

## 7th Grade Reading: Curriculum Map

Qs	Unit	# Day	Standards	Unit Details	Suggested Activities
Q1	Unit 1	Q1 Aug-Oct.26	RL 1 RI 1 RL 2 RI 2 RL 3 RL 4	<p><b>Unit 1:</b> Begin of Quarter 1</p> <ul style="list-style-type: none"> <li>-Song of the trees (text book)</li> <li>-Grimm brothers (text book)</li> <li>-Fairborough Fair Fantasy (Iready)</li> <li><b>* Skill assessment 1</b> I-ready based</li> <li>-from Little Women (Iready)</li> <li>-Yeh-Shen (text book)</li> <li>-Extraordinary People :TB (Iready) (RL3 quiz)</li> <li><b>*Formative skill assessment 2</b> I-ready based</li> </ul>	<ul style="list-style-type: none"> <li>-Iready for introduction to each standard</li> <li>-Use plot mapping several times</li> <li>-Newsela each Friday to reinforce RI standards (read, annotate, quiz)</li> <li>-Various texts from Scope Magazine to reinforce standards after introduced</li> <li><b>*Quarter assessment</b></li> </ul>

<p><b>Unit 2</b></p>	<p>Q2 Oct.29-Jan.11</p>	<p>RI3 RI2 RL6 RL4 RI4 RL5 RI5</p>	<p><b><u>Unit 2:</u></b> Begin of Quarter 2</p> <p>-Seventh Grade by Gary Soto (text book)</p> <p>-Amigo Brothers (textbook)</p> <p><b>*Formative skill assessment 1</b> I-ready based</p> <p>-Mother to Son by Langston Hughes</p> <p>-Christmas Carol by Charles Dickens (text book)</p> <p>-Should the School Week Be Shorter</p> <p><b>*Formative skill assessment 2</b> I-ready based</p>	<p>-Book of choice project menu (begin 1st choice)</p> <p>-I-ready for introduction to each standard and to reinforce previous standards</p> <p>-Text Structure: Self Created Magazine (Halloween topic)</p> <p>-Reintroduce plot mountain for literature pieces</p> <p>-Newsela each Friday to reinforce RI standards (read, annotate, quiz)</p> <p>-Various texts from Scope Magazine to reinforce standards after introduced</p> <p><b>*Quarter assessment</b></p>
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<p><b>Unit 3</b></p>	<p>Q3 Jan.14-Mar.15</p>	<p>RI6 RL7 RI7 RI5 RI8 RI9</p>	<p><b><u>Unit 3:</u></b></p> <ul style="list-style-type: none"> <li>-The Amazing History of Dogs (SM)</li> <li>-How Sushi Took Over America (SM)</li> <li>-The Race Against Death (SM)</li> <li>-The Perfects (SM)</li> <li>-User Friendly (text book)</li> <li>-Virtual Sticks and Stones (text book)</li> <li>-The Debate on Bullying (text book)</li> <li><b>*Formative skill assessment 2</b> I-ready</li> <li>-Annabel Lee (Text book with paired text)</li> <li>-MLK Jr. Speech</li> <li>-Night Excerpt</li> <li>-The Giver (with paired texts)</li> <li><b>*Formative skill assessment 2</b> I-ready</li> </ul>	<ul style="list-style-type: none"> <li>-I-ready for introduction to each standard and to reinforce previous standards</li> <li>-Book of choice project menu (begin 2nd choice)</li> <li>-Newsela each Friday to reinforce RI standards (read, annotate, quiz)</li> <li>-Various texts from Scope Magazine to reinforce standards after introduced</li> <li><b>*Quarter assessment</b></li> </ul>
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Q4	<b>Unit 4</b>	Mar.18-M. 30	Review of RL and RI Stand.  AIR test schedule	<p style="text-align: center;"><b><u>Unit 4:</u></b></p> <ul style="list-style-type: none"> <li>-Finish The Giver novel</li> <li>-Chicago by Langston Hughes</li> <li>-Harrison Bergeron</li> </ul> <p><b>*Formative skill assessment 1</b> I-ready</p> <ul style="list-style-type: none"> <li>-Practice AIR (released items from 2017)</li> <li>-The Monsters on Maple Street (text book)</li> </ul> <p>Independent Novel Study (6 weeks) -refocus on RL and RI struggles based on practice AIR assessment as test approaches</p>	<ul style="list-style-type: none"> <li>-Iready for introduction to each standard and to reinforce previous standards</li> <li>-Introduce independent novel study (provide paired texts, assignments that relate to standards being reviewed for AIR)</li> <li>(novel study is RL 7.10)</li> <li>-Various texts from Scope Magazine to reinforce standards after introduced</li> </ul> <p><b>*Quarter assessment</b></p>
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**RL** = Reading for Literature; **RI** = Reading for Information; **SL** = Speaking & Listening; **W** = Writing; **L** = Language

Priority Standards: These standards should be addressed with each unit after their initial introduction. The unit(s) in which they are listed indicate that students should show progression toward mastery. These standards are assessed by the state.

Non-priority: This designation is made by the state for standards that are not assessed by the state. These standards should be addressed as needed after their initial introduction.