

## Reading - Seventh Grade

### **Content Standard: 1.0**

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

### **Learning Expectations:**

- 1.01 Continue to develop oral language and listening skills.
- 1.02 Develop an understanding of the concepts of print.
- 1.03 Expand reading skills through phonemic awareness.
- 1.04 Use decoding strategies to read unfamiliar words.
- 1.05 Read to develop fluency, expression, accuracy, and confidence.
- 1.06 Expand reading vocabulary.
- 1.07 Employ pre-reading strategies to facilitate comprehension.
- 1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.
- 1.09 Refine study skills and develop methods of research to enhance learning.
- 1.10 Develop skills to facilitate reading in the content areas.
- 1.11 Read independently for a variety of purposes.
- 1.12 Experience and explore the elements of various literary and media genres.
- 1.13 Develop and sustain a motivation for reading.

### **Accomplishments:**

- 7.1.01 Continue to develop oral language and listening skills.
  - a. Continue to model active listening in both formal and informal settings.
  - b. Adhere to rules for public conversation.
  - c. Continue to formulate and respond to questions from teachers and classmates.
  - d. Continue to organize and share information, stories, experiences, ideas, and feelings with others in both formal and informal situations.
  - e. Participate in creative responses to text (e.g. dramatizations, speeches).
  - f. Deliver an oral presentation, using multiple sources of information from any content area, utilizing visual aids for contextual support.
  - g. Use the proper stress, pitch, and juncture in oral reading and presenting.
  - h. Continue to use a variety of non-verbal communication techniques to enhance meaning (e.g., posture, gestures, facial expressions, tone of voice, eye contact).
- 7.1.02 Develop an understanding of the concepts of print and non-print materials.
  - a. Use parts of text effectively for learning (e.g., title page, preface, table of contents, epilogue, glossary, appendix, index).
  - b. Analyze the structure and organization of various text features to locate information (e.g., headings, key words, graphics, pictures, captions, sidebars).
  - c. Identify the differences among various print and non-print formats (i.e. prose, poetry, newspaper/magazine, letters, dramas, technical manuals, screenplays, photographs, works of art, and textbooks).

7.1.03 Expand reading skills through phonemic awareness.

- a. Continue to develop an awareness of the sounds of language through repeated exposure to a variety of auditory experiences (e.g., poems, music lyrics, books on tape, read alouds).
- b. Analyze patterns of rhyme and rhythm to determine effectiveness.
- c. Analyze the effects of sound in language (e.g., alliteration [assonance and consonance], onomatopoeia, accent, repetition).

7.1.04 Use decoding strategies to read unfamiliar words.

- a. Expand knowledge of root words, prefixes, and suffixes to facilitate the decoding of unknown words.
- b. Continue to use context clues to determine unknown words and identify multiple meaning words.
- c. Continue to decode unknown grade level words utilizing previous learned strategies and verify the words meaning within the context of the selection.

7.1.05 Read to develop fluency, expression, and accuracy.

- a. Continue to demonstrate the ability to read fluently with expression, accuracy, and poise from a variety of texts (e.g., paired reading, choral reading, and read alouds).
- b. Continue to participate in guided reading.
- c. Continue to read using appropriate pronunciation, expression, and rate.
- d. Continue to adjust speed based on the purpose for reading.
- e. Continue to read independently on a daily basis.

7.1.06 Expand reading vocabulary.

- a. Continue to build vocabulary by listening to literature, participating in class discussions, and reading self-selected and assigned texts.
- b. Build vocabulary by reading from a wide variety of texts, literary genres and modes.
- c. Determine word meanings using expanded knowledge of roots, prefixes, and suffixes.
- d. Continue to determine the meaning of unfamiliar words using context clues, dictionaries, electronic sources, glossaries, and other resources.
- e. Continue to replace unknown words with appropriate synonyms and/or antonyms to determine word meaning.
- f. Analyze and incorporate grade appropriate synonyms, antonyms, homonyms, and multiple meaning words into reading vocabulary and writing.
- g. Continue to foster word consciousness (e.g., word play, word walls, graphic organizers, nuances of words, new and unusual words to share).
- h. Use mnemonic devices (e.g. rhyming words, vocabulary cartoons, kinesthetics) to acquire new vocabulary.
- i. Continue to determine the correct meaning/usage of multiple meaning words.
- j. Select the correct word or phrase to complete an analogy.
- k. Consider word etymology and semantic change as part of vocabulary study.

