MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Reading

Grade: Grade 7
MLR Span: 6 - 8

MLR Content Standard: **A. READING**

*Assessments

Reading:	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
Reading Process	1.Students read and make generalizations from texts, within a grade appropriate span of text complexity, (L) by applying their knowledge and strategies of comprehension, vocabulary, alphabetic, and fluency. a.Use a range of before, during, and after reading strategies to deepen their understanding of the author's message.	Students will use among others: ***See Appendix A for the Before, During, and After Reading Process Skills.** **Literacy Strategies** a1. <u>Before reading/learning:</u> Knowledge Rating Guide Think-Pair-Share Interactive Word Walls/Word Sorts Anticipation/Reaction Guide a2. <u>During reading/learning:</u> Knowledge Rating Guide Think-Pair-Share Interactive Word Walls/Word Sorts Triple Entry Vocabulary Journal a3. <u>After reading/learning:</u> Knowledge Rating Guide Think-Pair-Share Interactive Word Walls/Word Sorts Sum It Up RAFT	a1-c2. *I Read It But I Don't Get It: Comprehension strategies for adolescent readers.* Tovani, C. 2000 (Stenhouse) a1. Power Practice Reading Skills 7-8 a1. *Classroom Strategies for Interactive Learning* (ISBN: 0872072843) a1. *50 Reproducible Strategy Sheets That Build Comprehension During Independent Reading* al-a3. Team Literacy Binder a1-a3. Use Literacy Team members as support a1-a3. Resources from Literacy Specialists

2009

Vocabulary Strategies	a.Identify the meaning of unfamiliar vocabulary.	**Vocabulary** Students will **a.use strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, <u>common roots, or word origins;</u> or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge.) (R-7-2.1)**	a1. Interactive Word Walls a1. *Be A Better Reader* a1. *Reading Reminders* (ISBN 0867095008) a1. Glencoe *Writer's Choice* (red or green) a1. Scholastic Writing Series (ISBN 0-590-2-9329)
*NWEA Reading: Unknown Words		**a1.learn and use at least the following set of word parts: bio, chron, geo, hydr, phobia, therm, ped, dent/don't, chrome, flex** **Prefixes: im/in, ex, mono, non, post, pre, semi, thans, auro, re** **Suffixes: ev-noun, er-adj. or adv., ment, ness, est, s, ism, ed, able, ology, word**	a1. *Scope Magazine* a1. *Reading Teacher's Vocabulary Book of Lists* b1. *Write Source* (ISBN 0-669-50706-8) b1. Reading Teacher's *Vocabulary Book of Lists*
	b.Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by…	**b1.identify synonyms, antonyms, homonyms/homophones or shades of meaning. (R-7-3.1)** **b3…recognize and complete analogies. EXAMPLE: map: locate as recipe: cook (R-7-3.1)**	b2. *Scope Magazine, Read,* other student publications. b2. Glencoe Literature *Reader's Choice*
	c.Fluently and accurately read text, within a grade appropriate span of text complexity, using appropriate pacing, phrasing, intonation, and expression.	**Reading Fluency** Students will c1. continue to use prior concepts and skills to fluently and accurately read text using appropriate pacing, phrasing, intonation and expression. ***See suggested Reading Fluency Rates in Appendix B.**	c1. Glencoe Literature *Reader's Choice* (red and green) c1. Trade books, novels c1. Various reading materials c1. *Scope Magazine* c1. *Reader's Theater*
_____	_____	_____	_____

