Grade 7 Reading and Literature Objectives

STATE GOAL 1: Reading with understanding and fluency.

1A. Apply word analysis and vocabulary skills to comprehend selections.

1.A.3a Apply knowledge of word origins and derivations to comprehend words used in specific content areas (e.g., scientific, political, literary, mathematical).
1.A.3b Analyze the meaning of words and phrases in their context.

The student will be able to...
- Apply prefixes, suffixes, and root words in grade appropriate vocabulary.
- Apply context clues and decoding skills to determine an author’s use of vocabulary.
- Identify and interpret idioms, similies, analogies, and metaphores to express implied meanings of words.

1B. Apply Reading Strategies to improve understanding and fluency.

1.B.3a Preview reading materials, make predictions and relate reading to information from other sources.
1.B.3b Identify text structure and create a visual representation (e.g., graphic organizer, outline, drawing) to use while reading.
1.B.3c Continuously check and clarify for understanding (e.g., in addition to previous skills, draw comparisons to other readings).
1.B.3d Read age-appropriate material with fluency and accuracy.

The student will be able to...
- Determine and apply the appropriate active comprehension strategy such as: questioning, connecting, predicting, reviewing, visualizing and evaluation.
- Create a visual representation (i.e. graphic organizers) appropriate to the various text structures.
- Decipher information in charts, graphs, diagrams, maps, and tables to help understand a reading passage.
- Apply metacognition skills to self-monitor/correct reading comprehension.
- Compare one author’s ideas to another author’s ideas.
- Adapt a piece of Literature and perform as Readers Theatre.
- Perform a dramatic presentation of a literary piece.

1C. Comprehend a broad range of reading materials.

1.C.3a Use information to form, explain and support questions and predictions.
1.C.3b Interpret and analyze entire narrative text using story elements, point of view and theme.
1.C.3c Compare, contrast and evaluate ideas and information from various sources and genres.
1.C.3d Summarize and make generalizations from content and relate them to the purpose of the material.
1.C.3e Compare how authors and illustrators use text and art across materials to express their ideas (e.g., foreshadowing, flashbacks, color, strong verbs, language that inspires).
1.C.3f Interpret tables that display textual information and data in visual formats.
The student will be able to…

- Create questions and make predictions based on inferences from grade level selections.
- Explain and analyze text using evidence and personal connections.
- Draw conclusions regarding an author’s use of plot, theme, characterization, setting, and point-of-view in grade appropriate selections.
- Use multiple sources and genres to compare, contrast, and draw conclusions on main ideas.
- Compare an original text to a summary to determine whether the summary accurately captures the key ideas.
- Investigate the author and illustrator’s message through the use of literary devices in grade level selections.
- Investigate the author and illustrator’s message through the use of story elements in grade level selections.
- Explain the use of color symbolism in a text and/or artwork to explain the author/illustrator’s meaning.
- Develop an understanding and respect for diversity in language use across cultures, ethnic groups and social roles.
- Identify, Compare and Contrast main ideas in more than one source and genre.
- Choose an appropriate visual representation to examine the similarities and differences between text.
- Draw conclusions based on information found in visual data.

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

2A. Understand how literary elements and techniques are used to convey meaning.

2.A.3a Identify and analyze a variety of literary techniques (e.g., figurative language, allusion, dialogue, description, word choice, dialect) within classical and contemporary works representing a variety of genres.
2.A.3b Describe how the development of theme, character, plot and setting contribute to the overall impact of a piece of literature
2.A.3c Identify characteristics and authors of various literary forms (e.g., short stories, novels, drama, fables, biographies, documentaries, poetry, science fiction).
2.A.3d Identify ways that an author uses language structure, word choice and style to convey the author’s viewpoint.

The student will be able to…

- Identify the literary techniques (e.g. sensory detail, simile, rhyme, repetition, metaphor, personification, hyperbole, irony, dialect, dialogue, symbolism) used in classical and contemporary grade level pieces. Explain how these techniques contribute to the meaning of the piece.
- Discuss theme, character, plot, setting, conflict and point-of-view as they pertain to a piece of literature.
- Identify how the authors use of literary elements helps to develop the theme.
- Define and make connections between elements and authors of various literary genres (e.g. short-story, novel, drama, fable, fantasy, biography, documentary, poetry and science-fiction).
- Classify a piece of literature using the elements of the different genres.
• Explain the importance of the author’s style, word choice, and language structure in relation to the point-of-view.
• Define the word syntax and how an author uses it to create voice, tone and mood in a piece of literature.

2B. Read and interpret a variety of literary works.

2.B.3a Respond to literary material from personal, creative and critical points of view.
2.B.3b Compare and contrast common literary themes across various societies and eras.
2.B.3c Analyze how characters in literature deal with conflict, solve problems and relate to real-life situations.

The student will be able to…
• Evaluate responses to open ended questions.
• Justify student selection of a favorite author or literary genre.
• Investigate the themes in multicultural literature spanning various eras.
• Compare and contrast primary and secondary character’s motivations, perceptions, and feelings toward others.
• Determine how attitudes toward a situation or problem change in different periods of history or in different cultures.

STATE GOAL 3: Write to communicate for a variety of purposes.

3A. Use correct grammar, spelling, punctuation, capitalization and structure.

3.A.3 Write compositions that contain complete sentences and effective paragraphs using English conventions.

Students will be able to:
• Create sentences with correct usage of eight parts of speech.
• Use consistent verb tense.
• Use a variety of sentence structures and types to add interest to writing.
• Create multi-paragraph compositions that include an introduction, support, elaboration, and a conclusion.
• Use transitional words and phrases within and between paragraphs.
• Proofread for correct English conventions.