- l. Recognize, decode, and interpret widely used foreign phrases (e.g., bon voyage; mi casa es su casa).
- m. Define connotation and denotation to use for vocabulary studies.
- n. Discover ways by which a language acquires new words (e.g., borrowing from other languages, compounding words).
- o. Identify words that serve as clues to reveal time periods and cultures represented (e.g. use of vocabulary associated with a particular time period, region, or country).

7.1.07 Employ pre-reading strategies to facilitate comprehension.

- a. Continue to establish a purpose for reading (e.g., to understand, to interpret, to enjoy, to solve problems, to answer specific questions, to discover information/facts, to discover models of writing).
- b. Utilize reference sources and personal experience to build background knowledge for reading.
- c. Continue to use previously learned strategies to front load text (e.g., skimming and scanning).
- d. Continue to preview text, using supports (e.g., illustrations/pictures, captions, timelines, graphs, diagrams, headings, subheadings, and footnotes).
- e. Explain the importance and the significance of the reading selections to learning and life.
- f. Define significant words to be encountered in the text.
- g. Make predictions about text.
- h. Relate text to prior personal experiences or opinions, historical knowledge, and current events as well as previously read print and non-print texts.

7.1.08 Use active comprehension strategies to derive meaning while reading and to check for understanding after reading.

- a. Derive meaning while reading by
  1. continuing to formulate clarifying questions.
  2. adjusting predictions made while pre-reading based on information gained.
  3. continuing to predict outcomes, state reasonable generalizations, and draw conclusions based on prior knowledge and information gained while reading.
  4. using metacognitive and self-monitoring strategies while reading (pausing, rereading, miscues, consulting other sources, reading ahead).
  5. engaging in reading between the lines (i.e., imagining parallel events, stating implied information.)
  6. continuing to create mental pictures from abstract information.
  7. continuing to relate text to prior personal experiences or opinions as well as previously read print and non-print texts.
  8. making inferences and recognizing unstated assumptions.
  9. verifying or modifying pre-reading purpose as addition information is obtained.
  10. exploring ways to interact with text (e.g., mark the text, use post-it notes, ask questions and make comments within the text)

- b. Derive meaning after reading by
  - 1. indicating and analyzing the sequence of events.
  - 2. recognizing and stating the main idea/central element in a given reading selection noting details that support the main idea/central element.
  - 3. identifying the author's purpose and determining if the purpose is met.
  - 4. discussing similarities and differences in events and characters using evidence cited from the text or various texts
  - 5. finding contextual support for responses to questions, for assistance in formulating ideas and opinions, and for supporting personal responses.
  - 6. analyzing cause and effect relationships.
  - 7. analyzing statements as fact or opinion.
  - 8. interpreting figurative language (e.g., idioms, similes, metaphors, personification, imagery, puns).
  - 9. demonstrating an understanding of implied themes and identifying themes that commonly recur in literature.
  - 10. reflecting upon comprehension strategies utilized to make meaning from texts.
  - 11. continuing to make connections among various print and non-print texts.
  - 12. continuing to make connections among the various literary genres and themes with personal, historical, and cultural experiences.

7.1.09 Refine study skills and develop methods of research to enhance learning.

- a. Use and discern appropriate reference sources in various formats (e.g. encyclopedias, card/electronic catalogs, almanacs, periodicals, Internet).
- b. Use media (e.g. on-line catalog, non-fiction books, encyclopedias, CD-ROM, references, Internet) to view, read, and represent information.
- c. Use current technology (e.g., the Internet, CD-ROMs, online catalogs) as a research communication tool.
- d. Use a variety of reference sources (e.g., biographical sketches, letters, diaries, encyclopedia, periodicals).
- e. Distinguish between primary and secondary source documents.
- f. Continue to use the dictionary, glossary, thesaurus, and other word-referenced materials.
- g. Continue to use skimming and scanning skills.
- h. Retrieve, organize, represent, and analyze information to demonstrate effectively knowledge acquired.
- i. Develop and use notes that include important concepts, summaries, and identification of reference sources.
- j. Analyze various forms of media and consider their impact on daily life.
- k. Recognize and use the techniques of propaganda (i.e. bandwagon, loaded words, testimonials).
- l. Select and use a variety of sources to prepare a research paper that includes a title page, outline, notes, and a bibliography.