A2 Literary Texts **Analysis and Interpretation of Literacy Texts/Citing Evidence** *NWEA Reading/Literature: Interpretation	2.**Students have ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the NECAP GLEs. See Appendix B.**	<u>**Literary Text**</u> Students will	
	a.Demonstrate initial understanding of elements of literary texts by… (R-7-4)	**a1.identify or describe character(s), setting, problem/solution, or plot as appropriate to text; or identify any significant changes in character or setting over time; or identify rising action, climax, or falling action. (R-7-4.1)** **a2.paraphrase or summarize key ideas/plot, with major events sequenced, as appropriate to text. (R-7-4.2)**	a1-i1. Glencoe Literature *Reader's Choice-*Anthology (green and red) a1-i1. *Invitations: Changing as Teachers and Learners, K-12* (Heinemann ISBN: 978-0-435-08836-1)
	b.Analyze an author's characterization techniques including the character's thoughts, words, and actions; the narrator's description; and the thoughts, words, and actions of other characters.	b1. analyze an author's characterization techniques including the character's thoughts, words, and actions; the narrator's description; and the thoughts, words, and actions of other characters. **b2.identify and describe significant changes in character over time. (R-7-4.1)**	a1-i1. *Reading Essentials: The specifics you need to teach reading well.* Routman, R. (Heinemann ISBN: 0-325-00492-7) a1-i1. *Mosaic of Thought: Teaching comprehension in a reader's workshop.* (Heinemann ISBN: 0-435-07237-4)
*NWEA Reading/Literature: Devices/Structure	c.Identify events that advance the plot and	c1. complete storylines of plot	a1-i1. *I Read It But I Don't Get It: Comprehension strategies for adolescent readers* Tovani, C. 2000

"Short Story" Common Assessments	determine how each event explains past or present action or foreshadows future action. d.Contrast points of view including first person, third person, limited and omniscient in a literacy text. **e.Identify elements of setting and determine changes over time. (R-7-4.1)** **f.Make inferences about cause/effect (e.g., explaining how an event gives rise to the next), <u>internal</u> or external conflicts (e.g., <u>person versus self,</u> person versus person, person versus nature/society/fate), or the relationship among elements within text. (R-7-5.3)** g.Compare how similar themes are presented in different works.	c2. identify literary devices in passages (i.e. dialogue) **c3.identify and describe rising action, climax, and falling action. (R-7-4.1)** d1. identify and explain the difference between first- and third-person narration and omniscient point of view d2. determine from whose point of view the story is told **d3.explain how the narrator's point of view affects the reader's interpretation (R-8-5.4)** **e1.identify elements of time and place.** **e2.determine changes over time.** **e3.determine significance of the setting to the story.** **f1.make inferences about cause/effect (e.g., explaining how an event gives rise to the next), <u>internal</u> or external conflicts (e.g., <u>person versus self,</u> person versus person, person versus nature/society/fate), or the relationship among elements within text. (R-7-5.3)** g1. identify stated or implied theme g2. compare how universal	(Stenhouse) a1-i1. *Teaching for Comprehension and Fluency* Fountas and Pinnell (ISBN: 0-325-00308-4) a1-i1. *Teaching Literary Elements* (Prentice Hall) a1-i1. *Teaching Literary Elements* (ISBN: 0590209450)

		themes are presented in different works. **g3.explain how the author's message or theme is supported within the text. (R-7-5.5)**	
	h.Analyze and interpret author's craft, citing evidence where appropriate. (R-7-6)	**h1.demonstrate knowledge of use of literary elements and devices (i.e., imagery, exaggeration, repetition, flashback, foreshadowing, personification) to analyze literary works. (R-7-6.1) EXAMPLE: Why did the author choose to use flashback in this story?** **h2.identify figurative language and analyze its effect on the meaning.**	
	i.Identify how meaning is conveyed in poetry through word choice, sentence structure, line length, and punctuation.		
A3 Informational Texts **Analysis and Interpretation of Informational Texts/Citing Evidence** *NWEA Informational Texts: Parts/Structures	**3.Students have ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations**		a1-e1. *Invitations: Changing as Teachers and Learners, K-12* (Heinemann ISBN: 978-0-435-08836-1) a1-e1. *Reading Essentials: The specifics you need to teach reading well.* Routman, R. (Heinemann ISBN: 0-325-00492-7) a1-e1. *Mosaic of Thought: Teaching comprehension in a reader's workshop.* (Heinemann ISBN: 0-435-07237-4)

