

# THE READING CURRICULUM FRAMEWORK Seventh Grade

## **STANDARD 1: Students read and understand a variety of materials.**

Students know and are able to approach reading as a process by using strategies to:

- Activate prior knowledge
- Check and confirm meaning
- Expand and deepen understanding
- Respond to a variety of texts and materials
- Read with increasing fluency and independence

## **STANDARD 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.**

- Understand and evaluate the organization, style, and structure of a narrative text.
- Understand and evaluate the organization, style, and structure of an expository text
- Understand and evaluate the organization and structure of reference material
- Understand a variety of narrative and expository text at literal, interpretive, and critical levels.

A balanced approach to reading instruction supports students as they become capable readers. Proficient readers learn and use a variety of strategies and skills in the following areas:

**Concepts about print / structure of text:** Students grow from basic understanding of how to hold a book and the differences between print and pictures, to a sophisticated understanding of how different materials and genres are written.

**Comprehension:** Students learn to read fiction, nonfiction, and poetry; and interpret these types of writing at various levels of comprehension. These levels are:

- *LITERAL:* The reader can identify stated details. The reader **reads the lines**.
- *INTERPRETIVE / INFERENTIAL:* The reader judges the accuracy of the materials, evaluates the author's style, distinguishes between fact and opinion, identifies propaganda techniques, and asks "What can I do with the information I have?" The reader then uses what the author wrote to produce original ideas. The reader reads **beyond the lines** for interpretive comprehension and **between the lines** for inferential comprehension.

Proficient readers apply a variety of comprehension strategies before, during, and after reading to help them derive meaning from text. These strategies are:

- Fix-Up work (rereading, letter-sound correspondence, picture clues)
- Activate and building background knowledge / Making Connections
- Asking questions
- Inferring
- Sensory Imaging / Visualization
- Synthesizing

**Strategies and skills:** Effective readers continually monitor their reading to make sure it is efficient, effective, and meaningful. Readers adjust the way they are reading by using reading skills such as seeking additional information, compare / contrast, interpreting graphics, using reference materials, using context clues, and finding the main idea / supporting details. Effective readers use these skills to extend new learning.

**Fluency:** Fluency and comprehension work together. Fluent readers develop a sight vocabulary, read aloud with expression, and adjust their rate to their reading purpose and the text itself.

**Reading participation/behavior:** Students learn to set goals for reading, become increasingly independent, and extend their ability to use reading skills to accomplish a variety of purposes, such as gathering information, reading for pleasure, evaluating ideas, and comparing points of view.

<p>The student will:</p> <ul style="list-style-type: none"> <li>• Understand and evaluate the organization, style, and structure of a narrative text.</li> <li>• Understand and evaluate the organization, style, and structure of an expository text</li> <li>• Understand and evaluate the organization and structure of reference material</li> </ul> <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p><b>CONCEPTS ABOUT PRINT/TEXT STRUCTURE</b></p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> <li>• Makes logical and detailed predictions based on             <ul style="list-style-type: none"> <li>- title page</li> <li>- table of contents</li> <li>- chapter titles</li> <li>- synopsis</li> </ul> </li> </ul> <p><u>Expository</u></p> <ul style="list-style-type: none"> <li>• Uses             <ul style="list-style-type: none"> <li>- title</li> <li>- index</li> <li>- glossary</li> <li>- charts, maps, graphs, tables, timelines, diagrams, symbols</li> <li>- guide words</li> <li>- bold and italic type</li> <li>- subheadings in textbooks and reference materials</li> </ul> </li> <li>• Recognizes purpose of format variations             <ul style="list-style-type: none"> <li>- highlighted texts</li> <li>- multi-column</li> <li>- reference materials, online sources</li> </ul> </li> <li>• Recognizes differences between fiction and nonfiction texts</li> <li>• Recognizes that text organization leads to meaning             <ul style="list-style-type: none"> <li>- sequential listing</li> <li>- cause/effect</li> <li>- compare/contrast</li> </ul> </li> <li>• Recognizes characteristics of a variety of nonfiction materials             <ul style="list-style-type: none"> <li>- catalogs</li> <li>- directions</li> <li>- job related materials</li> <li>- business letters</li> <li>- memoranda</li> <li>- procedures</li> <li>- public documents</li> <li>- manuals</li> <li>- policies</li> </ul> </li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• Understands and uses poetic terms and concepts</li> </ul>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Understand a variety of narrative and expository text at literal, interpretive, and critical levels.</li> <li>• Apply comprehension strategies before, during, and after reading.</li> </ul> <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p><b>COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• Recognizes and understands a variety of grade appropriate genres and text forms (See pacing guide)</li> <li>• Understands and applies explicit reading strategies             <ul style="list-style-type: none"> <li>- building background knowledge / schema</li> <li>- asking questions</li> <li>- inferring (time, place, feelings, attitudes)</li> <li>- sensory imaging / visualization</li> <li>- synthesizing</li> </ul> </li> </ul> <p><b>LITERAL COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>• Compares and contrasts texts with similar characters, plot, themes, ideas</li> <li>• Determines the main idea or essential message</li> <li>• Identifies cause/effect relationships</li> <li>• Restates information/text in own words (paraphrases)</li> <li>• Summarizes complex text in a clear, logical order in a variety of ways</li> </ul>

