

Grade 7  
Student Friendly

<b>Early Reading Strategies (ERS:1)</b> <b>Phonemic Awareness and Phonological Knowledge</b>	<b><u>Student Friendly</u></b>
<b>R:ERS:1: Demonstrates phonemic awareness and applies phonological knowledge and skills by...</b>	
No GLE at this grade level	
<b>Early Reading Strategies (ERS:2)</b> <b>Concepts of Print</b>	<b><u>Student Friendly</u></b>
<b>R:ERS:2: Demonstrates understanding of concepts of print during shared or individual reading by...</b>	
No GLE at this grade level	
<b>READING FLUENCY and ACCURACY (F&amp;A)</b>	<b><u>Student Friendly</u></b>
<b>(R:F&amp;A: Assumes a variety of text and increasing text complexity across grade levels. See Appendix D for descriptions of increasing text complexity.)</b> <b>R:F&amp;A: Reads grade-level appropriate material with...</b>	
R:F&A:7:1.1: Accuracy: reading material appropriate for <u>grade 7</u> with at least 90-94% accuracy (See Appendix F for sample titles.)	On a daily basis, I will accurately read material that is appropriate for <u>7<sup>th</sup> grade.</u>
R:F&A:7:1.2: Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix C for suggested rates.)	I will read silently and orally with fluency and adjust my reading rate as needed.
R:F&A:7:1.3: Fluency: reading familiar text with phrasing and expression, and with attention to text features such as punctuation, italics, and dialogue	I will attend to text features to read with phrasing and expression.
<b>WORD IDENTIFICATION SKILLS and STRATEGIES (WID)</b>	<b><u>Student Friendly</u></b>
<b>R:WID: Applies word identification/ decoding strategies by ...</b>	
R:WID:7:1.1: Identifying multi-syllabic words by using knowledge of sounds, syllable division, and word patterns	I will use my knowledge of syllables, sounds, prefixes, and suffixes or word patterns to decode (identify) unfamiliar words.
R:V:7:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, <u>common roots</u> , or <u>word origins</u> ; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge) EXAMPLE (of common root): inspection (in <b>-spec</b> -tion)	I will use the following strategies or resources to figure out the meaning on words: Strategies <ul style="list-style-type: none"> <li>• Prior knowledge</li> <li>• Prefixes/Suffixes</li> <li>• Base Words</li> <li>• Context Clues</li> </ul> Resources Dictionaries Glossaries Thesauruses <u>Common Roots</u> <u>Word Origins</u>
R:V:7:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning	I will identify synonyms, antonyms or homonyms/ homophones or shades of meaning.
R:V:7:2.2: Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary	I will explain the meaning of words in context, including content specific vocabulary, words with multiple meanings or precise vocabulary.

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<b>VOCABULARY STRATEGIES (V:1)</b>	<b><u>Student Friendly</u></b>
<b>(R:V:1: Assumes a variety of text and increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b> <b>R:V:1: Students identify the meaning of unfamiliar vocabulary by...</b>	
<p>R:V:7:1.1: Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes, base words, <u>common roots</u>, or <u>word origins</u>; or context clues; or other resources, such as, dictionaries, glossaries, thesauruses; or prior knowledge) EXAMPLE (of common root): inspection (in <b>-spec</b>-tion)</p>	<p>I will use the following strategies or resources to figure out the meaning on words:</p> <p>Strategies</p> <ul style="list-style-type: none"> <li>• Prior knowledge</li> <li>• Prefixes/Suffixes</li> <li>• Base Words</li> <li>• Context Clues</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Glossaries</li> <li>• Thesauruses</li> <li>• <u>Common Roots</u></li> <li>• <u>Word Origins</u></li> </ul>
<b>BREADTH of VOCABULARY (V:2)</b>	<b><u>Student Friendly</u></b>
<b>R:V:2: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by ...</b>	
<p>R:V:5:2.1: Identifying synonyms, antonyms, homonyms/ homophones, or shades of meaning EXAMPLE (of shades of meaning): tired, exhausted</p>	<p>I will identify synonyms, antonyms or homonyms/homophones or shades of meaning (<u>tired/exhausted</u>).</p>
<p>R:V:5:2.2: Selecting appropriate words <u>or explaining the use of words in context</u>, including, content specific vocabulary, words with multiple meanings, or precise vocabulary EXAMPLE (multiple meanings): Students explain the intended meanings of words found in text – Based on the way “spring” is used in this passage, would having a “spring” be necessary for survival? Explain how you know.</p>	<p>I will explain the meaning of <u>words in context</u>, including content specific vocabulary, words with multiple meanings or precise vocabulary.</p>
<p>R:V:5:2.3: No stem at this grade level</p>	

