

Grade 7 On-Grade Level Reading Curriculum Guide

Standards & Tasks	<p>Reading Instructional Focus</p> <ul style="list-style-type: none"> • Incorporate standards from all clusters into lessons. • Introduce article mapping including how to identify the central idea of a text as well as how the idea is developed in a text. • Introduce context clues and other strategies to determine the meaning of words as they are used in a text. • Explicitly teach planning and short response for writing and language standards. 	<p style="text-align: center;">Teacher Checklist</p> <ul style="list-style-type: none"> ✓ Create standards-based scales that align to the lessons. ✓ Communicate learning goals and targets to students daily. ✓ Develop lesson plans using <i>Teengagement</i> curriculum to incorporate questions from all informational reading clusters appropriately. ✓ Implement Culturally Responsive (CRI) strategies (see Lesson Plan Resources on One Note). ✓ Create and implement engaging discussion, reading, and review lessons. ✓ Collaborate with Language Arts teacher(s) to provide aligned writing instruction and support.
Text & Tasks	<p>Curriculum Resources</p> <p><u>Teengagement Units</u></p> <ul style="list-style-type: none"> • Pay It Forward • Collision of Press and Privacy • NASCAR • Beat Goes On • Dynasties <p><u>Literary Text</u></p> <ul style="list-style-type: none"> • Common Lit • NewsELA • Texts & Lessons • Core Connections Lessons • Novels <p><u>Teengagement Assessment Accelerators</u></p> <ul style="list-style-type: none"> • STEM, Humanities, and Literature texts • January – April Calendar on One Note 	<p style="text-align: center;">Teacher Checklist</p> <ul style="list-style-type: none"> ✓ Access and plan using resources in One Note. ✓ Explicitly teach students how to identify the central idea of a text as well as how the idea is developed in a text. ✓ Explicitly teach students how all informational reading standards create an understanding of the text. ✓ Set expectations for short and synthesis task responses. ✓ Create and implement a system for students to track standards progress on Performance Matters assessments. ✓ Differentiate instruction through flexible grouping for standards-based instruction and question analysis.

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Quarter 1 August 14 – October 11	<p><u>Reading Inventory</u> Administered by: Language Arts teacher Cycle 1 Aug. 19- Sept. 5, makeups Sept. 9 - 11</p> <p><u>Performance Matters</u> Teengagement Unit Texts:</p> <ul style="list-style-type: none"> • Pay It Forward “Ripples of Kindness” • Pay It Forward “The Golden Rule” • Collision of Press and Privacy “Privacy and Children of Celebrities” • Collision of Press and Privacy “Press or Privacy?” 	<u>Teacher Checklist</u>
Quarter 2 Oct. 15-Dec. 20	<p><u>Reading Inventory</u> Administered by: Language Arts teacher Cycle 2 Jan. 7 – Jan. 24, makeups Jan. 27 - 31</p> <p><u>Performance Matters</u> Teengagement Unit Texts:</p> <ul style="list-style-type: none"> • NASCAR “Start Your Engines” • NASCAR “It Takes a Team” • Beat Goes On “Music Speaks” • Beat Goes On “Superpowers of Music” 	<ul style="list-style-type: none"> ✓ Share directions and expectations for RI. ✓ Conduct data chats and set goals (FSA ELA & RI). ✓ Analyze Performance Matters data and plan to reteach as necessary. <ul style="list-style-type: none"> ○ Review short response rubric, key questions, and question phrases before and after assessments. ○ Determine grouping for differentiated instruction. ○ Identify standards to teach. ○ Implement Standards Tracking Tool with students. ✓ Use “Ripples of Kindness” to either teach students the process of taking these assessments or as a baseline for student standard mastery. ✓ Scaffold students’ identification of the central idea of a text and how it is developed in a text, including how the author elaborates or supports the ideas.
	<p>✓ Conduct data chats and set goals (FSA ELA & RI).</p> <p>✓ Analyze Performance Matters data and plan to reteach as necessary. <ul style="list-style-type: none"> ○ Review short response rubric, key questions, and question phrases before and after assessments. ○ Determine grouping for differentiated instruction. ○ Identify standards to reteach. ○ Continue use of Standards Tracking Tool with students. </p> <p>✓ Support students in tracking and evaluating the author’s claim in the texts.</p> <p>✓ Assess students’ identification of the central idea of a text and how it is developed in a text. <ul style="list-style-type: none"> ○ Reteach using a different approach or strategy if needed. </p>	

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Quarter 3 January 7 – March 13	<p><u>Performance Matters</u> Assessment Accelerators:</p> <ul style="list-style-type: none"> • Jungle Book • Video Game Design & Theory • Drones • International Space Station • The New Colossus • Ansel Adams • War Poets 	<p><u>Teacher Checklist</u></p> <ul style="list-style-type: none"> ✓ Conduct data chats and set goals (FSA ELA & RI). ✓ Analyze Performance Matters data and plan to reteach as necessary. <ul style="list-style-type: none"> ○ Review short response rubric, key questions, and question phrases before and after assessments. ○ Determine grouping for differentiated instruction. ○ Identify standards to teach or reteach using a different approach (For example, through Focus Standard Lessons posted in One Note). ○ Implement Assessment Accelerator Standards Tracking tool with students. ✓ Explicitly teach test taking strategies using the Assessment Accelerators.
Quarter 4 March 24 – May 29	<p><u>Reading Inventory</u> Administered by: Language Arts teacher Cycle 3 March 24 – May 29</p> <p><u>Performance Matters</u> Assessment Accelerators:</p> <ul style="list-style-type: none"> • Justice at Nuremberg • Volcanoes • <i>New Title Released January 2020</i> • <i>2nd New Title Released January 2020</i> • <i>3rd New Title Released January 2020</i> <p>Teengagement Unit Texts:</p> <ul style="list-style-type: none"> • Dynasties “Dynasty Builders” • Dynasties “Dynastic Families” 	<ul style="list-style-type: none"> ✓ Conduct data chats and set goals (FSA ELA & RI). ✓ Analyze Performance Matters data and plan to reteach as necessary. <ul style="list-style-type: none"> ○ Review short response rubric, key questions, and question phrases before and after assessments. ○ Determine grouping for differentiated instruction. ○ Identify standards to reteach. ○ Focus standards lessons to review multiple standards with each text. ○ Continue to implement Standards Tracking Tool with students. ✓ Assess students’ identification of how a central idea is developed in a text, including through description or example. <ul style="list-style-type: none"> ○ Reteach using a different approach or strategy if needed.