	described in the NECAP GLEs. See Appendix B.	Students will	
*NWEA Reading Informational Texts: Interpretation	a.Create and revise questions that can be answered by using text structures and information found within texts.	a1. be aware of organizational features including table of contents, index, headings, subheadings, footnotes, etc, within narrative nonfiction	a1-e1. *I Read It But I Don't Get It: Comprehension strategies for adolescent readers* Tovani, C. 2000 (Stenhouse)
		a2.use information from the text to answer questions, <u>state the main/central ideas, or to provide supporting details.</u> (R-7-7.2)	a1-e1. *Nonfiction In Focus: A comprehensive framework for helping students become independent readers and writers of nonfiction* Kristo & Bramford (Scholastic Item #NTS93658)
*NWA Reading: Interpret & Evaluate		**a3.obtain information from text features (e.g., table of contents, glossary, index, transition words/phrases, <u>transitional devices</u>, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)**	a1-e1. *Making Facts Come Alive: Choosing quality nonfiction literature, K-8.* Bamford, R. & Kristo, J. 1998 (Christopher Gordon Publishers ISBN: 1-929024-51-7)
			a1-e1. *Checking Out Nonfiction K-8: Good choices for best learning.* Bamford, R. & Kristo, K. (Christopher Gordon Publishers ISBN: 1-929024-02-9)
	b.Analyze the amount of coverage and organization of ideas in varied informational materials.	b1.will survey and discuss each of their content area texts noting the organization of the ideas.	a1-e1.Use a wide variety of text to illustrate the process of using text parts.
		b2.explain connections about information *within* a text, *across* texts, or to related ideas. (R-7-8.1)	a1-e1. Use content area texts
		b3.synthesize and evaluate information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas). (R-7-8.2)	c1.Routinely require students to find evidence in text to support their conclusions.
			d1. Use common informational articles for assignment.
	c.Draw conclusions about a text, and support them with evidence from the text.	c1. draw conclusions about a text, and support them with evidence from the text.	e1. Use developed list of directories.
		c2.draw inferences about text,	

		including author's purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or using supporting evidence to form or evaluate</u> opinions/judgments and assertions about the central ideas that are relevant. EXAMPLE (of evaluation): Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece. (R-7-8.3)
		c3.distinguish fact from opinion, and identify possible bias/propaganda or <u>conflicting information within or across texts.</u> (R-7-8.4)
		c4.make inferences about causes or effects. (R-7-8.5)
	d.Compare information on the same topic in several passages or articles from different texts.	d1.read several passages on the same topic from different sources and write a short comparison/contrast essay.
		d2.organize information to show understanding (e.g., representing main/central ideas of details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting). (R-7-7.2)
	e.Explain how to use a simple mechanical device by following directions in a technical manual.	e1. explain how to use a simple mechanical device by following directions in a technical manual.

A4 Persuasive Texts	4.Students evaluate the information in persuasive texts, within a grade appropriate span of text complexity, noting how the text structures and rhetorical devices affect the information and arguments presented in these texts.	Students will	
*NWEA Reading: Interpret & Evaluate	a.Recognize organizational patterns of propositional/support and problem/solution to aid in comprehension.	a1. recognize organizational patterns of propositional/support and problem/solution to aid in comprehension.	a1-e1.*Write Source* p. 256-303 a1-e1. Glencoe *Writer's Choice* (ISBN: 0-07-822654-6)
NWEA Informational Texts: Interpretation	b.Identify and use ways to detect bias. **c.Draw inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or use supporting evidence to for or evaluate opinions/judgments and assertions about the central ideas that are relevant. Example: Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author's purpose in**	b1. identify and use ways to detect bias. **c1.draw inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or use supporting evidence to for or evaluate opinions/judgments and assertions about the central ideas that are relevant. Example: Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece. (R-7-8.3)**	

	writing the piece. (R-7-8.3) **d.Distinguish fact from opinion, and identify possible bias/propaganda or conflicting information within or across texts. (R-7-8.4)** **e.Make inferences about causes and effects. (R-7-8.5)**	**d1.distinguish fact from opinion, and identify possible bias/propaganda or conflicting information within or across texts. (R-7-8.4)** **e1.make inferences about causes and effects. (R-7-8.5)**	

