|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Woodstock Middle School**  **7th Grade Reading – Quarter 2 Curriculum Pacing Guide**  **7th Grade Reading- Smith, Scholz, Jones, Science 7**  **iReady Reading** | | | | |
| **Reading Prescription**  Greetings Sensational 7th Grade Team  As we head into Quarter 2, we will continue to utilize the iReady Reading Prescription to guide our instruction. Since we have two weeks for each lesson, we will do the re-teach lesson for Week 1 and the 6th Grade iReady Lesson for Week 2. The pacing guide for each lesson is included in the Teacher’s Edition. The lesson objectives are identified and whole class instruction is outlined for each day of the week.   * Day 1 – Introduction: Read, Think, Talk * Day 2 – Modeled and Guided Instruction: Read, Think, Talk & Write * Day 3 – Guided Instruction: Read, Think, Talk, Write * Day 4 – Independent Practice: Read, Think, Write * Day 5 – Independent Practice – Review, Review, Assign and Discuss   As you plan your lessons for the day, please take into account the instructional format and ensure district expectations are evident even in the iReady lessons. The focus standards for each lesson are listed below and will be used to identify and annotate the PBO.  1) **Annotation of PBO** using the definitions from **Educational Epiphany**: [Grades 6-8 Here](https://drive.google.com/drive/folders/1xGPd1M4d-VmcZE--hJmcMTr4SJYtSu8N)  2) **Vocabulary Infusion** - Updated WORD WALLS reflecting only CURRENT words of study and definitions – Tier 2 and Tier 3 Words, reiterated throughout lesson  3) **Gradual Release**: I Do, We Do, You Do (This is embedded in the lessons  4) **Writing** – students are expected to complete the writing activities embedded in each lesson (embedded in Independent Practice)  The **4 Common Assessments** listed below will be administered through iReady and they will count as four Test, Quizzes and Assessment Scores and will be factored in as part of the students’ overall grades. | | | | |
| Text Title | Skill | **Focus Standard** | Unit/Week | Time Frames |
| **Ready Reading (Main Text)**  **“**Black Sunday” **by Taryn Trina** (Historical Fiction)  from “The Prince and the Pauper” **by Mark Twain** (Historical Fiction)  “Scarborough Fair Fantasy” **by Stu Darnell** (Short Story)  **Week 1: Lesson 7 Reteach: Analyzing Character Development**   * [**Teacher’s Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:59a3715b-7c67-443c-aca3-68066c6583c2/NN%202016%20US6R%20RI%20TRB%20L7.pdf) * [**Student Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:cdc43790-1840-4351-9067-594dd0f784a2/NN%202016%20US6R%20RI%20SE%20L7.pdf)   **Week 2: Lesson 6: Analyzing the Interaction of Story Elements**   * [**Lesson 6 Teacher Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:6e407e3c-688b-4fae-8f64-9b2590d28e7c/NN%202016%20US7R%20RI%20TRB%20L6.pdf) * [**Lesson 6 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:21e66bbe-b879-4dae-bea8-5e9f9a86348a/NN%202016%20US7R%20RI%20SE%20L6.pdf) * Teacher Pages: 49-57 * Student Pages: 53-60 | Analyze how specific elements of a story or drama interact with and affect each other. | **7**.**RL.KID.3** | Unit 2  WEEK 1  Ready Reading | October 18th--29nd |
| **COMMON FORMATIVE ASSESSMENT #1 – October 28, 2021** | | | | |
