

Literature - Grade 6, 7 & 8

| Month | Reading-6 | Reading-7 | Reading-8 |
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| September | How to Read (developing strategies to improve comprehension); Intro Fiction, focus on building blocks (character, plot, setting); Writing, focus on organizing ideas, creating a thesis; Oral skills, focus on read aloud to increase fluency | Review basic reading strategies: context clues, paraphrasing, summarizing, Intro. Nonfiction, focus on types, purposes, BIAS, Writing, review/reinforce organizational skills, creating, developing good theses, Oral skills, focus on reading texts aloud for fluency/expression | Review/advanced basic reading strategies with focus on reading independently for comprehension. Intro Nonfiction, review types, purposes. Special focus on determining bias through close reading) Also, identifying facts vs. opinions. Writing, review of pre-writing process and developing thesis. Oral skills, focus on reading aloud for fluency and especially expression as way of increasing comprehension. |
| October | Cont. Fiction, focus on cause and effect, critical thinking; Writing, focus on developing/supporting arguments; Note-taking, focus on synthesizing information, developing effective study habits; Oral skills, focus on read aloud to increase fluency | Cont. nonfiction, focus on BIAS, types, summarizing skills, fact v. opinions, critical thinking: drawing AND supporting inferences and conclusions; Writing, focus on critical and creative, as well as grammar (ie. Quotes, good graphs et al), Oral skills, focus on reading fluency and developing, supporting arguments orally | Review note-taking skills, with focus on developing effective personal note-taking and studying techniques. Cont. nonfiction, focus on summarizing, prioritizing information and critical thinking skills. Writing, focus on examples graphs, particularly drawing/supporting inferences and conclusions. Also, focus on creative writing, ie. short, well-organized personal essays. Usual focus on reading aloud to improve fluency AND expression |
| November | Intro Poetry, focus on understanding elements to aid comprehension (speaker, stanza, rhyme, rhythm, imagery); also develop strategies to comprehend poems (paraphrasing, summarizing); Writing, focus on expressing ideas clearly in writing; Oral skills, focus on read aloud to increase fluency | Intro poetry, review basic comprehension skills, discuss strategies for independent reading, incl. note-taking, review terms: speaker, stanza, rhyme, rhythm, writing, focus on making arguments and using/EXPLAINING supporting evidence, oral skills, focus on reading fluency, expression, emphasizing/identifying rhyme and rhythm | Intro poetry, SPECIAL focus on basic/advanced comprehension skills to increase independent comprehension. Review basic terms: speaker, stanza, figurative language, types et al. Writing focus on interpreting poems, using evidence from poems. Oral skills, focus on fluency and expression. RESEARCH skills: focus on finding sources, synthesizing information, citing sources and managing long-term assignments. |
| December | Cont. poetry: focus on figurative language (simile, metaphor) as well as types of poems, and literal/figurative levels. Also, organizing info, ie. outlines, special focus on types of literature, assimilating what we've read into outline structure; oral skills, focus on read aloud to increase fluency AND create expression | Cont. poetry, focus on advanced skills, identifying types, figurative language, rhyme scheme, figurative level; focus on research skills, how to research long term project, how to organize info, cite sources, writing, focus on connecting thesis to example graphs, and creative writing using metaphor/simile; oral skills, focus on reading fluency, expressing ideas orally with supporting evidence | Cont. poetry, focus on critical thinking, ie. Determining literal/figurative level, theme v. moral. Writing, focus on poetry interpretation, especially example building (choosing between paraphrasing and quotations) and clear, coherent explanations. Also, focus on creative writing, USING similes, metaphor, figurative language. Oral skills, focus on fluency and expression. RESEARCH skills: focus on finding sources, synthesizing information, citing sources and managing long-term assignments. |
| January | Intro. Nonfiction, focus on types, purposes and strategies for comprehension. Writing, focus on complete essays, connecting thesis to example graphs; Critical thinking skills, focus on making, supporting arguments orally; Oral skills, focus on read aloud to increase fluency and expression | Intro fiction, focus on general reading comprehension strategies and note-taking. Special focus on cause and effect, indirect/direct characterizations, settings, plot, INTRO. theme v. moral Start organizing long term project, focus on oral presentation skills, writing, focus on revising, recognizing good v. poor writing. cont. reading fluency work. | Review types of literature, special focus on divisions and organization (outlining skills) Intro fiction, review basic building blocks with eye toward independent comprehension. Focus on note-taking skills and information synthesis. Review direct, indirect characterization, plot development, settings. Research, focus on transforming notes into viable project, narrowing focus, organizing long term project. Writing, focus on revising, recognizing strong/weak writing. Cont. reading fluency work. |