MSAD #54 ELA Curriculum

Content Area: English Language Arts   Grade: Grade 7
Unit: Writing   MLR Span: 6 - 8

MLR Content Standard: **B. WRITING**
Students write to express their ideas and emotions, to describe their experiences,
to communicate information, and to present or analyze an argument.

Writing	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
B1 Interconnected Elements	1. Students use a writing process to communicate for a variety of audiences and purposes. a.Determine a purpose for writing. b.Decide which information to include to achieve the desired purpose. c.Revise drafts to improve focus and effect and voice, incorporating when appropriate peer feedback. d.Edit for grammar, usage, and mechanics. e.Create writing to achieve a specific purpose. (L) f.Create legible final drafts.	**Writing Process** Students will a1. select a topic to explain a process b1. decide which information to include to achieve the desired purpose c1. revise drafts incorporating peer and teacher feedback d1. edit for correct grammar, usage and mechanics e1. produce a final product that demonstrates completion of the standard (meets criteria of *"You're the Expert"* rubric)	a1-f1. Glencoe *Writer's Choice* a1-f1. *Nonfiction In Focus: A comprehensive framework for helping students become independent readers and writers of nonfiction.* Kristo & Bamford (Scholastic Item # NTS93658) a1-f1. *Writing Workshop: The essential guide.* Fletcher, R. & Portalopi 2001 (Heinemann ISBN: 978-0325-00362-7) a1-f1. *Writing Essentials: Raising expectations and results while simplifying teaching* Routman, R. 2005 (Heinemann ISBN: 978-0-325-00601-7) a1-f1. *In The Middle: New understanding about Writing, Reading, and Learning.* Atwell, N. (Heinemann ISBN: 978-0-86709-374-2) a1-f1. *Write Traits Format Write Source 8* (ISBN: 0669507067)

2009

			a1-f1. *Lessons That Change Writers* Atwell, N. (ISBN: 0-86709-506-7) a1-f1. "How To" paper- "*You're The Expert*" a1-f1. "*You're the Expert*" Unit Including: sample student "anchor" papers a1-f1. graphic organizers a1-f1. *6+1 Traits of Writing* (ISBN: 0439280389)
B2 Narrative	2.Students write narratives that convey complex ideas, observations, events, or reflections. a.Establish a plot (or other narrative structure), point of view, setting, and conflict. b.Develop characters. c.Use a range of narrative strategies for effect. d.Use stylistic devices to clarify, enhance and develop ideas.	**Narrative** See 8th grade curriculum Students will: Grade 8 c1. write narrative in content areas d1. use stylistic devices to clarify, enhance and develop ideas.	a1-d1.Glencoe *Writer's Choice* a1-d1. *Write Source, Grade 7* c1-d1. Expansion of content area topics.
B3 Argument/Analysis Expository	3.Students write academic essays that state a clear position, supporting the position with relevant evidence.	**Expository/Informational** Students will	a1-b1. *Write Source* a1-b1. Glencoe *Writer's Choice* (red and green)