*COMPREHENSION Continued***INTERPRETIVE COMPREHENSION**

- Makes inferences/draws conclusion or judgments from information stated/implied
- Makes inferences to identify conflict/resolution
- Uses details from text to support inferences
- Finds support in text for implied main ideas
- Identifies viewpoint
- Identifies and interprets story elements
  - author's point of view and purpose
  - theme, mood
  - cause/effect relationships
- Identifies and *interprets* figurative language
  - onomatopoeia
  - oxymoron
  - extended metaphors
  - personification
  - idioms
  - allusions
- Compares, contrasts, classifies, and analyzes information gained from illustrations, charts, graphs, maps, tables of information, diagrams
  - Evaluates analogies
  - Identifies and explains point of view

**CRITICAL COMPREHENSION**

- Differentiates between fact and opinion
- Analyzes culture specific vocabulary and dialect
- Makes, confirms, supports, and revises predictions and conclusions using text and prior knowledge
  - Uses information from reading for personal and academic purposes
    - Analyzes text using supporting details
    - Determines and summarizes main idea

**Makes inferences to**

- Identify feelings and perspectives of character
- Identify problem/resolution
- Identify tone/mood
- Identify symbolism
- Identify irony, suspense, and foreshadowing

**Makes inferences about**

- Character based on appearance
- Character and their motives, based on actions
- Conflict / resolution
- Content of nonfiction text
- Future events

**Compare and Contrast**

- Compares and contrasts characters, setting, plot, and concepts/ideas
  - Analyzes comparisons and contrasts in text
  - Analyzes text using compare and contrast

**Cause and Effect**

- Determines cause and effect relationships
- Assesses the *cause* in a cause/effect relationships
- Assesses the *effect* in a cause/effect relationships
- Interprets cause and effect relationships
- Assesses cause and effect relationships

	<p><u>Persuasive elements</u></p> <ul style="list-style-type: none"> <li>• Recognizes specific examples of bandwagon propaganda techniques (e.g., testimonial, threat of exclusion)</li> <li>• Evaluates broad generalization in literary text</li> <li>• Analyze and evaluate persuasive techniques</li> <li>• Recognizes specific examples of loaded words</li> </ul> <p>propaganda (e.g., glittering generalities, cliché', flag waving)</p> <ul style="list-style-type: none"> <li>• Evaluates red herring in literary text</li> <li>• Evaluates examples of bias in literary text</li> <li>• Analyzes assumptions within literary text</li> <li>• Evaluates stereotypes found in informational text</li> <li>• Evaluates bias in informational text</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>• Recognizes speaker in a poem</li> <li>• Determines and summarizes main idea / theme of a poem</li> <li>• Infers meaning based on examples, images, figurative language in a poem</li> <li>• Determines the speaker / omniscient speaker</li> </ul>
<p>The student will use a variety of strategies and skills to develop a self-monitoring system during reading.</p> <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex</i></p>	<p><b>METACOGNITION</b></p> <ul style="list-style-type: none"> <li>• Establishes a purpose for reading</li> <li>• Previews text</li> <li>• Visualizes author's meaning</li> <li>• Understands author's purpose</li> <li>• Study skills such as       <ul style="list-style-type: none"> <li>- Unit overviews</li> <li>- Study Guides</li> <li>- SQ3R</li> <li>- Skimming</li> </ul> </li> <li>• Stops when reading doesn't make sense       <ul style="list-style-type: none"> <li>- rereads</li> <li>- thinks about what is being read</li> <li>- self-corrects</li> </ul> </li> <li>• Makes connections between separated sections of text</li> <li>• Uses strategies to predict and confirm the meaning of important unknown words       <ul style="list-style-type: none"> <li>- uses illustrations</li> <li>- rereads</li> <li>- provides meaningful substitutions for unknown words</li> <li>- uses phonics and structural analysis</li> <li>- asks someone</li> <li>- uses dictionary</li> </ul> </li> <li>• Recognizes and refines the use of synonyms, antonyms, and homonyms</li> <li>• Adjusts rate to reflect purpose, style, and difficulty of material</li> </ul>