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<b>INITIAL UNDERSTANDING of LITERARY TEXTS (LT:1)</b>	<b>Student Friendly</b>
<p><b>(R:LT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>  <b>R:LT:1: Demonstrate initial understanding of elements of literary texts by...</b></p>	
<p>R:LT:7:1.1: 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 <u>identifying rising action, climax, or falling action</u></p>	<p>I will identify/describe the following in a story:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Setting Problem/Solution</li> <li>• Major Events</li> <li>• Plot</li> <li>• How Characters Change</li> <li>• How setting changes over time</li> <li>• <u>Rising Action</u></li> <li>• <u>Climax</u></li> <li>• <u>Falling Action</u></li> </ul>
<p>R:LT:7:1.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</p>	<p>I will paraphrase (use my own words) to summarize the key ideas/plot with major events sequenced.</p>
<p>R:LT:7:1.3: Generating questions before, during, and after reading to enhance//expand understanding and /or gaining new information</p>	<p>I will ask myself questions before, during, and after reading to help me remember, understand, and learn new information.</p>
<p>R:LT:7:1.4: Identifying the characteristics of a variety of types/genres of literary text (e.g., <b>literary texts:</b> poetry, plays, fairytales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, <u>short stories</u>)</p>	<p>I will identify the characteristics of the following literary texts (fiction).</p> <ul style="list-style-type: none"> <li>Poetry</li> <li>Plays</li> <li>Realistic Fiction</li> <li>Fairy Tales</li> <li>Fables</li> <li>Tall Tales</li> <li>Fantasy</li> <li>Folktales</li> <li>Historical fiction</li> <li>Mysteries</li> <li>Science Fiction</li> <li>Myths</li> <li>Legends</li> <li><u>Short Stories</u></li> </ul>

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<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:2)</b>	<b><u>Student Friendly</u></b>
<b>R:LT:2: Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b>	
R:LT:7:2.1: Explaining or supporting logical predictions	I will provide evidence from text to explain/ support logical predictions.
R:LT:7:2.2: Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time	I will describe characters' traits, motivation, interactions, or changes over time by citing thoughts, words, or actions.
R:LT:7:2.3: Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), <u>internal</u> or external conflicts (e.g., <u>person versus self</u> , person versus person, person versus nature/society/fate), or the relationship among elements within text	I will cite (provide) evidence from the text to support cause/effect relationships and <u>internal</u> ( <u>person vs. self</u> ) and external conflicts within text.
R:LT:7:2.4: Explaining how the narrator's point of view affects the reader's interpretation	I will explain how the narrator's point of view affects my understanding of the text.
R:LT:7:2.5: <u>Explaining how the author's message or theme is supported within the text</u>	I will <u>show how the author's message (theme) is explained in the text.</u>
R:LT:7:1.5: Identifying literary devices as appropriate to genre: <u>rhyme schemes</u> , alliteration, simile, dialogue, imagery, <u>metaphors</u> , flashback, onomatopoeia, repetition, or <u>personification</u>	I will identify the following in text: <ul style="list-style-type: none"> <li>• <u>Rhyme Scheme</u></li> <li>• Dialogue</li> <li>• Alliteration</li> <li>• Description</li> <li>• Simile</li> <li>• Imagery</li> <li>• <u>Metaphors</u></li> <li>• Flashback</li> <li>• Onomatopoeia</li> <li>• Repetition</li> <li>• Idioms</li> <li>• <u>Personification</u></li> </ul>
<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:3)</b>	<b><u>Student Friendly</u></b>
<b>(R:LT:3: Assume increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b>	
<b>R:LT:3: Analyze and interpret author's craft, citing evidence where appropriate by ...</b>	
R:LT:7:3.1: Demonstrating knowledge of use of literary elements and devices (i.e., imagery, exaggeration, <u>repetition</u> , <u>flashback</u> , foreshadowing, or <u>personification</u> ) to analyze literary works EXAMPLE: Why did the author choose to use flashback in this story?	I will give examples and explain literary elements and devices such as imagery, exaggeration, foreshadowing, <u>repetition</u> , <u>flashback</u> , or <u>personification</u> to analyze literary works.
R:LT:7:3.2: Demonstrating knowledge of use of literary elements and devices (e.g., <u>rhyme schemes</u> , alliteration, simile, dialogue, <u>metaphors</u> , onomatopoeia, repetition, or idioms to analyze literary works	I will give examples and explain literary elements and devices such as alliteration, dialogue, onomatopoeia, repetition, idioms, <u>rhyme schemes</u> , simile, or <u>metaphors</u> to analyze literary works (texts).