	a.Summarize and paraphrase and/or explain information from reading, listening, or viewing.	a1. formulate questions that they have and want to have answered based on what they have read a2. summarize information	a1-a2. *Teaching for Comprehension and Fluency.* Fountas and Pinnell (ISBN: 0-325-003084) a1-b2. Glencoe Literature *Reader's Choice, Grade 7*
	b.Write thesis-driven essays that build a logical argument excluding extraneous information and differentiating between facts and opinions.	b1. write thesis-driven essays that build a logical argument excluding extraneous information and differentiating between facts and opinions. b2. document resources used using MLA format	a1-b2. Scope Magazine a1-b2. Library a1-b2. Internet a1-b1. MLA format a1-b1. *Journal Activities That Sharpen Students Writing* (ISBN: 0439280389) 1a-b. *6+1 Traits of Writing* (ISBN: 0439280389) _____
B4 Persuasive Expository	4.Students write persuasive essays addressed to a specific audience for a particular purpose. a.Employ a variety of persuasive techniques, including presenting alternate views objectively or addressing potential counterclaims in a thesis-driven essay to influence the opinion, belief, or position of others.	See 8th grade curriculum	
B5 Practical Application	5.Students write documents related to career development and simple business	Students will	

	letters and job applications.		
	a.Present information purposefully and succinctly to meet the needs of the audience.	a1. complete Pathways brochure	
	b.Convey specific requests for detailed information.	b1. write a letter asking for specific information.	b1.Complete during letter writing unit. b1. *Write Source, Gr. 7*
* You're the Expert common assessment	c.Follow a conventional format such as for resumes, memoranda, and proposals.	c1. complete Pathways requirements.	
	d.Write multiple step directions with annotation where appropriate for completing a task.	d1.complete *You're the Expert* activity-common classroom assessment	

MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Research

Grade: Grade 7
MLR Span: 6 - 8

MLR Content Standard: **C. RESEARCH**
Students engage in inquiry by developing research questions, addressing and verifying a variety of sources, communicating findings, and applying the conventions of documentation. Students present findings orally, in writing, or using mixed media.

Research	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
C1 Research	1.Students propose and revise research questions, collect information from a wide variety of primary and/or secondary sources and follow the conventions of documentation to communicate findings.	**Research** Students will	
	a.Determine the nature and extent of information needed.	a1. determine the nature and extent of information needed.	a1-i1. Glencoe *Writer's Choice* (green and red) a1-i1.*Write Source, Gr. 7*
	b.Locate and access relevant information.	b1. collect information from primary and secondary sources	a1-i1. Library
	c.Demonstrate facility with note-taking, organizing information, and creating bibliographies.	c1. demonstrate facility with note-taking, organizing information, and creating bibliographies.	a1-i1. Internet a1-i1. MLA format
	d.Distinguish between primary and secondary sources.	d1. distinguish between primary and secondary sources.	
	e.Evaluate and verify the credibility of the information found in print and non-print sources.	e1. evaluate and verify the credibility of the information found in print and non-print sources.	e1. *Write Source, Gr. 7*

2009

		e2. use the Critical Evaluation of Website Checklist to evaluate websites and the information contained on them.	e2. *Critical Evaluation of Website Checklist* Skowhegan 21 Century Skills for Model Lessons created for 21st Century
	f.Use additional sources to resolve contradictory information.	f1. use additional sources to resolve contradictory information.	
	g.Summarize and interpret information presented in various sources, and/or from fieldwork, experiments, and interviews.	g1. summarize and interpret information presented in various sources, and/or from fieldwork, experiments, and interviews.	
	h.Present findings paraphrasing and quoting sources, and using proper citation.	h1.summarize and paraphrase information and use MLA format to cite sources.	h1. *Write Source, Gr. 7* h1. MLA format
	i.Use information ethically and legally.	i1. document resources used using MLA format	i1. MLA format

MSAD #54 ELA Curriculum

Content Area: English Language Arts   Grade: Grade 7
Unit: Language   MLR Span: 6 - 8

MLR Content Standard: **D.LANGUAGE**
Students write and speak using the conventions of *Standard American English.*
They apply knowledge of grammar and usage when reading to aid
comprehension. They know and apply rules of mechanics and spelling to enhance
the effectiveness and clarity of communication.

