

**Boston Collegiate Charter School**  
**Grade 7**  
**Reading Course Description, 2011-2012**

**Mrs. Stern**

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Course website: <http://bccsreading.weebly.com>

Tutoring Days: The middle school will continue its targeted tutoring program, designed to provide additional skill support to struggling students. **Tutoring is by invitation only.** However, all students will have the opportunity to sign up and attend tutoring before a test. Students should let me know if they want to attend tutoring before a test.

**Course Overview**

Welcome to 7<sup>th</sup> Grade Reading! The overall goal of seventh grade reading is to become skillful, active and fluent readers. Students will read for meaning and develop reading comprehension strategies and skills (like inferencing). Seventh graders will focus on active reading and text annotation, analysis of character motivation, vocabulary, and a thorough analysis of literature. Students will read a variety of genres, including novels, short stories, myths, drama, poetry, and nonfiction.

**Units\***

\*We will read nonfiction texts and poetry throughout the year

- **Unit 0:** Nonfiction “Boot Camp,” diagnostic reading exam, summer reading assessments
- **Unit 1:** Short Stories (“The Gold Cadillac” by Mildred Taylor, “The Lottery” by Shirley Jackson, “Raymond’s Run” by Toni Cade Bambara, “The Fan Club” by Rona Maynard)
- **Unit 2:** Poetry and The Color of My Words by Lynn Joseph
- **Unit 3:** Book Clubs (texts include: Freak the Mighty by Rodman Philbrick, Anything But Typical by Nora Raleigh Baskin, The Skin I’m In by Sharon G. Flake)
- **Unit 4:** The Outsiders by S.E. Hinton
- **Unit 5:** Heroes, Gods and Monsters of the Greek Myths by Bernard Evslin
- **Unit 6:** “A Raisin in the Sun” by Lorraine Hansberry

**Primary Performance Standards**

By the end of the year, students are expected to be able to:

- Identify, analyze and discuss plot, characters, setting, and themes in a variety of genres
- Identify and analyze literary devices such as simile, hyperbole, alliteration, symbolism, and metaphor in a variety of genres
- Identify and analyze tone, imagery, mood and author’s purpose in a variety of genres
- Interpret a character’s traits, emotions and motivation and give supporting text evidence
- Identify and use common textual features and organizational structures in nonfiction
- Define unfamiliar words using context clues, word roots, prefixes, and suffixes
- Acquire and use an advanced vocabulary of English words in writing and speech
- Write well-organized, well-developed, and well-supported pieces using appropriately chosen evidence and details
- Correctly use standard grammatical conventions, including sentence structure, sentence variation, punctuation, capitalization, parts of speech, and spelling
- Accurately and articulately discuss what has been read and make arguments
- Speak effectively in a variety of settings and environments in making oral presentations and dramatic recitations
- Participate in the creative process of reading and writing

## Assessments

- Interim Assessments (8/26, 10/11, 11/29, 1/24, 5/1)
- Book-specific unit tests and quizzes
- Text annotation
- Quality of in-class written work
- Quality and punctuality of homework
- Participation in book clubs and class discussions
- Completion and accuracy of the daily “Do Now”
- Essays and Open Responses
- Projects on class texts
- Individual and group oral presentations and recitations (ex: poetry recitation, Greek Festival)
- Organization of work and supplemental readings/materials in reading binder

## Grading Policy

- Classwork 20% (*Do-Now assignments, class discussions and notes, annotation guides, reading reflections, book club meetings, in-class written and group assessments, binder checks for organizations*)
- Homework 20% (*Daily assignments as well as long-term assignments*)
- Quizzes, Projects, Essays 30% (*Reading skill and content quizzes, exit slips, etc*)
- Tests 30% (*Interim Assessments, Units Tests*)
- A cumulative final assessment will be given, counting as 10% of the year’s final average.

## Class Policies and Procedures

Absences: If students are absent, a classmate will collect classwork, notes and homework and record homework assignments. This collected work will be placed in the Main Office at the end of the day. Students should pick up any collected work *immediately* upon their return to school.

**Students should meet with the teacher before or after school or during lunch to discuss any work or notes they missed.** It is the student’s responsibility to start this conversation. If students miss a test/quiz or do not understand the classwork, it is the student’s responsibility to stay for tutoring and make up the work. Credit for missed work: if a student is absent for 2 days, that student has 2 school or weekdays to complete and submit missed work to the teacher. ***Late work will be penalized depending on the situation.***

Tutoring Open Door Policy: At times I may require students to attend tutoring and invitations for will be sent home accordingly. If you need help on a specific class assignment or skill, please talk to me about which day you come for extra help. I also strongly encourage you to email or call me with questions. See the class website for more resources: <http://bccsreading.weebly.com/>.

**Finally, please refer to the BCCS Student and Family Handbook for additional policies regarding attendance, behavior/code of conduct and homework expectations.**

## Reading Class Materials (bring these materials to class everyday)

1. 1 Inch, 3-ring binder with 4 dividers labeled
2. Loose leaf notebook paper (one pack)
3. Spiral notebook (single-subject)
4. Blue or black pen
5. Pencil and Individual Sharpener
6. Index cards/note cards (pack of 100)
7. 3 inch x 3 inch Post Its (pack of 100)

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## Reading 7

*Mrs. Stern*

### Course Description Agreement

*Once you and your family have read the course description, please sign and comment (if necessary) below. Please return this to *Mrs. Stern*.*

**I have thoroughly read the Course Description and understand the expectations set forth for 7<sup>th</sup> Grade Reading.**

\_\_\_\_\_  
Student Name (printed)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Best Phone Number

Comments: