

## Literacy 7

1. Students will understand that reading, writing and discussion help them better understand what is read and express ideas clearly (SL 7.1, SL.7.1.A).

Students will be able to...	Students will know...	Fiction	Nonfiction
<p>come prepared to discussion with their ideas supported with evidence from the text.</p> <p>ask questions and make observations that deepen our discussion.</p> <p>open to new ideas and new thinking.</p>		SL.7.1A-D SL.7.6	SL.7.1A-D SL.7.6
analyze two or more texts (including multimedia representations) about the same topic by using text elements (text structure, text features, author bias,) to help them understand what they read.	text structure, text features, author bias	SL.7.2 RL.7.7	RI.7.7 RI.7.9 SL.7.2
keep track of how well they're understanding what I read, and I may need to use different strategies to help me understand, like Predicting, Connecting, Visualizing, Summarizing, Questioning and Evaluating.	Predicting, Connecting, Visualizing, Summarizing, Questioning and Evaluating.		
figure out words they don't know using context clues, word parts, or synonyms.	Context clues, word parts (e.g. suffix, prefix, and/or morphemes), synonyms	L.7.4	L.7.4
understand and use academic- and domain-specific language in Literacy 7.	All the terms in the "know" column.	L.7.6	L.7.6

2. Students will understand that what they read determines how they read.

Students will be able to...	Students will know...	Fiction	Nonfiction
decide when they need to skim a text or slow down to take annotations in order to understand the reading, summarize the text, identify the theme and use evidence from the text to support my thinking.	annotation	RL.7.2	RI.7.2

3. Students will understand that themes in novels are a reflection of important themes in real life.

Students will be able to...	Students will know...	Fiction	Nonfiction
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form an opinion about a text and back it up with evidence from the text (with page numbers, specific examples and/or quotes).	text	RL.7.1 SL.7.1A	RI.7.1, SL.7.1A
analyze two or more texts (including multimedia representations) about the same topic by using text elements (text structure, text features, author bias,) to help them understand what they read.	text structure, text features, author bias	SL.7.2 RL.7.7	RI.7.7 RI.7.9 SL.7.2
analyze how two or more parts of a story (story elements) work together and change to make meaning.	Story elements: plot character, conflict, setting, theme	RL.7.2 RL.7.3	RI.7.2 RI.7.3

**4. Students will understand that reading is more than just understanding the words. Readers use critical thinking to explain how a reading reflects or shifts what they know about the world.**

Students will be able to...	Students will know...	Fiction	Nonfiction
form an opinion about a text and back it up with evidence from the text (with page numbers, specific examples and/or quotes).	text	RL.7.1 SL.7.1A	RI.7.1, SL.7.1A
analyze two or more texts (including multimedia representations) about the same topic by using text elements (text structure, text features, author bias,) to help me understand what I read.	text structure, text features, author bias	SL.7.2 RL.7.7	RI.7.7 RI.7.9 SL.7.2
analyze how two or more parts of a story (story elements) work together and change to make meaning.	Story elements: plot character, conflict, setting, theme	RL.7.2 RL.7.3	RI.7.2 RI.7.3
recognize point of view in a text, including characters, narrators, and authors, by evaluating purpose (inform/entertain/persuade) and language style (text structure).	Narrator, point of view, purposes (inform/entertain/persuade), text structure	RL.7.6 SL.7.3	RI.7.5, RI.7.6, RI.7.8, SL.7.3
figure out why the author chose to use certain words in a text.		RL.7.4	RI.7.4
show their understanding of a text through multimedia components or visual displays.		SL.7.5	SL.7.5

The Literacy 7 teachers will engage in culturally responsive teaching through...

- ...instruction in the idea that all texts have a point of view, and therefore, a bias.
- ...instruction in the idea that “text” has a broad definition.
- ...instruction in the portrayal of diverse characters in texts.

...utilizing more diverse texts.

...acknowledging that certain authors have historically been privileged or oppressed by the publishing industry.