Language	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
D1 Grammar and Usage	1. Students manipulate the parts of speech effectively and employ a variety of sentence structures to express themselves. a.Use forms of nouns, pronouns, verbs, adjectives and their modifiers, adverbs, prepositions, transitions, conjunctions and interjections correctly. b.Use compound complex sentences. c.Use active and passive voices effectively.	**Grammar and Usage** Students will a1. use verb forms correctly a2. use modifiers (adjectives and adverbs) and pronouns correctly a3. use transitions and conjunctions to connect ideas a4. be introduced to prepositions and prepositional phrases a5. use interjections b1. use compound complex sentences. c1. use active and passive voices effectively.	a1-a5. School House Rock video a1-a5. Mad Libs a1-c1. Glencoe *Writer's Choice, Gr. 7* a1-c1. *Lessons That Change Writers* Atwell, N. (ISBN: 978-0-86709-506-7) a1-c1. *Writing Workshop: The essential guide.* Fletcher, R. & Portalopi 2001 (Heinemann ISBN: 978-0-325-00362-7) a1-c1. *Writing Essentials: Raising expectations and results while simplifying teaching.* Routman, R. 2005 (Heinemann ISBN: 978-0-325-00601-7) a1-c1. *In The Middle: New understanding about Writing, Reading, and Learning.* Atwell, N. (Heinemann ISBN: 978-0-86709-374-2)

2009

			a1-c1.*Write Source: A Book for Writing, Thinking and Learning.*
D2 Mechanics	2.Students apply the rules of capitalization, punctuation and spelling to communicate effectively. a.Use correct capitalization and punctuation to include commas and semi-colons. b.Correctly spell frequently misspelled words and common homophones.	**Mechanics** Students will a1. use correct capitalization a2. spell roots, suffixes, prefixes, contractions and syllable constructions correctly b1. correctly spell frequently misspelled words and common homophones to, two, too there, their, they're accept, except weight, wait brake, break capital, capitol your, you're it's, its here, hear no, know new, knew quiet, quite, quit one, won	a1-b1. Glencoe *Writer's Choice* (red and green) a1-b1.*Write Source, Gr. 7* a1-b1. *Lessons That Change Writers* Atwell, N. (ISBN: 978-0-86709-506-7 b1. *Words! Words! Words!* (ISBN: 566440874)

MSAD #54 ELA Curriculum

Content Area: English Language Arts   Grade: Grade 7
Unit: Listening and Speaking   MLR Span: 6 - 8

MLR Content Standard: **E1. LISTENING**
Students listen to comprehend spoken information and speak to communicate
information effectively.

Listening & Speaking	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
El Listening	1. Students adjust listening strategies to understand formal and informal discussion, debates or presentations, and then apply the information. a.Ask appropriate clarifying questions. b.Summarize and apply information presented. c.Acknowledge and build upon the ideas of others.	**Listening** Students will a1. listen attentively and take notes b1. summarize and paraphrase information presented orally c1. participate in group discussions	a1-c1. teacher directive a1-c1. formulate questions from reading material to share in their groups a1-c1. PCG a1-c1. *Writer's Choice, Gr.7*
E2 Speaking	2. Students adjust speaking strategies for formal and informal discussions, debates or presentations appropriate to the audience and purpose. a.Organize and present information logically. b.Adjust volume, tone, eye contact, and gestures to suit the	**Speaking** Students will a1. organize and present information logically. b1. make oral presentations using tone and gestures to suit the context, (i.e. poems, reader's	b1-e1. choral reading b1-e1. poetry assignments

2009

	audience.	theater)	b1-e1. *Scope Magazine*
	c.Use conventions of *Standard American English.*	c1.use conventions of *Standard American English.*	b1-e1. Glencoe *Reader's Choice* (red and green)
	d.Seek feedback and revise to improve effectiveness of communication.	d1.seek feedback and revise to improve effectiveness of communication.	b1-e1. *Writer's Choice*

b1-e1. *Learning With Readers Theatre* (ISBN: 185411807) |
| ***You're the Expert** | e.Select appropriate media, relevant to audience and purpose, that extend and supports oral, written, and visual communication. | e1.prepare presentations for a variety of audiences. | b1-e1. *Public Speaking for Kids* (ISBN: 1566440343)

b1-e1. *You're the Expert* demonstration |

MSAD #54 ELA Curriculum

Content Area: English Language Arts
Unit: Media

Grade: Grade 7
MLR Span: 6 - 8

MLR Content Standard: **F. MEDIA**
Students recognize and can explain the effects that both print and non-print sources have on listeners, viewers and readers, in order to develop an awareness of the effects that the media have on forming opinions and making decisions.