| **Ready Reading (Main Text)**  “Flying Horses” **by Cynthia Hernandez** (Historical Account)  “Eli Whitney and the Cotton Gin” **by Timothy Morris** (Historical Account)  “Extraordinary People: Tim Berners Lee” ***from* How Stuff Works Online** (Biography)  **Week 1: Lesson 4 Reteach: Analyzing Key Ideas in Text**   * [**Teacher’s Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:b4684003-4b69-4caf-999c-60a20ebb33a0/NN%202016%20US6R%20RI%20TRB%20L4.pdf) * [**Student Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:b6508a06-ef52-4a51-8317-41a334a9bc4f/NN%202016%20US6R%20RI%20SE%20L4.pdf)   **Week 2: Lesson 4: Analyzing Interactions in a Text**   * [**Lesson 4 Teacher Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:d3897def-48a4-428a-822e-cc03b92871f6/NN%202016%20US7R%20RI%20TRB%20L4.pdf) * [**Lesson 4 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:da1ce7d4-2af2-4649-ac5a-a5f8cd47b8e6/NN%202016%20US7R%20RI%20SE%20L4.pdf) * Teacher Pages: 28-36 * Student Pages: 27-34 | Analyze the relationships and interactions among individuals, events, and/or ideas in a text. | **7.RI.KID.3** | Unit 1  WEEK 1  Ready Reading | November 1st -12th |
| **COMMON FORMATIVE ASSESSMENT #1 – November 11, 2021** | | | | |
| **Ready Reading (Main Text)**  “Composed Upon Westminster Bridge” **by Williams Wordsworth** (Poem)  “from At Loafing-Holt” **by** **Paul Laurence Dunbar** (Poem)  “Man and Nature in New York and Kansas” **by Martha Baird** (Poem)  **Week 1: Lesson 13: Reteach: Determining Word Meanings**   * [**Teacher’s Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:fab3f171-b8d0-4801-9378-dfe812c86a0a/NN%202016%20US6R%20RI%20TRB%20L13.pdf) * [**Student Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:0a3dea25-5282-4445-8fd2-ba56517a48b3/NN%202016%20US6R%20RI%20SE%20L13.pdf)   **Week 2: Lesson 12: Determining Word Meanings**   * [**Lesson 12 Teacher Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:06eaa467-910f-4826-bc5d-97c9224488d4/NN%202016%20US7R%20RI%20TRB%20L12.pdf) * [**Lesson 12 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:0ed318b0-542b-427d-811c-74da8460820e/NN%202016%20US7R%20RI%20SE%20L12.pdf) * Teacher Pages: 109-117 * Student Pages: 121-128 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific words choices on meaning and tone, including allusions to other texts and repetition or words and phrases. | **7.RL.CS.4** | Unit 4  WEEK 1  Ready Reading | November 15th – Dec 3th |
| **COMMON FORMATIVE ASSESSMENT #1 – December 2, 2021** | | | | |
| **Ready Reading (Main Text)**  “Don’t Let the Bedbugs Bite” **by Nick Marcus** (Scientific Account)  “The Goliath Beetle” **Eleanora Inez** (Scientific Account)  *from* “Prime Time for Cicadas” **by Emily Sohn, Science News for Kids** (Article)  **Week 1: Lesson 10 Reteach: Determining word Meanings**   * [**Teacher’s Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:207bae5e-cc87-49d8-bb9f-70cf05413208/NN_2016_US6R_RI_TRB_L10.pdf) * [**Student Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:9fb7ac7d-db14-429f-9d9c-55bb7d1ddb56/NN%202016%20US6R%20RI%20SE%20L10.pdf)   **Week 2: Lesson 9: Analyzing Word Meanings**   * [**Lesson 9 Teacher Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:6caecbb5-f96c-4cdc-aa39-fa5937600e29/NN%202016%20US7R%20RI%20TRB%20L9.pdf) * [**Lesson 9 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:d37aaead-ece5-4fd3-83ee-44fe378fbe3a/NN%202016%20US7R%20RI%20SE%20L9.pdf) * Teacher Pages: 79-87 * Student Pages: 87-94 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases. | **7.RI.CS.4** | Unit 3  WEEK 1  Ready Reading | December 6th -17th |
| **COMMON FORMATIVE ASSESSMENT #4 – Dec 16, 2021** | | | | |