7.1.10 Develop skills to facilitate reading in a variety of content areas.

- a. Increase and maintain vocabulary specific to content and to current events.
- b. Continue to locate information using available text features (e.g., maps, charts, timelines, graphics, footnotes, indexes, glossaries, and tables of content, captions).
- c. Apply and analyze comprehension skills and strategies to informational text in the content areas.
- d. Continue to use self-correction strategies while reading (pausing, rereading, consulting other sources, miscues).
- e. Continue to interact with the text.
- f. Assess the reliability of sources.

7.1.11 Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

7.1.12 Experience and explore the elements of various literary and media genres.

- a. Continue to read, view, and recognize various literary (e.g., short stories, novels, plays, legends, poetry, autobiographies/biographies, non-fiction of high interest) and media (e.g., music, films, videos, documentaries, visual and performing arts) genres.
- b. Recognize the distinguishing elements of various literary and media genres.
- c. Identify the elements found in the exposition (i.e. introduction of characters, setting, and conflict) of print and non-print text.
- d. Determine how the author develops characters/characterization (e.g., through words, speech, actions, thoughts, narrator, interactions, motivation).
- e. Identify and explain the rising action, climax, and falling action of a story/event.
- f. Identify words and phrases used by authors to create mood to establish a tone.
- g. Compare and contrast elements of plot between or among stories.
- h. Continue to identify how point of view (i.e., first person or third person, limited and omniscient) shapes the plot of the story or the perspective of the characters and audience.
- i. Summarize and paraphrase selected passages/film clips for discussion and/or for written assignments or presentations.
- j. Make inferences about print and non-print text.
- k. Use deductive reasoning to facilitate and to extend understanding of print and non-print texts.
- l. Explore the differences among non-fiction materials (e.g., letters, memoirs, diaries, journals, autobiographies, biographies, and educational, informational and technical texts).

- m. Demonstrate knowledge of similes, metaphors, personification, symbolism, idioms, puns, flashback and foreshadowing.
- n. Explore the concept of irony.

7.1.13 Develop and sustain a motivation for reading.

- a. Visit libraries/media centers, book fairs, bookstores, and other print rich environments to explore books.
- b. Use personal criteria to select reading material (e.g., personal interest, knowledge of authors, text difficulty, text genres, recommendation of others).
- c. Read daily from self-selected materials.
- d. Relate literary experiences (e.g., book discussions, literary circles, writing, oral presentations, artistic expressions).
- e. Experience and develop an awareness of literature that reflects a diverse society and encourages tolerance.
- f. Maintain a personal reading list/or reading log/journal to reflect reading gains and accomplishments.

## **Benchmarks/Indicators**

### **Performance Indicators: State**

As documented through state assessment -

At Level 1, the student is able to

- 7.1.spi.1. derive information from the following text features: timelines, graphs, headings, and subheadings within context.
- 7.1.spi.2. determine the meaning of unknown words and/or multiple meaning words through the use of context clues.
- 7.1.spi.3. replace unknown words in context with appropriate synonyms or antonyms.
- 7.1.spi.4. make predictions about the outcome of a given passage.
- 7.1.spi.5. formulate clarifying questions for use before, during, or after reading.
- 7.1.spi.6. identify the main idea in a reading selection.
- 7.1.spi.7. distinguish between fact and opinion within context.
- 7.1.spi.8. decode unknown grade level words in context, using previously learned strategies, such as analysis of affixes, as aids in determining meaning.
- 7.1.spi.9. recognize first person point of view.

At Level 2, the student is able to

- 7.1.spi.10. recognize and use grade appropriate and/or content specific vocabulary within context.
- 7.1.spi.11. identify plot elements in the proper place on a graphic organizer.
- 7.1.spi.12. locate information using keywords and headings.
- 7.1.spi.13. distinguish between poetry and prose and between biography and autobiography.