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| February | Back to fiction, focus on longer work (novel); Special focus on comprehension strategies and skills AND note-taking skills; Writing, focus on strengthening/developing ability to express thoughts in writing AND revision; recognizing problems in personal writing; Oral skills, focus on read aloud to increase fluency | Cont. Fiction, focus on longer works (novel); SPECIAL focus on comprehension strategies and skills AND note-taking skills; writing, focus on strengthening/developing ability to express thoughts in writing AND revision, recognizing problems in personal writing; oral skills, focus on read aloud to increase fluency. Cont. long-term project: turning notes into a presentation. | Cont. Fiction, focus on longer works (novel); SPECIAL focus on comprehension strategies, including good, independent note-taking. Review character development, foreshadowing, theme v. moral. Writing, cont. focus on revision process AND strengthening ability to express thoughts in writing. Oral presentation skills, how to present information, both organizationally and using good basic skills Cont. long-term project: turning notes into a presentation. |
| March | Cont. novel, focus on reading comprehension, note skills, SPECIAL FOCUS on critical thinking: connections to real life, connections across texts, drawing/supporting conclusions; Writing, focus on expressing those ideas in coherent, organized way; Oral skills, focus on read aloud to increase fluency/ expression | Cont. novel, focus on reading comprehension AND note-taking skills. SPECIAL FOCUS on critical thinking, ie. Inferences, conclusions, connections across texts, connections to real life. Special writing focus: expressing critical thinking ideas clearly, WITH supporting evidence. Increased focus on reading aloud (fluency and expression) | Cont. Novel, focus on critical thinking, (using basic understanding to aid higher level thinking) SPECIAL FOCUS on inferences, conclusions, connections across texts, connections to real life. Writing, focus on expressing/supporting these conclusions coherently and effectively. Oral presentation: cont. working on effective strategies AND balancing long term projects. Increased focus on reading aloud for fluency and expression. |
| April | Intro Drama, focus on strategies to comprehending drama, differences between drama and other literary types, special focus on character and oral expression; Writing workshop, focus on writing nuts and bolts (grammar) as well as developing good examples using quotes | Intro Drama, review strategies for comprehending. Review differences between drama and other types of literature. Special focus on plot development, characterization (indirect) and theme. Focus on critical writing, with more attention to longer works and conclusion writing. Oral presentation basics, how to present a topic | Intro Drama, review basic strategies, discuss advanced strategies for comprehension. Also, basic elements of drama and dramatical terms. Writing, focus on LONGER works (short analytical papers) using familiar writing concepts. Oral presentation basics, strategies to effectively present a topic. |
| May | Cont. Drama, focus on critical thinking, ie. Character motive, plot development; Writing, focus on creative writing, mini-plays to re-inforce character, plot development. Oral skills, focus on fluency/expression | Cont. Drama, focus on critical thinking, characterization and actor interpretation, ie. Motive, Writing, focus on stronger example graphs, particularly difference between paraphrasing and quotations in essays. Cont. oral presentations. | Cont. Drama, Focus on critical thinking, with focus on characterization, plot development and THEME. Focus on critical writing, specifically in determining/expressing theme. Also, SPECIAL FOCUS on longer critical writing, ie. short analytical papers. Oral presentation basics, how to present topic effectively. |
| June | Year-End wrap: reviewing skills, reading strategies, note/test strategies, key terms, character, plot, setting, figurative language et al. Writing, focus in revision, proofreading process and recognizing good/poor writing | Year-end review of essential elements and strategies, including reading, note-taking and (test) study skills. Writing, focus on process, pre-writing through revision/proofreading. SPECIAL focus on personal development, ie. Recognizing student's own strong/weak writing | |
| | Final review of strategies, incl. reading strategies, note-taking and test taking. Special focus on developing INDIVIDUAL techniques for mastery in high school. Writing wrap: putting together skills, thesis, example graphs and REVISION. SPECIAL FOCUS on recognizing strong v. weak writing. | Final review of strategies, incl. reading strategies, note-taking and test taking. Special focus on developing INDIVIDUAL techniques for mastery in high school. Writing wrap: putting together skills, thesis, example graphs and REVISION. SPECIAL FOCUS on recognizing strong v. weak writing. | Final review of strategies, incl. reading strategies, note-taking and test taking. Special focus on developing INDIVIDUAL techniques for mastery in high school. Writing wrap: putting together skills, thesis, example graphs and REVISION. SPECIAL FOCUS on recognizing strong v. weak writing. |