inform; and to persuade. ● notice use of connotations and persuasive language to convey viewpoint. ● make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. ● distinguish between a fact, which can be verified, and an opinion, which cannot.
Essential Questions	How do authors use print concepts to help the reader understand the text? How does the author use print concepts to organize the story to help me understand what I am reading?
Primary Resources	● *Study Island* ● English Enhanced Scope and Sequence - "Making connections"

Essential Vocabulary	● **reading strategies -** used to monitor comprehension throughout the reading process
	   - QAR - Question/Answer Relationship
	   - thinking aloud
	   - re-reading passage

7th Grade Reading Curriculum Guide
Lunenburg County Public Schools
June 2014

Marking Period: 4
Days: 3
Reporting Category/Strand: Use word analysis strategies and word reference materials

SOL 7.4a	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. a) Identify word origins and derivations.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g. –phobia, and –ology). **Essential Understanding.** ● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text
Essential Questions	How do word parts help us understand meaning? How does context help us understand word meaning? Why do we use the dictionary and thesaurus as resources? Why is vocabulary development important? Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from? How does the depth of a student's vocabulary contribute to the student's ability to read, write, listen, and speak more effectively?
Primary Resources	● *Latin and Greek Root Word*s
Essential Vocabulary	● **affix -** word parts that combine to make whole words ● **prefix** - an affix added to the beginning of a word, forming a new word ● **suffix** - an affix added to the end of a word, forming a new word

Marking Period: 4
Days: 3
Reporting Category/Strand: Use word analysis strategies and word reference materials

SOL 7.4b	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. b) Use roots, cognates, affixes, synonyms, and antonyms to expand vocabulary.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating dent from dentist and fric from friction to predict the meaning of dentifrice. **Essential Understandings** ● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text
Essential Questions	How do I figure out a word I do not know? How is knowledge of Greek and Latin roots used to do structural analysis of words to determine meaning?
Primary Resources	● *Roots and Their Families*
Essential Vocabulary	● **root word** - the base of a word ● **cognate -** Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. ● **synonyms** - a word having the same or nearly the same meaning as another ● **antonyms** - a word opposite in meaning to another.

Marking Period: 4
Days: 3
Reporting Category/Strand: Use word analysis strategies and word reference materials; Demonstrate comprehension of fictional texts

SOL 7.4c,7.5d	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. c) Identify and analyze figurative language. The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. d) Describe the impact of word choice, imagery, and literary devices including figurative language.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. ● recognize, understand, and use figurative language including: simile – figure of speech that uses the words like or as to make comparisons; metaphor – figure of speech that makes a comparison equating two or more unlike things. personification – figure of speech that applies human characteristics to nonhuman objects; and hyperbole – intentionally exaggerated figure of speech. ● analyze an author's choice and use of literary devices, including: foreshadowing – the use of clues to hint at coming events in a story; and irony – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true. **Essential Understandings** ● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text
Essential Questions	How does a writer's use of figurative language affect poetry? Why is it important to understand the literal and figurative meaning of words?
Primary Resources	● *Figurative Language Web Quest*

| Essential Vocabulary | **figurative language -** a descriptive technique that authors use to make the writing more interesting **simile -** figure of speech that uses the words like or as to make comparisons **metaphor** - figure of speech that makes a comparison without using like or as **personification -** figure of speech that applies human characteristics to nonhuman objects **hyperbole -** intentionally exaggerated figure of speech **foreshadowing -** the use of clues to hint at coming events in a story **irony** - the contrast between expectation and reality **imagery** - the use of words to appeal to the five senses of the reader |

Marking Period: 4

Days: 3

Reporting Category/Strand: Use word analysis strategies and word reference materials

SOL 7.4d	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. d) Identify connotations.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** - distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending), recognizing that some words have technical meanings based on context such as stern. - recognize that synonyms may have connotations (e.g., elderly and mature; youthful and juvenile). **Essential Understandings** - use word structure to analyze and find relationships among words. - recognize that figurative language and analogy enrich text
Essential Questions	What are connotations? How do connotation and denotation help in understanding new words?
Primary Resources	*Connotations/Denotations*
Essential Vocabulary	connotations - what a word means may have different interpretations based on how its used

Marking Period: 4
Days: 3
Reporting Category/Strand: Use word analysis strategies and word reference materials

SOL 7.4e	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● 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. **Essential Understandings** ● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text
Essential Questions	What are context clues? How can I use context clues to understand unknown words?

Primary Resources	● *Context Clues Powerpoint*
Essential Vocabulary	● context clues - Information (such as a <u>definition</u>, <u>synonym</u>, <u>antonym</u>, or <u>example</u>) that appears near a word or phrase and offers direct or indirect suggestions about its <u>meaning</u>.