<p>The student will increase vocabulary and enhance language usage.</p> <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Determines meaning of words using direct and contextual clues</li> <li>• Uses word recognition skills such as roots, prefixes, suffixes</li> <li>• Understands multiple word meanings</li> <li>• Uses dictionary and thesaurus</li> <li>• Uses a variety of strategies to read unknown words <ul style="list-style-type: none"> <li>- context clues</li> <li>- association</li> <li>- tone and setting</li> </ul> </li> <li>• Uses phonetic clues &amp; structural analysis <ul style="list-style-type: none"> <li>- Identifies and defines prefixes, suffixes, and root words</li> </ul> </li> <li>• Uses new vocabulary in oral and written responses.</li> <li>• Increases high frequency sight word vocabulary through exposure to variety of texts.</li> </ul>
<p>The student will</p> <ul style="list-style-type: none"> <li>• Read a variety of material with increasing fluency and automaticity.</li> <li>• Identify purposes for reading and set personal reading goals.</li> </ul> <p><i>*Unless otherwise stated, student outcomes should be assessed in literary text (fiction), informational text (nonfiction), and poetry.</i></p>	<p><b>FLUENCY</b></p> <ul style="list-style-type: none"> <li>• Adjusts rate to reflect purpose, style, and difficulty of material</li> <li>• Perseveres through complex reading tasks</li> <li>• Chooses to read for pleasure</li> <li>• Uses phrasing and expression</li> <li>• Attends to punctuation/dialogue</li> <li>• Focuses on constructing meaning from text</li> </ul> <p><b>READING PARTICIPATION/BEHAVIOR</b></p> <ul style="list-style-type: none"> <li>• Employs oral reading skills <ul style="list-style-type: none"> <li>- tone</li> <li>- rate variation</li> <li>- enunciation</li> <li>- expression</li> </ul> </li> <li>• Shows awareness of punctuation</li> <li>• Generates thoughtful oral and written responses to text</li> <li>• Reads silently for over 30 minutes</li> <li>• Seeks additional information from other sources</li> </ul>

## **THE READING CURRICULUM FRAMEWORK**

**STANDARD V: Students access, selects, evaluate, and use efficiently information from a variety of sources.**

Students know and are able to:

- Use pre-search strategies and skills
- Implement search strategies and skills
- Interpret and evaluate data
- Apply information and search processes responsibly and ethically
- Apply information to an intended purpose or product

Successful learners can access information quickly from a variety of sources. Students must know how to identify and focus questions and issues (pre-search skills), locate information from a variety of sources (search skills), determine the usefulness of data (interpretation and evaluation) and utilize that information in appropriate ways (ethical/responsible use). These skills and strategies expand the traditional definition of literacy.

<p>The student will:</p> <ul style="list-style-type: none"> <li>• Use pre-search strategies and skills</li> <li>• Identify purpose for the search</li> <li>• Identify prior knowledge</li> <li>• Generate questions that explore, clarify, and define the search</li> <li>• Formulate a focus, hypothesis, or central question</li> <li>• Identify potential sources</li> </ul>	<p><b>PRE-SEARCH</b> – identifies purposes for the search</p> <ul style="list-style-type: none"> <li>• Identifies purpose for the search</li> <li>• Brainstorms list of possible topics</li> <li>• Develops narrowed list of possible topics</li> <li>• Uses a variety of questioning skills to narrow to <b>one</b> topic <ul style="list-style-type: none"> <li>- yes/no</li> <li>- open-ended questions</li> <li>- Probes: What do I know? What do I want to know? What do I need to know?</li> </ul> </li> <li>• Generates a focus, hypotheses, or central questions</li> <li>• Identifies potential sources of information <ul style="list-style-type: none"> <li>- Nonfiction</li> <li>- Encyclopedias</li> <li>- Electronic Library</li> <li>- Almanacs</li> <li>- Atlas</li> <li>- Reference books</li> <li>- SIRS</li> <li>- NewsBank</li> <li>- Reader's Guide to periodical literature</li> <li>- Internet</li> <li>- Search bank</li> <li>- Interviews</li> </ul> </li> <li>• Locates information outside school, such as interlibrary loans, personal interviews, community agencies</li> <li>• Narrows list to most useful, appropriate, relevant sources</li> </ul>
---	--

