

GRADE 7: READING

Content Cluster	Skills & Strategies: Students will...	Learning Activities / Supporting Materials	Assessments
<p>Reading Fluency & Accuracy (F & A)</p>	<p>R:F&A:7:1: Read grade-level appropriate material with...</p> <ul style="list-style-type: none"> 1.1 reading material appropriate for <u>grade 7</u> with at least 90-94% accuracy 1.2 reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading 1.3 reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue 		
<p>Word Identification skills & Strategies (WID)</p>	<p>R:WID:7:1: Apply word identification/ decoding strategies by ...</p> <ul style="list-style-type: none"> 1.1 Identifying multi-syllabic words by: <ul style="list-style-type: none"> ○ using knowledge of sounds ○ syllable division ○ word patterns 		
<p>Vocabulary Strategies (V:1)</p>	<p>R:V:7:1: Identify the meaning of unfamiliar vocabulary by...</p> <ul style="list-style-type: none"> 1.1 using strategies to unlock meaning <ul style="list-style-type: none"> ○ Prior knowledge ○ Word structure <ul style="list-style-type: none"> ○ knowledge of word structure ○ prefixes/suffixes ○ base words ○ <u>common roots or word origins</u> ○ Context <ul style="list-style-type: none"> ○ context clues ○ Resources <ul style="list-style-type: none"> ○ Dictionaries ○ Glossaries ○ Thesauruses 		

Breadth of Vocabulary (V:2)

R:V:7:2: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ...

- 2.1 Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning
- 2.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
 - o *Collect words to expand personal vocabularies*

ADD to Social Studies, Science, and Math?

Define precise vocabulary and how it is assessed!

Content specific vocabulary- what do they mean???

Initial Understanding of Literary Text (L:T:1)

R:L:T:7:1: Demonstrate initial understanding of elements of literary texts by...

- 1.1 Identifying or describing character(s), setting, problem/ solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying exposition, rising action, climax, or falling action, resolution
- 1.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text

Initial Understanding of Literary Text (L:T:1)

R:L:T:7:1: Demonstrate initial understanding of elements of literary texts by...

- 1.3 Generating questions before, during and after reading to enhance recall, expand understanding and/or gain new information
- 1.4 Recognizing that each genre has its own characteristics (e.g. *poetry, plays, fairy tales, tall tale, fables, fantasy, realistic fiction, folktales, historical fiction, biography, autobiography, adventure/action, mysteries, legends, short stories*); Identifying the characteristics of short stories and epic poems
- 1.5 Recognizing literary devices as appropriate to

	<p>genre (e.g. rhyme, alliteration, simile, dialogue, foreshadowing, personification, imagery, flashback, onomatopoeia, repetition, personification)</p> <ul style="list-style-type: none"> Identifying the literary devices of <u>metaphors</u> 		
--	---	--	--

<p>Analysis and Interpretation of Literary Texts/Citing Evidence (LT:2)</p>	<p>R:L:T:7:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <p>2.1 Explaining or supporting logical predictions</p> <p>2.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time</p> <p>2.3 Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), <u>internal</u> or <u>external</u> conflicts (e.g., <u>person versus self</u>, <u>person versus person</u>, <u>person versus nature/society/fate</u>), or the relationship among elements within text</p> <p>2.4 Explaining how the narrator's point of view affects the reader's interpretation</p> <p>2.5 <u>Explaining how the author's message is supported within the text</u></p>		
---	--	--	--

<p>Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)</p>	<p>R:L:T:7:3: Analyze and interpret author's craft, citing evidence where appropriate by ...</p> <p>3.1 Demonstrating knowledge of use of literary elements and devices (e.g., imagery, exaggeration, repetition, <u>flashback</u>, foreshadowing, or <u>personification</u>) to analyze literary works</p>		<p>"Why did the author choose to use flashback in this story?"</p>
---	--	--	--

<p>Analysis and Interpretation of Literary Texts/Citing Evidence</p>	<p>R:L:T:7:3: Analyze and interpret author's craft, citing evidence where appropriate by ...</p> <p>3.2 Demonstrating knowledge of use of literary elements and devices (e.g., <u>rhyme schemes</u>, alliteration, simile, dialogue, <u>metaphors</u>).</p>		
--	--	--	--

(LT:3)	onomatopoeia, repetition, or idioms to analyze literary works	
Analysis and Interpretation of Literary Texts/Citing Evidence (LT:4)	<p>R:L:T:7:4: Generates a personal response to what is read through a variety of means by...</p> <p>4.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p> <p>4.2 Providing relevant details to support the connections or judgments made (interpretive, analytical, evaluative, or reflective)</p>	
Initial Understanding of Informational Text (IT:1)	<p>R:IT:7:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>1.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)</p> <p>1.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details</p> <p>1.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)</p>	
Initial Understanding of Informational Text (IT:1)	<p>R:IT:7:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>1.4 Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information</p> <p>1.5 Identifying the characteristics of a variety of types of text (e.g., reference: thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites,</p>	

