

**ENGLISH: READING
ALIGNED STANDARDS OF LEARNING
CURRICULUM FRAMEWORK
GRADE 7**



7E-RW1 The student will

- a) use rhyme and other repetitions of words or sounds (e.g., alliteration) to support understanding of a poem or a section of a story or drama;
- b) determine the meaning of words and phrases;
- c) use context clues to determine the meaning of vocabulary words drawn from reading and other content areas;
- d) seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials;
- e) demonstrate an understanding of word relationships by using synonyms and antonyms.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will become independent learners of vocabulary by choosing from a variety of strategies to determine or clarify the meaning of unknown and multiple-meaning words. • Students come to understand affixes, including prefixes and suffixes, roots, derivations, and inflections of polysyllabic words and understand that words with similar parts may be related to each other in meaning and origin. • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish). • Students will continue the study of figurative language and use context to help determine the meaning of words. • Students will begin to notice connotations of words and use reference books and context to determine the nuances of connotative language. 	<p>All students should</p> <ul style="list-style-type: none"> • use word structure to analyze and find relationships among words. • recognize that figurative language and analogy enrich text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families (e.g. –phobia, and –ology). • separate and recombine known word parts to predict the meaning of unfamiliar words, such as separating <i>dent</i> from <i>dentist</i> and <i>fric</i> from <i>friction</i> to predict the meaning of <i>dentifrice</i>. • use synonyms and antonyms to determine the meaning of unfamiliar words. • use the relationship between particular words (e.g., synonym/antonym, cause/effect, degree, etc.) to better understand words. • recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning. • recognize, understand, and use figurative language including: <ul style="list-style-type: none"> ◦ simile – figure of speech that uses the words <i>like</i> or <i>as</i> to make comparisons; ◦ metaphor – figure of speech that makes a comparison equating two or more unlike things; ◦ personification – figure of speech that applies human characteristics to nonhuman objects; and ◦ hyperbole – intentionally exaggerated figure of speech.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>), recognizing that some words have technical meanings based on context such as <i>stern</i>. • recognize that synonyms may have connotations (e.g., <i>elderly and mature; youthful and juvenile</i>). • use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • consult word reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine/clarify meanings.

7E-CF1 The student will

- a) cite text to draw inferences from stories and poems;
- b) determine the theme or central idea of a fictional text and identify the details that relate to it;
- c) recognize the relationship of two story elements;
- d) determine how poetry form and structure contributes to its meaning;
- e) identify how a character’s point of view is the same or different from another character.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will begin to analyze text including fiction, narrative nonfiction, and poetry. • Students will understand the interrelationship of setting, plot, theme, style, and form and recognize how an author’s craft makes an impact on readers. • Students will compare and contrast narrative and poetic forms and recognize poetic devices in prose and poetry. • Students will read at and beyond the literal level, including making inferences – making judgments or drawing conclusions based on what an author has implied. • The initiating event is the incident that introduces the central conflict in a story; it may have occurred before the opening of the story. • Voice shows an author’s personality, awareness of audience, and passion for his or her subject. It adds liveliness and energy to writing. • Mood refers to the emotional atmosphere produced by an author’s use of language. • Tone refers to an attitude a writer takes toward a subject. 	<p>All students should</p> <ul style="list-style-type: none"> • recognize that authors make deliberate choices to create literary works. • understand that language has an impact on readers. • make inferences and draw conclusions based on information supplied by an author combined with the reader’s own background knowledge. • use strategies and graphic organizers to summarize and analyze text. • analyze how a text makes connections among and distinctions between individuals, ideas, or events(e.g., through comparisons or categories). 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • recognize the elements of narrative structure including: <ul style="list-style-type: none"> ◦ setting – time, place, and duration; ◦ character(s); ◦ external conflicts, such as <ul style="list-style-type: none"> – individual vs. individual – individual vs. nature – individual vs. society – individual vs. supernatural – individual vs. technology ◦ internal conflict – individual vs. self; ◦ plot – development of the central conflict, including <ul style="list-style-type: none"> – initiating event – rising action – climax – falling action – resolution ◦ theme. • distinguish between narrative prose and poetic forms, including: <ul style="list-style-type: none"> ◦ haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature; ◦ limerick – a 5-line, rhymed, rhythmic verse, usually humorous; ◦ ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will understand how authors use keywords and images to craft a message and establish tone. • Teachers will model higher-order thinking processes with materials at the students’ instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. <p>Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.</p>		<ul style="list-style-type: none"> ◦ free verse – poetry with neither regular meter nor rhyme scheme; ◦ couplet – a pair of rhyming lines; and ◦ quatrain – a stanza containing four lines. • read, understand, and compare/contrast the characteristics and narrative structures of: <ul style="list-style-type: none"> ◦ short stories; ◦ novels (including historical fiction); ◦ folk literature; <ul style="list-style-type: none"> - tales - myths - legends - fables ◦ plays; and ◦ narrative nonfiction (including personal essays, biographies, and autobiographies). • use graphic organizers to record important details for summarizing and drawing conclusions. • identify characterization as the way an author presents a character and reveals character traits by: <ul style="list-style-type: none"> ◦ what a character says; ◦ what a character thinks; ◦ what a character does; and ◦ how other characters respond to the character. • determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<ul style="list-style-type: none"> • analyze an author’s choice and use of literary devices, including: <ul style="list-style-type: none"> ◦ foreshadowing – the use of clues to hint at coming events in a story; and ◦ irony – the contrast between expectation and reality; between what is said and what is meant; between what appears to be true and what really is true. • analyze elements of an author’s style, including: <ul style="list-style-type: none"> ◦ word choice; ◦ sentence structure and language patterns; ◦ imagery – the use of words to create sensory impressions — most often visual impressions but may be sound, smell, taste, or touch impressions; ◦ contrasting points of view; and ◦ figurative language – text enriched by word images and figures of speech. • define an author’s tone including, but not limited to: serious, sarcastic, objective, humorous, disapproving, solemn, enthusiastic, and hostile. • recognize and analyze the impact of an author’s choice of poetic devices, including: <ul style="list-style-type: none"> ◦ rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse; ◦ rhythm – the recurring pattern of strong and weak syllabic stresses; ◦ meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm; ◦ repetition – repeated use of sounds, words, or ideas for effect and emphasis;

