

-Reading/English-

Revised 8/2008

Grade 7

Reading

Analyze and interpret new and unfamiliar words and phrases using a variety of decoding and vocabulary strategies

Initial Understanding

Apply sound sense structures of multi-syllabic words (syllabication)

Identify meanings and origins of commonly used foreign words, e.g., tsunami, salsa; use those words while speaking, writing and presenting.

Developing an Interpretation

Demonstrate use of word derivations, morphological clues (Greek, Latin, and other foreign language roots) and contextual strategies to increase vocabulary development

Use context clues and language syntax to create meaning

Understand and explain level-appropriate reading vocabulary (e.g., colloquialisms, idiomatic phrases, multi-meaning words, dialect, shades of meaning, content specific, analogies, denotative and connotative meanings in a specific text)

Making Connections

Use vocabulary and specific phrases from text when responding

Use a variety of strategies to extend reading vocabulary, including the use of print, non-print, and electronic sources (e.g., thesaurus, internet word sites) to increase vocabulary and access point strategies (e.g., glossaries, indices, other text features)

Read Fluently

Initial Understanding

Change tone of voice and use appropriate pausing to convey meaning

Adjust rate and intonation as appropriate to text, audience and purpose

Read punctuation and phrasing to reflect personal and intended meaning of text

Read silently with increased rate and comprehension in grade-appropriate fiction, nonfiction, and cross-discipline text

Develop and apply universal thinking and comprehension strategies to understand a variety of fiction and nonfiction texts

Initial Understanding

Preview text (e.g., skim material; use visuals, textual clues, and text format) for task and purpose

Establish and adjust purposes for reading before, during and after the reading process (e.g., to understand, interpret, form an opinion, skim for facts; to discover models for own writing)

Uses specific strategies to clear up confusing parts of a text (e.g., pauses, rereads, consults another source, asks for help)

Compare and contrast universal themes, human nature, cultural and historical perspectives across texts

Identify author's use of time and sequence through the use of literary devices (e.g., foreshadow, flashbacks, dream sequences, parallel episodes, and the use of traditional and/or cultural-based organizational patterns)

Understand complex elements of plot development (e.g., cause-effect relationships, climax, denouement, conflict, and resolution)

Understand elements of character development in relationship to how the character is revealed explicitly and implicitly (e.g., actions, plot, dialogue, changes and relationships)

Recognize and understand inferred and recurring theme concepts in literacy works (e.g. value of bravery, good v. evil)

Developing an Interpretation

Use structural elements to enhance meaning (e.g., narrative, descriptive, recount, explanatory, procedure, persuasive)

Explain the impact of an author's use of literary devices to convey mood, images, and meaning (e.g., symbolism, irony, literary allusion, poetic devices, hyperbole)

Paraphrase information and summarize major ideas from reading stating own view of topic or writer's craft

Identify purpose and analyze characteristics and structural elements/essential attributes of text across genres and disciplines including poetic forms (e.g., epic, sonnet, ballad, haiku, free verse)

Examine character motivation accounting for situation, motive, point of view, feelings and emotions

Examine use of stereotype across gender, age, race, and culture

Determine importance of using main idea/theme, structure, and author's purpose

Compare/contrast and analyze works of authors and/or characters' perspectives across texts

Making Connections

Make critical comparison in text analysis between and among different texts and content

Integrate reader's purpose, background knowledge, beliefs, opinions, and experience of both text content and format to determine importance

Understand the use of language to convey mood, images, and meaning

Critical Stance

Respond critically to text features and techniques designed to influence the reader (e.g., use of voice, language)

Develop and defend the validity of multiple responses to text using connections and relevant text references

Evaluate ways authors represent people from different cultural and socioeconomic groups and express political and social issues

Articulate and provide supporting evidence on how readers and writers are influenced by factors such as their time, culture, experiences, values, assumptions, and beliefs

Writing

Recognize relationships among audience, task, context, and purpose leading to informed choices about topic development, organization, and linguistic features

Initial Understanding

- Generate, focus, explore, and develop topics and ideas according to task, audience, context, and purpose
- Use a first person point of view and experiment with third person point of view when writing
- Recognize that the chosen format or structure contributes to the effectiveness of the message

Developing an Interpretation

- Choose ideas and concepts relevant to the composing task, audience, context, and purpose
- Reflect upon own writing and develop revision strategies to sustain clarity and coherence, and elaborate through written text across genres and disciplines
- Explore modes of writing to include Narrative, Expository, Persuasive and Poetic forms
- Use a variety of graphic (e.g., bold print, labeled diagrams, comparison drawings, tables) and written structures (narrative, recount, explanatory, persuasive, responsive, literary criticism) according to task, audience, context, and purpose
- Explore and, with assistance, use author's craft in a variety of written structures
- Reflect upon own writing and develop revision strategies to select, manipulate, and restructure the format, text and/or text segments that affect the construction of meaning at sentence, paragraph, and whole text levels
- Explore shades of word meaning (diction), dialect, and figurative language that clarify and enhance ideas while sustaining coherent text
- Reflect, select, manipulate, and use precise words and phrases that clarify and enhance ideas (e.g., vocabulary, syntax, figurative language, imagery, transitional devices, tone and mood)
- Reflect upon own writing and develop editing strategies to select and apply English language conventions (e.g., encoding, spelling patterns, syntax, mechanics)

Making Connections

- Choose and use the most effective voice and/or style relevant to the composing task, audience, context, and purpose
- Develop and sustain personal voice/style through written text
- Assume responsibility of a writer's obligation according to task, audience, context, and purpose
- Set personal goals for own writing progress

Critical Stance

- Utilize knowledge of language and culture to improve competency in English
- Respond sensitively and constructively to own, peers, and model texts using standard and/or personal criteria related to task, audience, context, purpose, convention and effectiveness
- Evaluate author's usage of craft and diction (word choice)
- Evaluate, with assistance, personal strengths and needs as a writer