	<p>public documents and discourse, essays, articles, <u>technical manuals</u>; and <u>practical/functional</u>: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets)</p>		
<p>Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)</p>	<p>R:IT:7:2: Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>2.1 <u>Explaining connections about information within a text, across texts, or to related ideas</u></p> <p>2.2 <u>Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas</u></p> <p>2.3 <u>Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or using supporting evidence to form or evaluate opinions/judgments and assertions about the central ideas that are relevant</u></p> <p>2.4 <u>Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts</u></p> <p>2.5 <u>Making inferences about causes or effects</u></p>		<p>Given a statement (opinion, judgment, or assertion), students provide evidence from the text that this statement does/does not support the author's purpose in writing the piece.</p>
<p>Analysis and Interpretation of Informational Texts/Citing Evidence (IT:2)</p>	<p>R:IT:7:2: Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>2.6 <u>Evaluating the clarity and accuracy of information</u></p>		
<p>Reading Strategies for Monitoring and Adjusting Reading Comprehension</p>	<p>R:RS:7:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...</p> <p>1.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning,</p>		

Strategies (RS:1)	skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues, etc.)		
Reading Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)	<p>R:RS:7:2: Uses comprehension strategies (flexibly and as needed)... before, during, and after reading literary and informational text.</p> <p>2.1 Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/ sequential)</p>		
Breadth of Reading Reading of Extensively and in Depth (B:1)	<p>R:B:7:1: Demonstrates the habit of reading widely and extensively* by...</p> <p>1.1 Reading with frequency, including in-school, out-of-school, and summer reading</p> <p>1.2 Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts)</p> <p>1.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre</p>		

<p>Breadth of Reading Extensively and in Depth (B:2)</p>	<p>R:B:7:2: Demonstrates participation in a literate community by...</p> <p>2.1 Self-selecting reading materials in line with reading ability and personal interests</p> <p>2.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others</p>		
<p>Breadth of Reading Research Across the Curriculum (B:3)</p>	<p>R:B:7:3: Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by...</p> <p>3.1 Identifying potential sources of information</p> <p>3.2 Evaluating information presented, in terms of relevance</p> <p>3.3 Gathering, organizing, analyzing, and interpreting the information</p> <p>3.4 Using evidence to support conclusions</p>		
<p>Suggested Informational and Literary Texts for Instruction and Assessment</p>	<p>Suggested Informational Texts include, but are not limited to</p> <p>Reference materials: Thesauruses, reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, <u>technical manuals</u>, etc.</p> <p>Practical/functional texts: Procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, etc.</p>	<p>Suggested Literary Texts include, but are not limited to</p> <p>Poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, <u>short stories</u>, etc.</p>	

GRADE 8: READING

Content Cluster	Skills & Strategies: Students will...	Learning Activities/Supporting Materials	Assessments
Reading Fluency and Accuracy (F & A)	<p>R:F&A:8.1 Read grade-level appropriate material with...</p> <p>1.1 reading material appropriate for <u>grade 8</u> with at least 90-94% accuracy</p> <p>1.2 reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading</p> <p>1.3 reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue</p>		
Word Identification Skills and Strategies (WID)	<p>R:WID:8.1 Apply word identification/ decoding strategies by ...</p> <p>1.1 Identifying multi-syllabic words by:</p> <ul style="list-style-type: none"> ○ using knowledge of sounds ○ syllabic division ○ word patterns 		
Vocabulary Strategies (V:1)	<p>R:V:8.1 Identify the meaning of unfamiliar vocabulary by...</p> <p>1.1 using strategies to unlock meaning</p> <ul style="list-style-type: none"> ○ Prior knowledge ○ Word structure <ul style="list-style-type: none"> ○ knowledge of word structure ○ prefixes/suffixes ○ base words ○ <u>common roots or word origins</u> ○ Context <ul style="list-style-type: none"> ○ context clues ○ Resources <ul style="list-style-type: none"> ○ Dictionaries ○ Glossaries ○ Thesauruses 		Identifying theme and then making links between content/events and theme