Marking Period: 4
Days: 3
Reporting Category/Strand: Use word analysis strategies and word reference materials

SOL 7.4f	The student will read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts. f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.) **Essential Understandings**

	● use word structure to analyze and find relationships among words. ● recognize that figurative language and analogy enrich text
Essential Questions	How do word reference materials help find the pronunciation of a word? How do public speaking and listening skills enhance communication and understanding?
Primary Resources	● *Multiple Meaning Words*
Essential Vocabulary	● reference materials - provide many kinds of information: atlas, encyclopedia, almanac, internet, dictionary, thesaurus, etc.

Marking Period: 5
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5a	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

	a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize the elements of narrative structure including: setting – time, place, and duration; **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	How do the elements of a story help me understand the story? How do I identify the literary elements?
Primary Resources	● *Setting Activities*
Essential Vocabulary	● setting - the time and place in which a story happens

Marking Period: 5

Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5a	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize the elements of narrative structure including: character(s) **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories)..
Essential Questions	How do the elements of a story help me understand the story? How do I identify the literary elements?
Primary Resources	● *Characterization PowerPoint*
Essential Vocabulary	● character development - the way a writer reveals the personality of a character

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Marking Period: 5

Days: 3

Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5a	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize the elements of narrative structure including external conflicts, such as: individual vs. individual, individual vs. nature, individual vs. society, individual vs. supernatural, individual vs. technology, internal conflict, individual vs. self ● recognize the elements of narrative structure including: plot – development of the central conflict, including initiating event, rising action, climax, falling action, resolution **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	How do the different types of conflict impact the characters and meaning in the story? How do the elements of a story help me understand the story? How do I identify the literary elements?
Primary Resources	● *Types of Conflict in Literature* ● *Types of Literary Conflict*
Essential Vocabulary	● plot structure - the way an author organizes what happens in a story from beginning to end (initiating event, rising action, climax, falling action, resolution)

Marking Period: 5

Days: 3

Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5a	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize the elements of narrative structure including: theme. ● 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 **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories)
Essential Questions	How do the elements of a story help me understand the story? How do I identify the literary elements?
Primary Resources	● *Theme*
Essential Vocabulary	● theme - the main idea or the message the author is trying to tell the reader ● conflict - a struggle between characters or forces in a story (internal and external)

Marking Period: 5

Days: 3

Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5b, 7.5c	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. b) Compare and contrast various forms and genres of fictional text. c) Identify conventional elements and characteristics of a variety of genres.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● distinguish between narrative prose and poetic forms, including: haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; limerick – a 5-line, rhymed, rhythmic verse, usually humorous; ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain; free verse – poetry with neither regular meter nor rhyme scheme, couplet – a pair of rhyming lines; and quatrain – a stanza containing four lines. ● read, understand, and compare/contrast the characteristics and narrative structures of: short stories; novels (including historical fiction); folk literature; tales, myths, legends, fables, plays; and narrative nonfiction (including personal essays, biographies, and autobiographies). ● identify characterization as the way an author presents a character and reveals character traits by: what a character says; what a character thinks; what a character does; and how other characters respond to the character **Essential Understandings.** ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	How does an understanding of the different genres and their characteristics help the reader better comprehend the meaning of

	text? How do you classify a piece of literature as a certain genre?
Primary Resources	● English Enhanced Scope and Sequence - "Comparing fiction to nonfiction text"
Essential Vocabulary	● genres - a general type of writing: novel, short story, biography, autobiography, play, poems, etc.

Marking Period: 5

Days: 3

Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5d, 7.6g	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. d) Describe the impact of word choice, imagery, and literary devices including figurative language. The student will read and demonstrate comprehension of a variety of nonfiction texts. g) Describe how word choice and language structure convey an author's viewpoint.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● analyze elements of an author's style, including: word choice; sentence structure and language patterns;imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions; contrasting points of view; and figurative language – text enriched by word images and figures of speech. ● analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning. **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge.

	● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories)
Essential Questions	What is poetry? What are the elements and structures of poetry that deepen the understanding of poetry?
Primary Resources	● *Elements of Literature: Imager*
Essential Vocabulary	● prose - a term applied to any kind of writing that is not poetry ● poetic forms - haiku, limerick, ballad, free verse, couplet, quatrain

Marking Period: 5
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts

SOL 7.5e	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. e) Make, confirm, and revise predictions.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● make predictions before, during, and after reading texts. **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge.

	• use strategies and graphic organizers to summarize and analyze text. • analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	What value do early predictions have? How do predictions change during the reading process?
Primary Resources	• *Making Predictions: The King's Choice*
Essential Vocabulary	• predict - using what you know to draw a conclusion about what will happen next

Marking Period: 2
Days: 6
Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5g,7.6d	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. g) Make inferences and draw conclusions based on the text. The student will read and demonstrate comprehension of a variety of nonfiction texts. d) Draw conclusions and make inferences on explicit and implied information.

Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● draw inferences ● use textual features to make predictions and enhance comprehension, including: boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations. **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories)
Essential Questions	What are inferences? What is the importance of making inferences and drawing conclusions?
Primary Resources	● *Drawing Conclusion*s
Essential Vocabulary	● inferences - judgements based on your own knowledge as well as the information supplied by an author; to make an inference you must "read between the lines" of a piece of writing

Marking Period: 6
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5f,7.6a	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

	f) Use prior and background knowledge as a context for new learning. The student will read and demonstrate comprehension of a variety of nonfiction texts. a) Use prior and background knowledge as a context for new learning.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● connect to prior knowledge of a subject. ● activate prior knowledge before reading by use of, but not limited to: small-group or whole-class discussion; anticipation guides; and preview of key vocabulary. **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	What is the importance of activating prior knowledge? How can prior knowledge be activated?
Primary Resources	● *Activate Prior Knowledge*
Essential Vocabulary	● graphic organizers - tools, like diagrams and flow charts, can help you to connect facts and ideas

Marking Period: 6

Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5b, 75i, 7.6h, 7.6i	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. b) Compare and contrast various forms and genres of fictional text. i) Summarize text relating supporting details. The student will read and demonstrate comprehension of a variety of nonfiction texts. h) Identify the main idea. i) Summarize text identifying supporting details.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● use graphic organizers to record important details for summarizing and drawing conclusions ● read, understand, and compare/contrast the characteristics and narrative structures of: short stories; novels (including historical fiction); folk literature; tales, myths, legends, fables, plays; and narrative nonfiction (including personal essays, biographies, and autobiographies). ● determine two or more central ideas in a text and analyze their development over the course of the text. **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	What is the relationship between main idea and details in a story? How do I identify the main idea and details of the story? How do I use topic, supporting details, and main idea to understand what I have read?
Primary Resources	● *Main Idea Worksheets*
Essential Vocabulary	● main idea - the overall idea of a passage or text

Marking Period: 6

Days: 3

Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5i,7.6i	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.
	i) Summarize text relating supporting details.
	The student will read and demonstrate comprehension of a variety of nonfiction texts.
	i) Summarize text identifying supporting details.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● use graphic organizers to record important details for summarizing and drawing conclusions ● provide an objective summary of the text by recording the development of the central ideas **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	How do graphic organizers help summarize? What are supporting details?
Primary Resources	● *Summarize*
Essential Vocabulary	● summarize - a brief statement of the main points of (something)

Marking Period: 6
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5k,7.6j	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. k) Identify cause and effect relationships. The student will read and demonstrate comprehension of a variety of nonfiction texts. j) Identify cause and effect relationships.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● use graphic organizers to record important details for summarizing and drawing conclusions. ● recognize organizational pattern to enhance comprehension, including: cause and effect **Essential Understandings** ● recognize that authors make deliberate choices to create literary works. ● understand that language has an impact on readers. ● make inferences and draw conclusions based on information supplied by an author combined with the reader's own background knowledge. ● use strategies and graphic organizers to summarize and analyze text. ● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons or categories).
Essential Questions	How can I identify cause and effect in a story? How can I use the relationship, cause and effect, to better understand what I have read?
Primary Resources	● *Cause and Effect*
Essential Vocabulary	● cause and effect -a cause is WHY something happens an an effect is WHAT happens.

Marking Period: 6

Days: 3

Reporting Category/Strand: Demonstrate comprehension of nonfictional texts

SOL 7.6b	The student will read and demonstrate comprehension of a variety of nonfiction texts. b) Use text structures to aid comprehension.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● use textual features to make predictions and enhance comprehension, including: boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations. **Essential Understandings** ● use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. ● choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. ● recognize an author's purpose: to entertain; to inform; and to persuade. ● notice use of connotations and persuasive language to convey viewpoint. ● make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. ● distinguish between a fact, which can be verified, and an opinion, which cannot.
Essential Questions	How do textual features help make predictions? How do textual features enhance comprehension?
Primary Resources	● *Text Structures*

Essential Vocabulary	• text features - boldface and/or italics type, color, underlining, indentation, sidebars, illustrations, graphics, headings, subheadings, footnotes, and annotations

Marking Period: 6
Days: 3
Reporting Category/Strand: Demonstrate comprehension of fictional texts; Demonstrate comprehension of nonfictional texts

SOL 7.5j,7.6c	The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry. j) Identify the author's organizational pattern. The student will read and demonstrate comprehension of a variety of nonfiction texts. c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** • analyze elements of an author's style, including: word choice; sentence structure and language patterns; • recognize organizational pattern to enhance comprehension, including: cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process. **Essential Understandings** • use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. • choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. • recognize an author's purpose: to entertain; to inform; and to persuade. • notice use of connotations and persuasive language to convey viewpoint. • make inferences, which imply meaning, and draw conclusions based on both explicit and implied information.