3B. Compose well-organized and coherent writing for specific purposes and audiences.

3.B.3a Produce documents that convey a clear understanding and interpretation of ideas and information and display focus, organization, elaboration and coherence.
3.B.3b Edit and revise for word choice, organization, consistent point of view and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.

Students will be able to:
• Use prewriting strategies to choose a topic and generate ideas (e.g., webbing, brainstorming, listing, note taking, outlining, drafting and graphic organizers)
• Write and revise based on identified purpose and audience.
• Enhance clarity of purpose through sensory words, figurative language and/or syntax.
Use appropriate organizational scheme for purpose and audience.

Support purpose and main ideas of a composition (e.g. quotes, examples, anecdotes, facts, statistics, etc).

Establish and maintain focus, organization, voice and coherence within and across paragraphs

Use appropriate transitional words and phrases to connect and unify key ideas.

Revise and edit to maintain consistent tone and focus throughout a piece of writing through (e.g., ideas, organization, word choice, voice, sentence fluency, conventions and presentation)

Explore and use available technological hardware and software for each step of the writing process.

3C. Communicate ideas in writing to accomplish a variety of purposes.

3.C.3a Compose narrative, informative, and persuasive writings (e.g., in addition to previous writings, literature reviews, instructions, news articles, correspondence) for a specified audience.

3.C.3b Using available technology, produce compositions and multimedia works for specified audiences.

Students will be able to:

- Produce multi-paragraph compositions using appropriate language, details, and format for a specific audience.
- Write a multi-paragraph narrative account that establishes a context, creates a point of view and develops a focused impression.
- Develop and compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through multiple strategies (cause/effect, compare/contrast)
- Compose expository writing that supports a topic statement with evidence.
- Write creatively for a specific purpose and audience.
- Use available technologies to design, produce, and present multimedia works for specified audiences.

STATE GOAL 4: *Listen and speak effectively in a variety of situations.*

4A. Listen effectively in formal and informal situations.

4.A.3a Demonstrate ways (e.g., ask probing questions, provide feedback to a speaker, summarize and paraphrase complex spoken messages) that listening attentively can improve comprehension.

4.A.3b Compare a speaker’s verbal and nonverbal messages.

4.A.3c Restate and carry out multistep oral instructions.

Students will be able to:

- Identify bias and purpose in the speaker and listener.
- Generate clear and concise summaries and paraphrase statements in oral or written form.
- Ask probing questions to gather and clarify information.
- Differentiate between the speaker’s factual content, emotional appeal, and opinion based on nonverbal and verbal messages.
4B. Speak effectively using language appropriate to the situation and audience.

4.B.3a Deliver planned oral presentations, using language and vocabulary appropriate to the purpose, message and audience; provide details and supporting information that clarify main ideas; and use visual aids and contemporary technology as support.

4.B.3b Design and produce reports and multi-media compositions that represent group projects.

4.B.3c Develop strategies to manage or overcome communication anxiety and apprehension (e.g., sentence outlining, note cards).

4.B.3d Use verbal and nonverbal communication strategies to maintain communications and to resolve conflict.

Students will be able to:

- Analyze characteristics of one’s audience and prepare appropriate presentation format. Consider language choices in the context of audience, purpose, and message.
- Create notes, outlines, or other graphic organizers to structure and aid in a presentation.
- Prepare, practice, and deliver a presentation to fit within a given time limit using technology to enhance presentations.
- Apply rehearsal techniques to develop public speaking skills.
- Recognize and recommend strategies to be used by members of a group/panel presentation.
- Contribute meaningfully to group discussions, including respectful, and on-task behavior, relevant responses, and appropriate language.
- Improve a group's interaction by analyzing causes of group conflict and modifying behavior.

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

5A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

5.A.3a Identify appropriate resources to solve problems or answer questions through research.

5.A.3b Design a project related to contemporary issues (e.g., real-world math, career development, community service) using multiple sources.

The student will be able to:

- Employ print, online, and multi-media resources to solve problems and answer research questions.
- Locate, organize, and use information from print resources (dictionary, atlas, almanac, encyclopedia, textbook, book, thesaurus, newspaper, etc.).
- Refine skills to choose appropriate research tools such as the Dewey Decimal System, key terms, Boolean search methods for a specific topic.
- Identify criteria for determining credibility for each source identified.
- Select a topic from a personal interest or list and formulate questions to direct research.
- Employ a variety of sources such as reference books, newspapers, magazines, encyclopedia, interviews, and available technology to collect information relevant to a topic.
- Analyze the information to choose an approach or organizational pattern and arrange information in an orderly manner (e.g., note cards, outlining).
5B. Analyze and evaluate information acquired from various sources.

5.B.3a Choose and analyze information sources for individual, academic and functional purposes.
5.B.3b Identify, evaluate and cite primary sources.

The student will be able to:
- Use and cite primary and secondary sources for compositions and presentations.
- Create a bibliography of sources, using MLA style.
- Analyze reasons for using various sources for example purpose and characteristics of source.
- Apply knowledge of plagiarism and other copyright issues to compositions and presentations.

5C. Apply acquired information, concepts and ideas to communicate in a variety of formats.

5.C.3a Plan, compose, edit and revise documents that synthesize new meaning gleaned from multiple sources.
5.C.3b Prepare and orally present original work (e.g., poems, monologues, reports, plays, stories) supported by research.

The student will be able to:
- Analyze and synthesize researched information to create new meaning through the writing process.
- Design and present a poetry project or multi-genre project that is supported by research.