<p>The student will:</p> <ul style="list-style-type: none"> <li>• Implement search strategies and skills</li> <li>• Locate/access a variety of sources</li> <li>• Select and evaluate sources</li> <li>• Organize and record information</li> </ul> <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p><b>SEARCH</b></p> <ul style="list-style-type: none"> <li>• Understands organization of Library</li> <li>• Locates a variety of appropriate sources to begin to answer questions generated in pre-search</li> <li>• Uses author, title, subject and key word searches to locate information</li> <li>• Uses       <ul style="list-style-type: none"> <li>- Internet</li> <li>- SIR/Sir Discover</li> <li>- electric library</li> <li>- news bank</li> <li>- readers guide/periodicals</li> <li>- reference materials</li> <li>- almanac</li> <li>- atlas</li> <li>- encyclopedias</li> <li>- nonfiction materials including text containing complex directions</li> </ul> </li> <li>• Uses advanced search strategies (Boolean search: CANADA &amp; ACID RAIN; key words)</li> <li>• Skims and scans for major ideas and key words to identify relevant information</li> <li>• Evaluate the source for current, accurate, authoritative, and appropriate information</li> <li>• Downloads, prints, and/or takes notes from electronic resources</li> <li>• Uses note taking strategies/techniques such as       <ul style="list-style-type: none"> <li>- outlining</li> <li>- color coding</li> <li>- note cards</li> <li>- two column notes</li> <li>- who/what/where/when/why</li> </ul> </li> <li>• Cites sources using MLA and APA documentation</li> </ul>
<p>The student will:</p> <ul style="list-style-type: none"> <li>• Interpret and evaluate date</li> <li>• Select information that is most useful to the central question</li> <li>• Organize information for application</li> <li>• Makes, confirms, and revises predictions in text using supporting details</li> <li>• Analyzes informational text to identify a title representing the main idea</li> <li>• Discriminates when the author's purpose is to inform informational text</li> <li>• Evaluate validity, cause and effect</li> </ul>	<p><b>INTERPRETATION AND EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Groups information by subtopics, categories, and/or relationships</li> <li>• Differentiates between primary and secondary sources</li> <li>• Differentiates among fact, opinion, propaganda, point of view, bias, when appropriate       <ul style="list-style-type: none"> <li>• Recognizes errors in logic</li> <li>• Compares information gathered with the original question and locates additional information when necessary</li> <li>• Draws conclusions based on the information gathered and summarizes information into own words           <ul style="list-style-type: none"> <li>• Paraphrases or quotes important facts and details when necessary for accuracy and clarity</li> <li>• Assess when author's purpose is to inform or persuade in informational texts – especially with the internet</li> </ul> </li> </ul> </li> </ul>

<p>The student will:</p> <ul style="list-style-type: none"><li>• Use information and search processes responsibly and ethically</li></ul> <p><i>*Unless otherwise specified, student outcomes should be demonstrated with fiction, nonfiction, and poetry in writing when appropriate using increasingly complex text.</i></p>	<p><b>ETHICAL AND RESPONSIBLE USE</b></p> <ul style="list-style-type: none"><li>• Does not plagiarize information</li><li>• Cites sources correctly on note cards</li><li>• Presents information accurately and truthfully</li><li>• Knows and practices copyright laws</li><li>• Uses time and resources courteously and appropriately</li><li>• Follows district internet license policy</li></ul>
--	--

## **THE READING CURRICULUM FRAMEWORK**

**STANDARD VI Students read, recognize, and explore literature as an expression and record of human experience and thought.**

Students know and are able to:

- Experience a variety of literature to gain understanding of historical perspectives and the diversity and commonality of human experience.
- Read, experience, and respond to a variety of genre (forms of literature).
- Identify and apply the literary terms associated with the various genres.

Civilization expresses, records, questions, shapes, and transmits itself through literature and language. Awareness of diverse literary traditions offers a perspective on enduring questions, a glimpse into human motives, conflicts, and values; and a sense of the beauty and power of language. Furthermore, the study of literature in print, auditory, and visual forms should enable students to think and communicate clearly as full participants in the ongoing transmission and transformation of culture.

The study of literature must include the exposure to, analysis of, and appreciation for a wide variety of literary traditions. Students should also learn the language of literature just as they learn the language of math, science, or music. A comprehensive literature program should foster positive reading habits that extend into adult life.

<p>The student will:</p> <ul style="list-style-type: none"> <li>• Read and experience a variety of genres</li> <li>• Identify and apply the literary terms associated with various genres</li> <li>• Identify the characteristics of a variety of genres</li> <li>• Examine literature for a deeper meaning past the literal interpretation</li> <li>• Respond to works of literature in ways that reflect an understanding of his/her own and others perspectives</li> </ul>	<p>The genres at this grade level are listed in the pacing guide.</p> <ul style="list-style-type: none"> <li>• Novel/short story/drams <ul style="list-style-type: none"> <li>- act/scene</li> <li>- allusion</li> <li>- characterization</li> <li>- conflict – internal and external</li> <li>- dialogue</li> <li>- foreshadowing</li> <li>- flashback hyperbole</li> <li>- narrator (point of view)</li> <li>- personification</li> <li>- rising/falling action</li> <li>- setting</li> <li>- suspense</li> <li>- simple metaphor</li> <li>- symbolism style</li> <li>- mood</li> <li>- antagonist</li> <li>- protagonist</li> <li>- tone</li> <li>- resolution</li> <li>- theme</li> </ul> </li> <li>• Apply literary terms to compare similarities and differences in literary texts</li> </ul>
---	---