	● distinguish between a fact, which can be verified, and an opinion, which cannot.
Essential Questions	What are some examples of an author's organizational patterns? How can an author's organizational pattern be identified?
Primary Resources	● *Patterns of Organization*

Essential Vocabulary	● organizational patterns:
	   - cause and effect
	   - comparison/contrast
	   - enumeration or listing
	   - sequential or chronological
	   - concept/definition
	   - generalization
	   - process

Marking Period: 6
Days: 3
Reporting Category/Strand: Demonstrate comprehension of nonfictional texts

SOL 7.6c	The student will read and demonstrate comprehension of a variety of nonfiction texts. c) Identify an author's organizational pattern using textual clues, such as transitional words and phrases.
Essential Knowledge/Skills/Understandings	**To be successful with this standard, students are expected to** ● recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to: as a result of, consequently for cause and effect; similarly, on the other hand for comparison/contrast; first, three for enumeration or listing; today, meanwhile for sequential or chronological; refers to, thus for concept/definition; always, in fact for generalization; and begins with, in order to for process. **Essential Understandings** ● use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. ● choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text.

	- recognize an author's purpose: to entertain; to inform; and to persuade. - notice use of connotations and persuasive language to convey viewpoint. - make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. - distinguish between a fact, which can be verified, and an opinion, which cannot.
Essential Questions	What are transitional words? How can transitional words help identify an author's organizational pattern?
Primary Resources	*Transitional Words*
Essential Vocabulary	- transitional words and phrases authors use to signal organizational patterns, including: *as a result of, consequently* for cause and effect *similarly, on the other hand* for comparison/contrast *first, three* for enumeration or listing *today, meanwhile* for sequential or chronological *refers to, thus* for concept/definition *always, in fact* for generalization *begins with, in order to* for process

Marking Period: 6

Days: 3

Reporting Category/Strand: Demonstrate comprehension of nonfictional texts

SOL 7.6e	The student will read and demonstrate comprehension of a variety of nonfiction texts. e) Differentiate between fact and opinion.
Essential Knowledge/Skills/Understandings	**Essential Understandings** - use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. - choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text.

	● recognize an author's purpose: to entertain; to inform; and to persuade. ● notice use of connotations and persuasive language to convey viewpoint. ● make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. ● distinguish between a fact, which can be verified, and an opinion, which cannot.
Essential Questions	How do I identify fact and opinion? How do we use facts and experiences to form opinions? How do I use the facts and opinions to understand what I have read?
Primary Resources	● *Fact and Opinion*
Essential Vocabulary	● fact - can be verified ● opinion - can not be verified

Marking Period: 6
Days: 3
Reporting Category/Strand: Demonstrate comprehension of nonfictional texts

SOL 7.6f,7.6g	The student will read and demonstrate comprehension of a variety of nonfiction texts. f) Identify the source, viewpoint, and purpose of texts.

	g) Describe how word choice and language structure convey an author's viewpoint.
Essential Knowledge/Skills/Understandings	To be successful with this standard, students are expected to ● analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning. Essential Understandings ● use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. ● choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. ● recognize an author's purpose: to entertain; to inform; and to persuade. ● notice use of connotations and persuasive language to convey viewpoint. ● make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. ● distinguish between a fact, which can be verified, and an opinion, which cannot.
Essential Questions	How does an understanding of author's purpose and choice of techniques help the reader gather meaning from text? How does author's purpose and perspective influence the reader's reaction?
Primary Resources	● *Author's Purpose*
Essential Vocabulary	● author's viewpoint - refers to his or her bias or subjectivity toward the subject; in general, a viewpoint can be positive or negative.

Marking Period: 6
Days: 3

Reporting Category/Strand: Demonstrate comprehension of nonfictional texts

SOL 7.6k,7.6l	The student will read and demonstrate comprehension of a variety of nonfiction texts. k) Organize and synthesize information for use in written formats. l) Use reading strategies to monitor comprehension throughout the reading process.
Essential Knowledge/Skills/Understandings	Essential Understandings ● use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. ● choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. ● recognize an author's purpose: to entertain; to inform; and to persuade. ● notice use of connotations and persuasive language to convey viewpoint. ● make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. ● distinguish between a fact, which can be verified, and an opinion, which cannot.
Essential Questions	How do authors use print concepts to help the reader understand the text? How does the author use print concepts to organize the story to help me understand what I am reading?
Primary Resources	● *Organize and Synthesize Information*

Essential Vocabulary	● reading strategies - used to monitor comprehension throughout the reading process
	   - QAR - Question/Answer Relationship
	   - thinking aloud
	   - re-reading passage