

CCSU Comprehensive Curriculum for Reading Literacy

Grade Level 7

Reading Skills and Strategies (GEs 1-8; Power Standards 1 and 2; Power Indicators 1a, 1b, 2a, 2b, 2c)

Fluency and Accuracy (GE 9; Power Standard 3; Power Indicators 3a)

Literary Texts (GEs 10-11 and 13-15; Power Standard 4; Power Indicators 4a, 4b, 4c, 4d, 4e)

Informational Texts (GEs 12 and 16; Power Standard 5; Power Indicators 5a, 5b, 5c, 5d)

Reading Habits (GEs 17-19; Power Standard 6; Power Indicators 6a, 6b, 6c, 6d)

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Grade Level 7: Reading Skills and Strategies

CCSU Power Standards:

Power Standard #1: Students read grade appropriate print/text. (Aligns with Vermont Standard: 1.2)

Power Standard #2: Students use vocabulary and reading strategies to unlock meaning. (Aligns with Vermont Standard: 1.1)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	R7: 1 No GLE at this grade level	<i>Phonological Awareness</i>	
1.1, 1.2	R7: 2 No GLE at this grade level	<i>Concepts of Print</i>	
1.1, 1.2	R7: 3 Applies word identification/ decoding strategies by... <ul style="list-style-type: none"> Identifying multisyllabic words by using knowledge of sounds, syllables, <u>and derivational roots (Greek, Latin, Anglo-Saxon)</u> EXAMPLES of roots: “ <u>dictatorial</u> ,” “ <u>perspective</u> ”	Word Identification Skills and Strategies Phonics Fluency/Accuracy	Use syllabication, roots, and etymology to decode unfamiliar words. (1a)
1.1, 1.2	R7: 4 Applies context and self-correction strategies by... <ul style="list-style-type: none"> Demonstrating the use of syntax/language structure, semantics/meaning, or other context cues to predict, adjust/self-correct as necessary, and confirm what is being read 	Context and Self-Correction Strategies	Apply knowledge of syntax, semantics, and context clues to verify meaning. (1b)

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<p>1.1, 1.2</p>	<p>R7: 5 Identifies the meaning of unfamiliar words by...</p> <ul style="list-style-type: none"> 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 - <u>spec</u> - tion) <p style="text-align: right;">R-7-2.1</p>	<p><i>Vocabulary Strategies</i></p>	<p>Apply knowledge of most frequently used Greek/Latin/Anglo-Saxon roots and affixes to determine word meaning. (2a)</p>
<p>1.1, 1.2</p>	<p>R7: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</p> <ul style="list-style-type: none"> Identifying synonyms, antonyms, homonyms/homophones, shades of meaning, or <u>analogies</u> EXAMPLE (analogy): “map:locate as recipe:cook” <p style="text-align: right;">R-7-3.1</p> <ul style="list-style-type: none"> Describing words in terms of categories, functions, or features Selecting appropriate words or explaining the use of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary <p style="text-align: right;">R-7-3.2</p>	<p><i>Breadth of Vocabulary</i></p>	
<p>1.3, 5.11, 5.13</p>	<p>R7: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.</p> <p>EXAMPLES of reading-comprehension strategies might include: using prior knowledge; 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</p>	<p><i>Comprehension Strategies</i></p>	<p>Use reading strategies to monitor own reading (flexibly used as needed). Examples may include: imagine (“mental movie”); connecting (text-to-text, world, self); analyzing text structure (cause/effect, chronological, problem/solution, compare/ contrast); synthesis and evaluation; asking questions and searching for answers; inferring; and re-reading and adjusting reading rate. (2b)</p>

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	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, logical/sequential)		Use note-taking and mapping to demonstrate understanding of text. (2c)
1.3, 5.11, 5.13	<p>R7: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</p> <ul style="list-style-type: none"> Using a range of self-monitoring and self-correction approaches (e.g., previewing, rereading, adjusting rate, subvocalizing, <u>consulting resources</u>, <u>questioning</u>, flexible note taking/mapping systems, skimming, scanning, etc.) 	<i>Monitoring and Adjusting strategies</i>	

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Grade Level 7: Fluency and Accuracy

CCSU Power Standards:

Power Standard #3: Students read grade level text with fluency and accuracy. (Aligns with Vermont Standard: 1.2)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	<p>R7: 9 Reads grade-level-appropriate material with:</p> <ul style="list-style-type: none"> • Accuracy: reading material appropriate <u>for grade 7</u> with at least 90–94% accuracy (See Appendix for sample titles.) • Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands, and purpose for reading (See Appendix for suggested rates.) • Fluency: reading with phrasing and expression, and with attention to text features such as punctuation, italics and dialogue 	Accuracy and Fluency	Read with appropriate rate, phrasing, and expression when reading silently and orally. (3a)

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Grade Level 7: Literary Texts

CCSU Power Standards:

