

Schiller Park District 81 Curriculum Map 7<sup>th</sup> Reading

	Essentials Question	Content(Understandings)	Skills(Know and Able to do)	Assessment	Resources (Curriculum)
August - September	<p>How do we compose lives in which reading matters?</p> <p>What makes a good reader?</p> <p>What skills do good readers have to help them understand what they are reading?</p> <p>How does using available graphic, textual and experiential information to anticipate and accumulate accurate textual information help make a skilled reader?</p>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>Express ideas with confidence and sophistication</li> <li>Use a variety of strategies to understand text</li> <li>Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>Address textual ambiguities and explore problems of meaning</li> <li>Consider others' ideas and opinions relating to the text</li> <li>Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>what text features to use to help make a prediction</li> <li>how to adjust predictions for understanding</li> <li>how predicting helps readers better understand text</li> <li>use all available textual information to make an accurate prediction</li> <li>use prior knowledge to clarify understanding</li> <li>make, confirm, and modify predictions based on the text information</li> <li>distinguish information that helps make the most accurate predictions</li> </ul>	<ul style="list-style-type: none"> <li>"Money Matters" Prediction graphic organizer</li> <li>"Lunch Crunch" Questioning graphic organizer</li> <li>"Barnstorming Bessie Coleman" Connecting graphic organizer</li> <li>"Two Brothers" Connecting graphic organizer</li> <li>"Riding the Tiger" book Inference graphic organizer</li> </ul>	<p>Six Minute Solution</p> <p>Read Naturally</p> <p>Great Books</p>

October

How do we compose lives in which reading matters?

What makes a skilled reader?

What skills do skilled readers have to help them understand what they are reading?

How can a reader use personal and collective experience to enhance understanding?

Skilled readers:

- Express ideas with confidence and sophistication
- Use a variety of strategies to understand text
- Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion
- Address textual ambiguities and explore problems of meaning
- Consider others' ideas and opinions relating to the text
- Derive word meaning from contextual clues

- how prior knowledge about a topic helps to understand the text
- how to make connections across reading selections
- how to use personal experiences and/or outside materials to make insightful connections related to a main topic or theme
- relate information in a passage to other readings on the same topic
- engage background information to construct deeper meaning from text
- connect information from various parts of a story to respond to an interpretive question
- connect events, characters, actions and themes to specific life experiences

- "No Bad News" Prediction graphic organizer
- "How will the colonists find Roanoke?" Prediction graphic organizer
- "Cheyenne Alive" Prediction graphic organizer
- "Boston Tea Party" Think-pair-share graphic organizer
- "George vs. George" Inference graphic organizer
- Causes of the Revolutionary War Inference graphic organizer
- "First Ladies" Inference graphic organizer
- "What do I know about Sacagawea?" Venn Diagram, Connecting graphic organizer
- "Can an individual really make a difference?" Connecting graphic organizer
- Article: "Reaching New Heights" (Survival theme)- connect with how students achieve success?

Read Naturally  
Six Minute  
Solutions  
Reader's Theater  
"Voyages of  
Columbus"  
and  
"Columbus  
Meets  
Isabella  
and  
Ferdinand"

