

LANGUAGE ARTS / READING

GRADE 7

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

Use a knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

1. Words in Context—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

2. Word Origins

a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.

Example: Understand and use in speaking and writing foreign words that are often used in English such as lasagne (Italian), sauerkraut (German), and déjà vu (French).

b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.

Example: Analyze the roots, prefixes, and suffixes of subject-area words such as telescope, geography, and quadrant.

3. Idioms and Comparisons—Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.

a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as the apple of his eye or beat around the bush.

b. Analogies: comparisons of the similar aspects of two different things

c. Metaphors: implies comparisons, such as The street light was my security guard.

d. Similes: comparisons that use like or as, such as A gentle summer breeze feels like a soft cotton sheet.

***Standard 2: Fluency**—The student will identify words rapidly so that attention is directed to the meaning of the text.

1. Read regularly in independent-level materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.

2. Read regularly in instructional-level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” seventh grader reads 135 words per minute).

3. Increase reading speed and comprehension through daily, independent reading.

4. Read silently for increased periods of time.

5. Use punctuation as a cue for pausing and characterization while reading.

Standard 3: Comprehension—The student will interact with the words and concepts in a text to construct an appropriate meaning.

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

1. Literal Understanding

a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.

- Determine the purpose for reading such as to be informed, entertained, or persuaded.
- Preview the material and use prior knowledge to make connections between text and personal experience.

b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).

c. Show understanding by asking questions and supporting answers with literal information from text.

2. Inference and Interpretation

a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.

c. Make inferences supported by a character's thoughts, words, and actions or the narrator's description.

3. Summary and Generalization

a. Summarize the main idea and how it is supported with specific details.

b. Recall major points in the text and make and revise predictions.

c. Recognize the importance and relevance of details on the development of the plot.

d. Support reasonable statements by reference to relevant aspects of text and examples.

4. Analysis and Evaluation

a. Compare and contrast points of view, such as first person, third person, limited and omniscient, and explain their effect on the overall theme of a literary work.

b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.

c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.

d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.

e. Distinguish between stated fact, reasoned judgment, and opinion in text.

*5. Monitoring and Correction Strategies

a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.

b. Make, confirm, and revise predictions when reading.

c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

Standard 4: Literature—The student will read, construct meaning, and respond to a wide

variety of literary forms.

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify the ideas and connect them to other literary works.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.

b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.

a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.

b. Identify and explain techniques of direct and indirect characterization in fiction.

c. Describe how the author's perspective, argument, or point of view affects the text.

d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).

3. Figurative Language and Sound Devices: The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.

a. Identify and explain the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.

b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.

c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

*4. Literary Works—The student will read and respond to historically and culturally significant works of literature.

a. Analyze and evaluate works of literature and the historical context in which they were written.

b. Analyze and evaluate literature from various cultures to broaden cultural awareness.

c. Compare similar characters, settings, and themes from varied literary traditions.

Standard 5: Research and Information—The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose.

a. Use card catalogs and computer databases to locate sources for research topics.

b. Access a variety of primary and secondary sources to locate information relevant to research questions.

c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).

d. Use organizational strategies as an aid to comprehend increasingly difficult content material.

e. Note instances of persuasion, propaganda, and faulty reasoning in text.

f. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.

2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.
- a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).
 - b. Interpret and use graphic sources of information such as graphs, maps, timelines, or tables, to address research questions.
 - c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.
 - d. Determine the appropriateness of an information source for a research topic.
 - e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.