Blackhawk School District

Developmental Reading 7/8 CURRICULUM

Course Title:	**Developmental Reading 7/8**
Grade Level(s):	**Seventh and Eighth**
Periods Per Week:	**5**
Length of Period:	**forty-give minutes**
Length of Course:	**one year**
Faculty Authors:	**Sarah Shuleski and Tracy Yowler**
Date:	**March 2016**

COURSE DESCRIPTION: Students will work toward becoming lifelong independent readers by concentrating on improving reading comprehension and fluency and by learning to interpret and analyze both fictional and non-fictional literature. They will also learn how to write informational pieces using evidence from the text to respond to their reading. This will be accomplished through the use of a variety of reading strategies as students read modified and adapted fiction and nonfiction novels as well as a variety of literature selections.

Resources used:
SRA Corrective Reading – Decoding C Skills Applications
Start to Finish Core Curriculum – Various Titles

KEY IDEAS AND DETAILS	PA CORE STANDARDS (Modified to meet the needs of grades 7 and 8)	PROPOSED LESSON FORMAT	RESOURCES	LESSON REFLECTION (for future revisions)
Theme **Text Analysis** **Literary Elements** **Point of View** **Text Structure** **Vocabulary** **Sources of Information**	***READING LITERATURE*** CC.1.3.7/8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. CC.1.3.7/8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text. CC.1.3.7/8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. CC.1.3.7/8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. CC.1.3.7/8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. CC.1.3.7/8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone. CC.1.3.7/8.G	Each novel will be utilized during whole group instruction with modified assignments and assessments. Novel titles will be rotated yearly to accommodate both grade levels equally. Each modified reader selection will be utilized during small group differentiated instruction and organized according to ability level.	Novels Rotation 1: • *Flipped* • *Holes* • *A Long Way from Chicago* * Novels Rotation 2: • *The Outsiders* • *My Side of the Mountain* • *Sounder* * Modified Readers Grade 8 • *Gift of the Magi and other O. Henry texts* • *Call of the Wild* • *The Story of Anne Frank* Modified Readers Grade 7 • *A Christmas Carol* • *The Black Death* • *Cleopatra* Modified Readers (to be rotated every 2 years if necessary) • *20,000 Leagues Under the Sea* • *The Secret of Old Mexico* • *The Strange Case of Dr Jekyll and Mr. Hyde* • *The Prince and the Pauper* • *The Adventures of Huckleberry Finn* • *Sacagawea* • *Romeo and Juliet* • *Frankenstein* • *The Red Badge of Courage*	

Knowledge and Ideas	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors. CC.1.3.7/8.H		Independent reading • One independently chosen novel each grading period. Story map with elements of characters, plot, setting, theme, etc. included.	
Vocabulary Acquisition and Use	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.			
Vocabulary Acquisition and Use	CC.1.3.7/8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.			
Range of Reading	CC.1.3.7/8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
	CC.1.3.7/8.K Read and comprehend literary fiction on grade level, reading independently and proficiently.		Informational Text Rotation 1 • *Titanic articles – various sources* • *Informational text from SRA book*	
Main Idea	**READING INFORMATIONAL TEXT** CC.1.2.7/8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Informational selections will be utilized during whole group instruction with modified assignments and assessments. Titles will be rotated yearly to accommodate both grade levels equally.	• *Lessons 26-32 – Redwoods* • *46-54 – Dinosaur* • *55 Setting Records* • *60 Speed Records* • *70 Human Height Records* • *80 Are people getting taller*	
Text Analysis	CC.1.2.7/8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.		• *68 Why Did the Dinosaurs Vanish part 1* • *72 Why Did the Dinosaurs Vanish part 2*	
Text Analysis				
Point of View	CC.1.2.7/8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.		• *78 Facts about Dinosaurs*	

Text Structure	CC.1.2.7/8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		• *72 Dangerous African Animals part 1* • *73 Dangerous African Animals part 2* • *74 DAA part 3* • *76 DAA part 4* • *77 DAA part 5* • *78 DAA part 6* • *75 Snakes* • *90 Great Apes* • *99 Mammals and Reptiles* • *101 Spread of reptiles* • *112 Life expectancy of animals*
Vocabulary	CC.1.2.7/8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.		
Diverse Media	CC.1.2.7/8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.		
Evaluating Arguments	CC.1.2.7/8.G Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		
Analysis Across Texts	CC.1.2.7/8.H Evaluate an author's argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.		Informational Text Rotation 2 • *Newspaper articles – various sources* • *58 Lighthouses* • *62 Terrible Tilly – Lighthouse* • *65 Many Mountains* • *85 Ocean Waves and Tides* • *95 Volcanoes and Earthquakes* • *110 Climate* • *82 California Gold Rush* • *88 Klondike Gold Rush* • *92 Klondike story* • *98 Klondike poem* • *100 Dreams* • *105 Hypnosis* • *114 Medicine years ago* • *124 Medicine Now* • *115 Spoken and Written Language*
Vocabulary Acquisition and Use	CC.1.2.7/8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
Vocabulary Acquisition and Use	CC.1.2.7/8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Range of Reading	CC.1.2.7/8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. CC.1.2.7/8.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.		

			116 The Black Death *117 The Barber Surgeon* *102 The Hubble Space Telescope – part 1* *108 Hubble part 2* *118 Most Dangerous Occupations part 1* *122 Most Dangerous part 2* *118 Early study of anatomy* *120 The Brain* *119 Galen's Theories* *121 Vesalius* *122 Jenner, Pasteur, Semmelweis* *123 Semmelweis* *125 Famous Funambulists*	

Collaborative Discussion **Presentation of Knowledge and Ideas – Context** **Conventions of Standard English**	***Speaking and Listening*** CC.1.5.7/8.A Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly. CC.1.5.7/8.E Adapt speech to a variety of contexts and tasks. CC.1.5.7/8.G Demonstrate command of the conventions of standard English when speaking based on Grade 7/8 level and content. ***Reading Strategies*** The student will be able to: • List • Summarize/ synthesize • Chunk • Predict • Talk to the text • Take notes • Identify the topic sentence and concluding sentence • Make personal connections • Identify transitional words • Use punctuation to enhance understanding • Read aloud and/or slow pace to avoid confusion or misunderstanding • Use prior knowledge of a subject and/or an author's style • Survey the text for titles, subheadings, charts, pictures, captions, etc. • Skim/scan • Reread to correct confusion • Jot down key words			

	• Underline/highlight technical and/or difficult words • Preview questions and then look for specific answers • Identify main ideas and recite or notes them in writing • Set a purpose for reading • Visualize and or draw pictures • Use context clues • Use prefixes and suffices to identify word meanings • Think alouds • Talking to the text • Summarizing • Graphic organizers			