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<b>ANALYSIS and INTERPRETATION OF LITERARY TEXTS/CITING EVIDENCE (LT:4)</b>	<b><u>Student Friendly</u></b>
<b>R:LT:4: Generates a personal response to what is read through a variety of means by...</b>	
R:LT:7:4.1: Comparing stories or other texts to related personal experience, prior knowledge, or to other books	I will compare what I have read to my own experiences, things that I already know, and other books that I have read.
R:LT:7:4.2: Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective)	I will provide specific details to support the connections and judgments (interpretive, analytical, evaluative, or reflective) I make.
<b>INITIAL UNDERSTANDING of INFORMATIONAL TEXTS (IT:1)</b>	<b><u>Student Friendly</u></b>
<b>(R:IT:1: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.) R:IT:1: Demonstrate initial understanding of informational texts (expository and practical texts) by...</b>	
R:IT:7:1.1: Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, <u>transitional devices</u> , bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)	<p>I will use text features such as ___ to help me find information.</p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Charts</li> <li>• Graphs</li> <li>• Diagrams</li> <li>• Illustrations</li> <li>• Table of contents</li> <li>• Basic Transition Words</li> <li>• Bold/Italicized Text</li> <li>• Headings</li> <li>• Graphic Organizers</li> <li>• Index</li> <li>• Transition words/ phrases</li> <li>• Subheadings</li> <li>• <u>Transitional Devices</u></li> </ul>
R:IT:7:1.1b: No stem at this grade level	
R:IT:7:1.2: Using information from the text to answer questions, <u>to state the main/central ideas, or to provide supporting details</u>	I will information to answer questions as I tell <u>the main idea and supporting details</u> .
R:IT:7:1.3: Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)	I will organize information on graphic organizers to paraphrase, summarize or compare/contrast the main/central ideas or details.
R:IT:7:1.4: Generating questions before, during, and after reading to enhance understanding and recall; expand understanding and/or gain new information	I will think up questions before, during and after reading to remember and understand new information.

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R:IT:7:1.5: Identifying the characteristics of a variety of types of text (e.g., **reference:** thesauruses, 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)

I will identify the characteristics of the following informational texts:

**Reference**

- Dictionaries
- Magazines
- Newspapers
- Glossaries
- Textbooks
- Encyclopedias
- Reports
- Internet Websites
- Biographies
- Autobiographies
- Thesauruses
- Essays
- Articles
- Public Documents and Discourse
- Technical Manuals

**Practical/Functional Texts**

- Procedures/ Instructions
- Announcements
- Book Orders
- Invitations
- Recipes
- Menus
- Advertisements
- Pamphlets

