

7th Grade Reading Curriculum

First Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
KPBSD	Student will use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).			
3.1.4	Student will determine the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., vague vs. ambiguous).			
3.1.5	Student will self-monitor and self-correct while reading (e.g., adjusting reading pace, rereading difficult or relevant material). (L)			
3.4.1	Student will identify and explain the main ideas in various types of texts (i.e., recognizing or developing appropriate titles, generalizations, assertions).			
3.4.2	Student will locate information in narrative and informative text to answer questions related to main ideas or key details.			
3.9.1	Student will locate evidence within the text to make connections to an author's message, theme, or purpose.			
3.5.1	Student will complete a task by following written multi-step directions. (L)			
3.5.2	Student will identify the sequence of steps in a			

	list of directions.			
3.6.1	Student will identify and analyze the characteristics and the effect on the reader of short stories, novels, and non-fiction.			
3.6.2	Student will identify and analyze the use of literary devices the use of literary devices appropriate to genre (e.g., dialogue, foreshadowing, and time sequence).			
3.7.1	Student will identify and describe or make logical predictions about (citing evidence and support from text) plot, setting, character, point of view, and theme.			

7th Grade Reading Curriculum Second Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
KPBSD	Student will consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	6.A.8.2 Use a variety of technology interfaces and operating systems.		
KPBSD	Student will use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.			
3.3.3	Student will connect new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas) (L)			
3.4.3	Student will compare/contrast the main ideas or concepts between related texts.			
KPBSD	Student will 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.			
3.7.2	Student will compare and contrast literary elements and devices in a variety of works			

	by a variety of authors.			
KPBSD	Student will analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot)			
3.8.2	Student will identify and analyze author's purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence.			
3.9.2	Student will use textual evidence to make thematic connections between texts			

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Third Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
3.1.2	Student will determine meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g. déjà vu).			
3.1.3	Student will identify complex relationships among words and shades of meaning. (L)			
KPBSD	Student will analyze the impact of a specific word choice on meaning and tone.			
KPBSD	Student will distinguish among the connotation (associations) of words with similar denotation (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).			
KPBSD	Student will analyze how a drama's or poem's form of structure (e.g., soliloquy, sonnet) contributes to its meaning.			
3.6.2	Student will identify and analyze the use of literary devices appropriate to genre (e.g., similes, personification, idioms, imagery, repetition)			
3.10.1	Student will compare and contrast cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g., creation stories).			

KPBSD	Student will analyze how an informational text uses structure to emphasize key points or advance an explanation or analysis.			
3.9.1	Student will locate evidence within the text to make connections to an author's message, theme, or purpose.			

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Fourth Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
3.6.1	Student will analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.			
3.8.1	Student will compare and contrast bias/propaganda in text and other media by citing evidence.	3.B.8.2 Use digital tools to document sources appropriately.		
KPBSD	Student will trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	5.A.8.1 Model legal and ethical behaviors when using information and technology including properly selecting, advocating for, acquiring, and citing resources.		
KPBSD	Student will analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.			
KPBSD	Student will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.			