November	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a skilled reader?</li> <li>• What skills do skilled readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does questioning help to clarify meaning, promote comprehension and extend understanding?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• how to provide support from a text in written answers to interpretive questions</li> <li>• how to ask questions and search for answers, then monitor comprehension and interact with the text to construct meaning</li> <li>• to ask questions that clarify understanding and indicate higher level thinking</li> <li>• write interpretive questions about a selection</li> <li>• identify and ask questions about parts of a text they find puzzling or confusing</li> <li>• differentiate between large global questions and smaller clarification questions</li> <li>• organize content knowledge to answer a specific question</li> <li>• revise answers to interpretive questions after discussion based on classmates' responses</li> </ul>	<ul style="list-style-type: none"> <li>• "Sacagawea Saves the Day" Questioning graphic organizer</li> <li>• "Cheyenne Alive" questioning graphic organizer- What is the conflict in the story?</li> <li>• "No Bad News"- Questioning graphic organizer- How does where I live influence where I live?</li> <li>• "Middle Colonies" Questioning graphic organizer</li> <li>• "The Road to Rights" Questioning graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Six Minute Solution</li> <li>• Read Naturally</li> <li>• Reader's Theater "Voyages of Columbus"</li> <li>• "Columbus Meets Isabella and Ferdinand"</li> </ul>
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December	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a skilled reader?</li> <li>• What skills do skilled readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does questioning help to clarify meaning, promote comprehension and extend understanding?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• how to provide support from a text in written answers to interpretive questions</li> <li>• how to ask questions and search for answers, then monitor comprehension and interact with the text to construct meaning</li> <li>• to ask questions that clarify understanding and indicate higher level thinking</li> <li>• write interpretive questions about a selection</li> <li>• identify and ask questions about parts of a text they find puzzling or confusing</li> <li>• differentiate between large global questions and smaller clarification questions</li> <li>• organize content knowledge to answer a specific question</li> <li>• revise answers to interpretive questions after discussion based on classmates' responses</li> </ul>	<ul style="list-style-type: none"> <li>• "Sacagawea Saves the Day" Questioning graphic organizer</li> <li>• "Cheyenne Alive" questioning graphic organizer- What is the conflict in the story?</li> <li>• "No Bad News"- Question-How does where I live influence where I live?</li> <li>• Middle Colonies Questioning graphic organizer</li> <li>• "The Road to Rights" Questioning graphic organizer</li> <li>• "Barnstorming Bessie Coleman" Questioning graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Six Minute Solution</li> <li>• Read Naturally</li> <li>• Reader's Theater</li> <li>• "Voyages of Columbus" and "Columbus Meets Isabella and Ferdinand"</li> </ul>
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January	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does imagery help a reader to better understand the text?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• how to form multi- sensory or conceptual images while reading a text</li> <li>• images come from all five senses and from the emotions they invoke are anchored in the readers prior knowledge.</li> <li>• Imaging is figurative language at work</li> <li>• create mental images about a story to improve and express understanding</li> <li>• draw pictures to express ideas and explain drawings</li> <li>• evaluate tone/mood of concepts within textual materials</li> <li>• adapt sensory images to incorporate new information as they read.</li> </ul>	<ul style="list-style-type: none"> <li>○ "The Last Battle" Imagery graphic organizer</li> <li>• "The Santa Fe Trail" Imagery graphic organizer</li> <li>• "Wounded Knee" Pre-reading Imagery graphic organizer</li> <li>• "Geronimo" Imagery graphic organizer with clues from story</li> </ul>	<ul style="list-style-type: none"> <li>• Six Minute Solution</li> <li>• Read Naturally</li> </ul>
February	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does the ability to distinguish between fact and opinion develop readers as thinkers?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• how to use information they read to identify a fact or opinion</li> <li>• a fact is something that can be verified and backed up with evidence</li> <li>• an opinion is based on a belief or a view and is not based on evidence that can be verified</li> <li>• the difference between fact and opinion gives you insight into the author's point of view or perspective</li> <li>• Use clue words to help them identify fact and opinion</li> <li>• Identify and support facts with evidence from the text</li> <li>• Identify and support opinions with evidence from the text</li> <li>• make sound judgment about the information they are reading by being able to distinguish between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>• "Westward to Home" Fact and opinion graphic organizer</li> <li>• "Fund the New Pioneers" Fact and opinion graphic organizer</li> <li>• "Wounded Knee" Fact and opinion graphic organizer</li> <li>• "Nine for California" Fact and opinion graphic organizer</li> <li>• "Bessie's Show Fact and opinion graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Six Minute Solution</li> <li>• Read Naturally</li> </ul>