<p>Breadth of Vocabulary (V:2)</p>	<p>R:V:8:2: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...</p> <p>2.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or word origins, including words from other languages that have been adopted into our language</p> <p>2.2 Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise language</p> <p>o <i>Collect words to expand personal vocabularies</i></p>		<p>Students might be asked to explain the meaning of terminology appropriate to the content of the subject area as used in a text passage.</p>
<p>Initial Understanding of Literary Texts (L:T:1)</p>	<p>R:L:T:8:1: Demonstrate initial understanding of elements of literary texts by...</p> <p>1.1 Identifying or describing character(s), setting, problem/ solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action</p> <p>1.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</p> <p>1.3 Generating questions before, during and after reading to enhance recall, expand understanding and/or gain new information</p> <p>1.4 Recognizing that each genre has its own characteristics (e.g. <i>poetry, plays, fairy tales, tall tale, fables, fantasy, realistic fiction, folktales, historical fiction, biography, autobiography, adventure/action, mysteries, legends, short stories, science fiction, myths, legends</i>); Identifying the characteristics of <u>personal narrative/memoir</u></p> <p>1.5 Recognizing literary devices as appropriate to genre (e.g. rhyme, alliteration, simile, dialogue, foreshadowing, personification, metaphors, imagery, flashback, onomatopoeia, repetition,</p>		

	<p>personification)</p> <p>o Identifying the literary devices of <u>hyperbole</u></p>	
<p>Analysis and Interpretation of Literary Texts (LT: 2)</p>	<p>R:LT:8:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <p>2.1 Explaining or supporting logical predictions</p> <p>2.2 Describing characterization (e.g. stereotype, antagonist, protagonist), motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time</p> <p>2.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g. describing the interaction among plot/subplots)</p> <p>2.4 Explaining how the narrator's point of view affects the reader's interpretation</p> <p>2.5 Explaining how the author's message or theme (which may include universal themes) is supported within the text</p>	<p>Consider: "If this story were told from another character's point of view, how would the reader's interpretation be different?"</p>
<p>Analysis and Interpretation of Literary Texts/Citing Evidence (LT:3)</p>	<p>R:LT:8:3: Analyze and interpret author's craft, citing evidence where appropriate by ...</p> <p>3.1 Demonstrating knowledge of author's style through the use of literary elements and devices (e.g. imagery, repetition, flashback, foreshadowing, personification, hyperbole, symbolism, or use of punctuation) to analyze literary works</p>	
<p>Analysis and Interpretation of Literary Texts/Citing Evidence</p>	<p>R:LT:4: Generate a personal response to what is read through a variety of means by...</p> <p>4.1 Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>	

Comment [Deleted] Changed from "and"

(LT:4)	4.2 Providing relevant details to support the connections or judgments made (interpretive, analytical, evaluative, or reflective)	
Initial Understanding of Informational Texts (IT: 1)	<p>R:IT:8:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>1.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)</p> <p>1.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details</p> <p>1.3 Organizing information to show understanding or relationships among facts, ideas, and events (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing,</p> <p>1.4 Comparing/contrasting, or outlining) Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information</p> <p>1.5 Identifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals ; and practical/functional: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, schedules)</p>	
Analysis and Interpretation of Informational	<p>R:IT:9:2: Analyze and interpret informational text, citing evidence as appropriate by...</p> <p>2.1 Explaining connections about information within a text, across texts, or to related ideas</p>	

<p>Texts (IT:2)</p>	<p>2.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)</p> <p>2.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or explaining how purpose may affect the interpretation of the text; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant</p> <p>2.4 Distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across texts</p> <p>2.5 Making inferences about causes or effects</p> <p>2.6 Evaluating the clarity and accuracy of information</p>	
---------------------	--	--

<p>Reading Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)</p>	<p>R:RS:8:1: Demonstrate ability to monitor comprehension for different types of texts and purposes by...</p> <p>1.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/ meaning, or other context cues, etc.)</p>	
--	---	--

<p>Reading Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)</p>	<p>R:RS:8:2: Use comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text...</p> <p>2.1 Using strategies before, during, and after reading literary and informational text. EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making</p>	
--	--	--

	<p>pictures in one's mind); making connections (text to self, text to text, and text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/ sequential)</p>		
<p>Breadth of Reading Extensively* and In Depth (B:1)</p>	<p>R:B:8:1: Demonstrate the habit of reading widely and extensively* by... 1.1 Reading with frequency, including in-school, out-of-school, and summer reading 1.2 Reading from a wide range of genres/ kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts) 1.3 Reading multiple texts for depth of understanding an author, a subject, a theme, or genre</p>		
<p>Breadth of Reading Extensively* and In Depth (B:2)</p>	<p>R:B:8:2: Demonstrate participation in a literate community by... 2.1 Self-selecting reading materials in line with reading ability and personal interests 2.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others</p>		
<p>Breadth of Reading for Research Across Content (B:3)</p>	<p>R:B:8:3: Research* by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by... 3.1 Identifying and evaluating potential sources of information 3.2 Evaluating information presented, in terms of completeness and relevance</p>		

	3.3 Gathering, organizing, analyzing, and interpreting the information		
	3.4 Using information to support conclusions		