

Course/Grade Level: Seventh Grade Reading Curriculum

Focus: Students will evaluate, synthesize, and think critically while reading all types of text in all content areas. They will identify the author's position, style, and purpose in assigned and self-selected reading. Students will distinguish story elements with emphasis on plot and identify literary devices.

R.7.1 Students will read fluently at grade level.

Students will...

- R.7.1.1 read expressively with appropriate *pace, phrasing, intonation, and rhythm* of speech. (7.1.2.2)
- R.7.1.2 use knowledge of complex sentence structure to read fluently. (7.1.2.3)
- R.7.1.3 adjust reading rate to support comprehension when reading *narrative, expository, technical, and persuasive texts*. (7.1.2.5)

R.7.2 Students will expand vocabulary at grade level.

Students will...

- R.7.2.1 ▲ determine meaning of words or phrases using context clues (e.g., *definitions, restatements, examples, descriptions, comparison-contrast*, clue words) from sentences or paragraphs. (7.1.3.1)
- R.7.2.2 locate and use reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task. (7.1.3.2)
- R.7.2.3 ▲ determine meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies. (see appendix) (7.1.3.3)
- R.7.2.4 ▲ identify and determine the meaning of *figurative language* including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, and idioms. (7.1.3.4)
- R.7.2.5 identify word connotations and word denotations. (7.1.3.5)
- R.7.2.6 utilize grade level vocabulary.

R.7.3 Students will demonstrate knowledge of text characteristics (narrative, expository, technical, and persuasive) at grade level.
Students will...

- R.7.3.1 identify characteristics of *narrative, expository, technical, and persuasive texts*. (7.1.4.1)
- R.7.3.2 ▲ understand the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and use such features to locate information in and to gain meaning from appropriate-level texts. (7.1.4.2)
- R.7.3.3 ▲ analyze how text structure (e.g., *sequence, problem-solution, comparison-contrast, description, cause-effect*) helps support comprehension of text. (7.1.4.6)
- R.7.3.4 ▲ explain the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text. (7.1.4.11)

R.7.4 Students will comprehend a variety of texts (narrative, expository, technical, and persuasive) at grade level.

Students will...

- R.7.4.1 use prior knowledge, content, and text type features to make, to revise, and to confirm predictions. (7.1.4.3)
- R.7.4.2 generate and respond logically to literal, inferential, evaluative, synthesizing, and *critical thinking* questions before, during, and after reading the text. (7.1.4.4)
- R.7.4.3 ▲ use information from the text to make inferences and draw conclusions. (7.1.4.5)
- R.7.4.4 ▲ compare and contrast varying aspects (e.g., *characters'* traits and motives, *themes*, *problem-solution*, *cause-effect* relationships, ideas and concepts, procedures, viewpoints, *authors' purposes*) in one or more appropriate-level texts. (7.1.4.7)
- R.7.4.5 ▲ explain cause-effect relationships in appropriate-level *narrative*, *expository*, *technical*, and *persuasive texts*. (7.1.4.8)

Instructional Examples:

- use prewritten examples of cause-effect relationships from each of the different text types on the overhead. The students will identify and discuss the cause-effect relationships of the different text types. Then the students discuss cause-effect relationships in each of the text types.
- use both fiction and nonfiction texts. The students highlight the causes in one color and the effects in another color and explain the relationship between the two.

- R.7.4.6 ▲ use *paraphrasing* and organizational skills to *summarize* information (e.g., stated and implied *main ideas*, main events, important details) from appropriate-level *narrative*, *expository*, *technical*, and *persuasive texts* in logical order. (7.1.4.9)

Instructional Examples:

- provide the students with a poem. The teacher reads and discusses the poem with the students. Then the students pair and share the poem with a partner. Once students have read the poem to a partner, the students recite the poem in their own words to a partner and to the rest of the class.
- encourage students to visualize the text while reading. These skills should be used throughout all content areas.
- in art class, ask students to draw a picture or create an art activity to represent the poem read in class.