<p>March</p>	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does summarizing enhance comprehension?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• Summarizing helps readers remember information and transfer it to new situations which further reinforces the information</li> <li>• How to identify key ideas and tie them together into an accumulation of what is most important in the text.</li> <li>• There are often several important ideas in a piece of text rather than a single main idea</li> <li>• Summarize a story or retell significant parts of a story and respond personally</li> <li>• Get new perspectives, create a new line of thinking, discover original ideas and achieve insight through summarization</li> <li>• To put new materials into their own words and combine it with their prior knowledge</li> </ul>	<ul style="list-style-type: none"> <li>○ "Last Battle" Summarizing graphic organizer</li> <li>○ "Causes of the American Revolution" Summarizing graphic organizer</li> <li>○ "George vs. George" Story reflection summarizing graphic organizer</li> <li>○ "Paul Revere's Ride" Summarizing graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>○ Six Minute Solution</li> <li>○ Read Naturally</li> <li>○ "The Revere Family" Reader's Theater</li> </ul>
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April	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How does reading for various purposes and reading text at various levels of difficulty produce vocabulary growth?</li> <li>• How does understanding cause and effect assist comprehension?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• the meaning of a word in context when the word has multiple meanings</li> <li>• how to use various strategies to find the meaning of unfamiliar words</li> <li>• reading various types of text expands their vocabulary</li> <li>• identify new words using context clues</li> <li>• use the resources such as dictionaries, thesauruses, glossaries, technology and text features, such as definitional footnotes or sidebars to determine the meanings and pronunciations of unknown words</li> <li>• Cause and effect is the relationship between two things when one thing makes something else happen</li> <li>• There may be multiple causes and multiple effects</li> <li>• There are three different kinds of cause and effect relationships</li> <li>• Use cause and effect to show order, inform, speculate, and change behavior.</li> <li>• Identify signal words that show cause and effect relationships</li> <li>• How to look for the different kinds of cause and effect relationship</li> </ul>	<ul style="list-style-type: none"> <li>• "Last Battle" Vocabulary graphic organizer</li> <li>• "Causes of the American Revolution" Vocabulary graphic organizer</li> <li>• "George vs. George" Vocabulary graphic organizer</li> <li>• "Paul Revere's Ride" Vocabulary graphic organizer</li> <li>• "Uncle Sam" Vocabulary graphic organizer</li> <li>• "Freedom River" Cause and effect graphic organizer</li> <li>• "Pink and Say" Cause and effect graphic organizer</li> <li>• "Under the Quilt of Night" Cause and effect graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Six Minute Solution</li> <li>• Read Naturally</li> <li>• "The Revere Family" Reader's Theater</li> </ul>
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May	<ul style="list-style-type: none"> <li>• How do we compose lives in which reading matters?</li> <li>• What makes a good reader?</li> <li>• What skills do good readers have to help them understand what they are reading?</li> <li>• How can a reader use personal and collective experience to enhance understanding?</li> <li>• How do skilled readers know what is important in a text?</li> <li>• How does sequential order play an integral part in the organization of text?</li> </ul>	<p>Skilled readers:</p> <ul style="list-style-type: none"> <li>• Express ideas with confidence and sophistication</li> <li>• Use a variety of strategies to understand text</li> <li>• Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion</li> <li>• Address textual ambiguities and explore problems of meaning</li> <li>• Consider others' ideas and opinions relating to the text</li> <li>• Derive word meaning from contextual clues</li> </ul>	<ul style="list-style-type: none"> <li>• The main idea in a paragraph is a general idea and the supporting information is made up of specific ideas and details.</li> <li>• That there are often several important ideas in a single piece of text rather than a single main idea.</li> <li>• Every story has a main idea and supporting details</li> <li>• Characteristics of text length and internal and external text structure</li> <li>• Support ideas with evidence from the text.</li> <li>• Recall and retell story details in their own words</li> <li>• Discriminate between key points and supporting details</li> <li>• Identify multiple key ideas/concepts important in overall text meaning.</li> <li>• Read to find specific information</li> <li>• Identify important headings and subheadings in informational text</li> <li>• Determine what to read and in what order</li> <li>• In order to understand sequence, skilled readers must understand how a selection is organized.</li> <li>• Text is organized in one of four different ways</li> <li>• How transition words serve as signal words in the organization of a text.</li> <li>• Determine the organizational pattern of text as either chronological, spatial, order of importance, or cause and effect.</li> <li>• Demonstrate understanding of explicitly stated sequence of events in literary and informational text</li> <li>• Locate signal words that indicate steps in a process, order of importance, or chronological order.</li> <li>• Recall story details in sequential order</li> </ul>	<ul style="list-style-type: none"> <li>• "Pink and Say" Main idea and supporting details graphic organizer</li> <li>• "A Sweet Smell of Roses" Main idea and supporting details graphic organizer</li> <li>• "Harlem USA" Main idea and supporting details graphic organizer</li> <li>• "White Sox" Main idea and supporting details graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>• Six Minute Solution</li> <li>• Read Naturally</li> <li>• "The Gettysburg Address" Reader's Theater</li> </ul>
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