Power Standard #4: Students understand, interpret, and analyze literary text. (Aligns with Vermont Standards: 1.3, 5.11, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.11, 5.13	<p>R7: 10 Demonstrate initial understanding of elements of literary text by...</p> <ul style="list-style-type: none"> 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> R-7-4.1 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text R-7-4.2 Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, legends, myths, <u>short stories</u>) 	Initial Understanding of Literary Text Comprehension	<p>Summarize plot using a plotline: characterization, setting, conflict, rising action, climax, falling action, and resolution. (4a)</p> <p>Identify various types of text/ genres. (4c)</p> <p>Provide responses, literal and analytical, to selected question about text. (4e)</p>
1.3, 5.11, 5.13	<p>R7: 11 Demonstrate initial understanding of author's craft used in literary texts by...</p> <ul style="list-style-type: none"> 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> 	Initial Understanding of Literary Text Comprehension	<p>Understand author's craft (rhyme scheme, alliteration, simile, flashback, metaphors, personification, point of view, hyperbole, and repetition). (4d)</p>

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<p>1.3, 5.11, 5.13</p>	<p>R7: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</p> <ul style="list-style-type: none"> • Explaining or supporting logical predictions R-7-5.1 • Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time R-7-5.2 • 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>, <u>person versus person</u>, <u>person versus nature/society/fate</u>), or the relationship among elements within text R-7-5.3 • Explaining how the narrator's point of view affects the reader's interpretation R-7-5.4 • <u>Explaining how the author's message or theme is supported within the text</u> R-7-5.5 	<p><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></p>	<p>Make inferences about character motivation and theme using background knowledge and textual evidence. (4b)</p>
<p>1.3, 5.11, 5.13</p>	<p>R7: 14 Analyze and interpret author's craft (citing evidence where appropriate) by...</p> <ul style="list-style-type: none"> • 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?" R-7-6.1 	<p><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></p>	

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1.3, 5.11, 5.13	R7: 15 Generates a well-developed and grounded personal response to what is read through a variety of means and through... <ul style="list-style-type: none">• Comparing stories or other texts to related personal experience, prior knowledge, <u>or other texts or ideas</u>	<i>Analysis and Interpretation of Literary Text/Citing Evidence</i>	
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Grade Level 7: Informational Texts

CCSU Power Standards:

Power Standard #5: Students understand, interpret, and analyze informational text. (Aligns with Vermont Standards: 1.3, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.11, 5.13	<p>R7: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <ul style="list-style-type: none"> 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) R-7-7.1 Using information from the text to answer questions, <u>to state the main/central ideas, or to provide supporting details</u> R-7-7.2 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/ contrasting) R-7-7.3 Identifying the characteristics of a variety of types of text (e.g., reference: reports, magazines, textbooks, newspapers, public documents and discourse, <u>technical manuals</u>, Internet Web sites, biographies, autobiographies, essays, articles, thesauruses; and practical/functional texts: procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets) 	<p>Initial Understanding of Informational Text Comprehension</p>	<p>Use text features: table of contents, glossary, index, transition words/phrases, transitional devices, subheadings to locate information. (5b)</p> <p>Summarize by stating the main/central idea and providing supporting details. (5a)</p> <p>Identify characteristics of a variety of types of text (examples: reports, magazines, text books, technical manuals). (5d)</p>

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<p>1.3, 5.11, 5.13</p>	<p>R7: 16 Analyze and interpret informational text, citing evidence as appropriate by...</p> <ul style="list-style-type: none"> • <u>Explaining connections</u> about information <i>within</i> a text, <i>across</i> texts, or <u>to related ideas</u> R-7-8.1 • Synthesizing <u>and evaluating</u> information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas) R-7-8.2 • 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 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. R-7-8.3 • Distinguishing fact from opinion, and identifying possible bias/propaganda or <u>conflicting information within or across texts</u> R-7-8.4 • Making inferences about causes or effects R-7-8.5 	<p><i>Analysis and Interpretation of Informational Text/ Citing Evidence</i></p>	<p>Distinguish fact from opinion and identify conflicting Information. (5c)</p>
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Grade Level 7: Reading Habits

CCSU Power Standards:

Power Standard #6: Students participate as members of a literate community, talking about books, ideas, and writing. (Aligns with Vermont Standards: 1.4, 5.12)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.4, 5.12	<p>R7: 17 Demonstrates the habit of reading extensively* by...</p> <ul style="list-style-type: none"> Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading <p><i>*Materials should be at the student's instructional and 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.</i></p>	Reading Extensively	Read a minimum of the equivalent of two books per month at an instructional or independent level. (6a)
1.4, 5.12	<p>R7: 18 Demonstrates the habit of reading widely and in depth by...</p> <ul style="list-style-type: none"> Reading from at least three different genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, science fiction, mysteries, legends, myths, <u>short stories</u>; informational: thesaurus, biography, autobiography, reports, magazines, newspapers, Internet Web sites, public documents and discourse, essays, articles, textbooks, <u>technical manuals</u>; and practical/functional texts: procedures, instructions, recipes, menus, announcements, invitations, advertisements, pamphlets) 	Reading Widely and In Depth	Read from a variety of genres and text types. (6b)

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	<ul style="list-style-type: none"> • Reading at least the equivalent of four books by an author, about a subject, or in one genre 		
1.4, 5.12	<p>R7: 19 Demonstrates participation in a literate community by...</p> <ul style="list-style-type: none"> • Self-selecting reading materials in line with reading ability and personal interests • 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>Literate Community</i>	<p>Share favorite books with peers (book talks). (6c)</p> <p>Participate in small-group discussion about books. (6d)</p>