Media	MLR Performance Indicators 6-8	MSAD #54 Objectives	Instructional Resources/Activities
F1 Analysis of Media	1. Students identify the various purposes, techniques, and/or effects used to communicate auditory, visual, and written information found in different forms of media. a.Describe and evaluate the test structures of visual and non-visual media. (L) b.Explain the role of the media in shaping opinions. c.Note instances of bias, stereotyping, and propaganda.	**Analysis of Media** Students will b1.explain the role of the media in shaping opinions. c1. become familiar with vocabulary associated with media such as bias, stereotyping, and propaganda	 c1. *Deconstructing an Advertisement* handout c1. *Thinking Critically About Movies* c1. www.mediaed.org c1. www.medialit.med.sc.edu c1. *Be a Better Reader* series

New England Common Assessment Program (NECAP) Grade Level Expectations (GLSs) for Reading in Grades 5-8

Appendix A: Metacognition Strategies for Understanding Text

Teachers continually model and reinforce use of strategies, so that students learn to flexibly apply strategies that help them comprehend and interpret literary and informational texts. Reading and learning to read are problem solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Complexity of text and purpose of reading will determine the extent to which each strategy is applied.

Before reading, students…	During reading, students…	After reading, students…

-Set a purpose
-Activate prior knowledge (schema)
-Preview text
-Identify text structure clues (e.g., chronological, cause/effect, compare/ contrast, etc.)
-Locate text features (e.g., transitional words, subheadings, bold print, etc.)
-Use Cues: graphics and pictures
-Skim/Scan
-Predict and make text-based references
-Sample a page of text for readability and interest
	-Self-monitor using:
	  -Meaning
	  -Language structure
	  -Print cues
	-Reread
	-Self-correct
	-Clarify
	-Determine Importance
	-Generate literal, clarifying, and inferential questions
	-Visualize
	-Construct sensory images
	-Summarize and paraphrase
	-Check predictions
	-Interpret
	  -Literal meaning
	  -Inferential meaning
	-Make Connections, using
	  -Graphics
	  -Pictures
	-Monitor fluency (oral/silent; or text complexity)
	  -Adjust rate
	  -Use punctuation and dialogue cues
	  -Use phrasing, intonation, expression
	-Read for accuracy
	-Use note-taking strategies
		-Reread for confirmation
		-Summarize and paraphrase key ideas
		-Evaluate
		  -Accuracy of information
		  -Literacy merit and use of author's craft
		-Clarify
		-Analyze information within and across texts
		-Support conclusions with references from text
		-Synthesize
		-Connect ideas/themes in text to …
		  -Text: compare one text to another text
		  -Self: Relate and explain ideas or events in text to personal experience
		  -World: Recognize commonalities of text to world

Appendix B: Reading Fluency Rates

Recommended Fluency Rates* (in words read correctly per minute)	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Oral:	90-120	115-140	125-150	135-160	140-175	150-180
Silent:	115-140	130-175	160-200	190-220	215-245	235-270

*The following sources were referenced to determine fluency rates:
- Caldwell, *Reading Assessment,* Guilford Press, 2002
- Fountas and Pinnell, *Guiding Readers and Writers Grades 3-6,* Heinemann, 2001
- *Put Reading First,* National Institute for Literacy, 2001
- Lipson and Wixson, *Assessment and Instruction of Reading and Writing Difficulty,* Pearson Education, 2003
- NAEP's Scale for Assessing Oral Reading Fluency, 2001