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<b>ANALYSIS and INTERPRETATION of INFORMATIONAL TEXTS/CITING EVIDENCE (IT:2)</b>	<b><u>Student Friendly</u></b>
<b>(R:IT:2: Assumes increasing text complexity across grade levels. See Appendix F for descriptions of increasing text complexity.)</b> <b>R:IT:2: Analyze and interpret informational text, citing evidence as appropriate by...</b>	
R:IT:7:2.1: <u>Explaining connections</u> about information <i>within</i> a text, <i>across</i> texts, <u>or to related ideas</u>	I will <u>explain connections</u> within a text, across texts <u>or to related ideas</u> .
R:IT:7:2.2: Synthesizing <u>and evaluating</u> information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)	I will read a variety of texts to find facts, form opinions, and <u>make judgments</u> .
R:IT:7:2.3: Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or using supporting evidence to form or evaluate</u> opinions/judgments and assertions about the central ideas that are relevant EXAMPLE (of evaluating): 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.	I will find <u>evidence</u> in the text to support my conclusions, judgments, opinions, and inferences.
R:IT:7:2.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or <u>conflicting information within or across texts</u>	I will tell the differences between fact and opinion. I will tell if there is any unfairness or misleading information in the writing. I will <u>tell if there is conflicting information across texts</u> .
R:IT:7:2.5: Making inferences about causes or effects	I will make inferences about cause and effect to help me understand information.
R:IT:7:2.6: <u>Evaluating the clarity and accuracy of information</u>	I will decide if the informational text that I have read is true.
<b>READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:1)</b>	<b><u>Student Friendly</u></b>
<b>(R:RS:1: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)</b> <b>R:RS:1: Demonstrates ability to monitor comprehension for different types of texts and purposes by...</b>	
R:RS:7:1.1: 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.)	I will monitor my comprehension when reading and make corrections when necessary.
Subsumed in R:RS:5:1.1	R:RS:5:1.2:
<b>READING STRATEGIES: Strategies for Monitoring and Adjusting and Reading Comprehension Strategies (RS:2)</b>	<b><u>Student Friendly</u></b>
<b>(R:RS:2: Assume increasing text complexity across grade levels. See Appendix F or descriptions of increasing text complexity.)</b> <b>R:RS:2: Uses comprehension strategies (with flexibility and as needed)...</b>	
R:RS:7:2.1: 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. cause/ effect, chronological, compare/ contrast, proposition, and support, description, classification, logical/ sequential)	Before, during, and after reading I will use comprehension strategies to help me understand literary and informational text. (See Appendix D)

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<b>BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:1)</b>	<b><u>Student Friendly</u></b>
<b>R:B:1: Demonstrates the habit of reading widely and extensively* by...</b>	
R:B:7:1.1: Reading with frequency, including in-school, out-of-school, and summer reading	I will spend lots of time reading in-school, out-of school, and during the summer.
R:B:7:1.2: 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) (See Appendix A)	I will read a variety of authors and genres <u>including primary and secondary sources</u> .
R:B:7:1.3: Reading multiple texts for depth of understanding an author, a subject, a theme, or genre	I will read a variety of texts to develop a strong understanding of a author, a subject, a theme, or genre.
<b>BREADTH OF READING: READING EXTENSIVELY* and IN DEPTH (B:2)</b>	<b><u>Student Friendly</u></b>
<b>*Materials should be at the student’s instructional <u>and</u> independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/ time, and frequency of reading.</b>	
<b>R:B:2: Demonstrates participation in a literate community by...</b>	
R:B:7:2.1: Self-selecting reading materials in line with reading ability and personal interests	I will be able to choose reading material based on my interest and ability.
R:B:7:2.2: 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	I will participate in in-depth discussions about books I have read and writing I have done. I will listen and respond to others discuss the books that have read and writing they have done.
<b>BREADTH OF READING: READING FOR RESEARCH ACROSS CONTENT AREAS (B:3)</b>	<b><u>Student Friendly</u></b>
<b>*Research materials should be at the student’s instructional and independent reading levels, including print and non-print texts.</b>	
<b>R:B:6:3: Research* by reading multiple sources (including print and non-print texts) to report information, to solve a problem, or <u>to make a decision</u>, or to formulate a judgment by...</b>	
<b>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 <u>to support a thesis</u> by...</b>	
<b>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...</b>	
R:B:7:3.1: Identifying potential sources of information	When completing research, I will identify potential sources of information.
R:B:7:3.2: Evaluating information presented, in terms of relevance	I will decide if the information in a source is relevant to my topic.
R:B:7:3.3: Gathering, organizing, <u>analyzing</u> , and interpreting the information	will organize, <u>analyze</u> , and interpret information I have gathered.
R:B:7:3.4: Using evidence to support conclusions	I will use evidence to support my conclusions.

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