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		<ul style="list-style-type: none"> ◦ alliteration – repetition of initial sounds, e.g., <i>picked a peck of pickled peppers</i>; and ◦ onomatopoeia – the use of a word whose sound suggests its meaning, .g., <i>clatter</i>. • explain how poetic devices of form, rhyme, rhythm, repetition, line structure, and punctuation convey the mood and meaning of a poem. • make predictions before, during, and after reading texts. • connect to prior knowledge of a subject. • visualize, and question a text while reading. • draw inferences. • synthesize information.

7E-CN1 The student will

- a) cite text to draw inferences from informational text;**
- b) determine two central ideas that progress throughout a nonfiction text;**
- c) determine how headings, key words, and key phrases relate to the topic of a nonfiction text;**
- d) determine author’s point of view in nonfiction text and compare to own point of view;**
- e) use content words and phrases from a nonfiction text.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The intent of this standard is that students will read and comprehend at and beyond the literal level in a variety of nonfiction texts. • Students will use and understand the internal and external text structures common to textbooks and other nonfiction text. • An author’s viewpoint refers to his or her bias or subjectivity toward the subject. In general, a viewpoint can be positive or negative. • Teachers will model the higher-order thinking processes with materials at the students’ instructional reading level and move students gradually to collaborative and independent comprehension of age-appropriate materials at the independent reading level. • Students will work collaboratively and with teacher support to move toward higher-order thinking with instructional level materials. • Synthesis involves higher-order thinking and is a result of forming either a concrete or abstract whole from the logical relation of parts. • Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. 	<p>All students should</p> <ul style="list-style-type: none"> • use the reading process to activate prior knowledge, predict, question, clarify, infer, organize, compare, summarize, and synthesize. • choose graphic organizers based on the internal text structure most prevalent in the text in order to track key points and summarize the text. • recognize an author’s purpose: <ul style="list-style-type: none"> ◦ to entertain; ◦ to inform; and ◦ to persuade. • notice use of connotations and persuasive language to convey viewpoint. • make inferences, which imply meaning, and draw conclusions based on both explicit and implied information. • distinguish between a fact, which can be verified, and an opinion, which cannot. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • activate prior knowledge before reading by use of, but not limited to: <ul style="list-style-type: none"> ◦ small-group or whole-class discussion; ◦ anticipation guides; and ◦ preview of key vocabulary. • use textual features to make predictions and enhance comprehension, including: <ul style="list-style-type: none"> ◦ boldface and/or italics type; ◦ type set in color; ◦ underlining; ◦ indentation; ◦ sidebars; ◦ illustrations, graphics, and photographs; ◦ headings and subheadings; and ◦ footnotes and annotations. • recognize organizational pattern to enhance comprehension, including: <ul style="list-style-type: none"> ◦ cause and effect; ◦ comparison/contrast; ◦ enumeration or listing; ◦ sequential or chronological; ◦ concept/definition; ◦ generalization; and ◦ process.

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		<ul style="list-style-type: none"> • recognize transitional words and phrases authors use to signal organizational patterns, including, but not limited to: <ul style="list-style-type: none"> ◦ <i>as a result of, consequently</i> for cause and effect; ◦ <i>similarly, on the other hand</i> for comparison/contrast; ◦ <i>first, three</i> for enumeration or listing; ◦ <i>today, meanwhile</i> for sequential or chronological; ◦ <i>refers to, thus</i> for concept/definition; ◦ <i>always, in fact</i> for generalization; and ◦ <i>begins with, in order to</i> for process. • determine two or more central ideas in a text and analyze their development over the course of the text. • provide an objective summary of the text by recording the development of the central ideas. • analyze how two or more authors writing about the same topic shape their presentations or viewpoints of key information using facts, opinions, and reasoning.