- 7.1.spi.14. select the correct word or phrase to complete an analogy using synonyms, antonyms, categories, subcategories, whole/part, functions, verb forms, and rhymes.
- 7.1.spi.15. identify commonly used foreign phrases (e.g., bon voyage, mi casa es su casa, bon jour, hasta la vista).
- 7.1.spi.16. draw inferences from selected passages.
- 7.1.spi.17. identify the author's purpose for writing and/or the reader's purpose for reading.
- 7.1.spi.18. analyze the cause and effect relationship in a given passage.
- 7.1.spi.19. identify examples of propaganda techniques (i.e., bandwagon, loaded words, testimonials).
- 7.1.spi.20. determine the common characteristics of short stories, novels, poetry, drama, and non-fiction.
- 7.1.spi.21. recognize implied themes.
- 7.1.spi.22. identify similes, metaphors, personification, and hyperbole within context.
- 7.1.spi.23. analyze the effect within context of the sound devices of onomatopoeia, alliteration, accent, rhyme, and repetition.

At Level 3, the student is able to

- 7.1.spi.24. recognize and identify words within context that reveal particular time periods and cultures.
- 7.1.spi.25. identify at least two ways by which an author reveals character traits in a given passage.
- 7.1.spi.26. identify symbolism, flashback, and foreshadowing within context.
- 7.1.spi.27. rank a given set of resources according to reliability.
- 7.1.spi.28. identify examples of sound devices (e.g., rhyme, alliteration, slant rhyme, repetition, and internal rhyme) in context.

**Performance Indicators: Teacher**

As documented through teacher observation -

At Level 1, the student is able to

- 7.1.tpi.1. use learned strategies to decode unfamiliar words and to determine meaning from context.
- 7.1.tpi.2. read fluently from a variety of genres (e.g., prose, poetry, fantasy, science fiction, biography, autobiography, essay, and drama).
- 7.1.tpi.3. make creative responses to texts.
- 7.1.tpi.4. preview texts and organize prior knowledge (e.g., webbing, mapping, and listing).
- 7.1.tpi.5. interact with texts (e.g., highlighting, T-notes, journaling, and post-it notes).
- 7.1.tpi.6. summarize and paraphrase selected passages.
- 7.1.tpi.7. read using appropriate pronunciation, expression, and rate.

At Level 2, the student is able to

- 7.1.tpi.8. use content specific vocabulary.
- 7.1.tpi.9. use metacognition and self monitoring strategies while reading (e.g., pausing, rereading, identifying miscues, consulting other sources, and reading ahead).
- 7.1.tpi.10. express reactions and personal opinions to a selection or relate the selection to a personal experience.
- 7.1.tpi.11. design and deliver an oral presentation incorporating a variety of sources and/or visual aids and props.
- 7.1.tpi.12. make connections among three or more literary texts.
- 7.1.tpi.13. apply comprehension strategies to texts in the content areas.
- 7.1.tpi.14. relate text to personal experience, general knowledge, and other media.
- 7.1.tpi.15. read daily from self-selected materials.
- 7.1.tpi.16. be alert to the techniques and uses of propaganda (e.g., bandwagon, loaded words, and testimonials).
- 7.1.tpi.17. draw inferences and "read between the lines."
- 7.1.tpi.18. continue to build vocabulary through wide reading.
- 7.1.tpi.19. use technology as a research and communication tool.
- 7.1.tpi.20. read fluently basic grade appropriate selections.
- 7.1.tpi.21. develop and enhance vocabulary by reading from a wide variety of texts and literary genres.

At Level 3, the student is able to

- 7.1.tpi.22. recognize recurring themes in literature.
- 7.1.tpi.23. explore and distinguish between primary and secondary sources.
- 7.1.tpi.24. demonstrate how time periods and cultures affect plots and characters in literature.
- 7.1.tpi.25. identify instances of flashback and foreshadowing.
- 7.1.tpi.26. summarize, paraphrase and evaluate selected passages.
- 7.1.tpi.27. make connections among the various literary genres, themes, and print and non-print texts with personal, historical, and cultural experiences.