R.7.4.7 ▲ identify the *topic, main idea(s)*, supporting details, and *theme(s)* in text across the content areas and from a variety of sources in appropriate-level texts. (7.1.4.10)

Instructional Examples:

- provide a piece of *expository text* (magazine article) for the students. Students use "questioning the author" technique to determine the author's viewpoint and determine how it is supported throughout the text through the *main idea* and supporting details. Before having the students read the article, students are asked
 - ▶ What are the author's feelings about his/her article?
 - ▶ How does the author develop the *main idea*?
 - ▶ Which sentences support the *main idea*?

Using a *main idea organizer*, the students work in groups to organize the *main idea* and supporting details. Once the organizer is completed, the teacher instructs the students to use the information obtained on the *graphic organizer* to write a response to the article containing the subject, *main idea*, supporting details, and a conclusion.

- model the Herringbone Technique and answer Who, What, When, Where, How, and Why questions on an organizer shaped like a fish. Ask the students to read to find the main idea and to find answers to the questions and to write the main idea of the story across the backbone of the fish and on the lines stemming out from the fish, they write answers to the questions: Who is the author talking about?, What did they do?, When did they do it?, Where did they do it?, How did they do it?, and Why did they do it?

R.7.4.8 ▲ identify the author's position in a *persuasive text* and describe techniques the author uses to support that position (e.g., *bandwagon, approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion*). (7.1.4.14)

R.7.4.9 ▲ distinguish between fact and opinion, and recognize *propaganda* (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts. (7.1.4.15)

R.7.5 Students will use literary concepts to interpret and respond to text at grade level.

Students will...

- R.7.5.1 ▲ describe different aspects of major and minor *characters* (e.g., their physical traits, personality traits, feelings, actions, motives) and explain how those aspects influence characters' interactions with other characters and elements of the *plot*, including resolution of the major conflict. (7.2.1.1)
- R.7.5.2 ▲ identify and describe the *setting* (e.g., environment, time of day or year, historical period, situation, place) and analyze connections between the *setting* and other story elements (e.g., character, *plot*). (7.2.1.2)
- R.7.5.3 ▲ identify major and minor elements of the *plot* (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explain how these elements relate to one another. (7.2.1.3)
- R.7.5.4 recognize aspects of *theme* (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring *themes* across works (e.g., bravery, loneliness, loyalty, friendship). (7.2.1.4)
- R.7.5.5 identify literary devices (e.g., *foreshadowing, flashback, figurative language, irony, metaphor, tone/mood symbolism*). (7.2.1.5)
- R.7.5.6 identify point of view (e.g., first person, third person limited, objective, omniscient).

Seventh Grade: Targeted Roots, Prefixes, and Suffixes

Roots:

aero	[G]	air/ aerobics
aqua	[L]	water/ aquarium
biblio	[G]	books/ bible
bio	[G]	life/ biology
chron	[G]	time/ chronicle
dem	[G]	people/ democrat
geo	[G]	earth/ geography
hemi	[G]	half/ hemisphere
meter	[L]	measure/ thermometer
micro	[G]	small/ microscope
migr	[L]	depart/ migrate
mim	[G]	act out/ mimic
mort	[L]	death/ mortal
phon	[L]	sound/ phonics
photo	[G]	light/ telephoto
scrib/ script	[L]	write, written/ describe, transcript
tele	[G]	distant/ television
test	[L]	witness or proof/ testament

Prefixes:

a-	not, without/ amoral
b-	to cause, become/ befriend
mid-	middle/ midterm
post-	after, later postscript
semi-	half/ semifinal
super	over, more than/ superhuman

Suffixes:

-ant/-ent	(n)	a performing agent/ claimant
-ess	(n)	female/ actress
-ism	(n)	system, manner, condition/ Communism
-ist	(n)	a person who or that which/ journalist