

**SPEED S.E.J.A #802**  
 Reading Curriculum  
 Seventh Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
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**STATE GOAL 1: Read with understanding and fluency.**  
**STANDARD: A Apply word analysis and vocabulary skills to comprehend selections**  
**BENCHMARKS: 1A.3a: Apply word knowledge of word origins and derivations to comprehend words used in specific content area ( e.g. scientific, political, literacy, mathematical).**  
 1.A.3b Analyze the meaning of words and phrases in context.  
**STANDARD: B Apply reading strategies to improve understanding and fluency.**  
**BENCHMARKS: 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 to use while writing. (e.g. graphic organizers, outlines, Drawings)  
 1.B.3c Continuously check and clarify for understanding  
 1.B.3d Read age appropriate materials with fluency and accuracy.  
**STANDARD: C Comprehend a broad range of reading materials.**  
**BENCHMARKS: 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, flash-backs, color, strong verbs, language that inspires).  
 1.C.3f Interpret tables that display textual information and data in visual formats

Use prefixes, suffixes, and root words to understand word meanings.  Apply knowledge of structural analysis to construct meaning of unfamiliar words.  Determine the meaning of words in context using denotation and connotation strategies.  Recall multiple meanings of a word in context and select appropriate meaning.	Workbooks  Worksheets  Shurley English Curriculum  Cooperative Learning  Dictionary/Thesaurus activities  Vocabulary building activities	Tests  Quizzes  Work samples  Portfolios  Rubrics  Observation
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<p>Identify and interpret idioms, similes, analogies, and metaphors to express implied meanings.</p> <p>Identify the effect of literary devices (e.g., figurative language, description, and dialogue) in text.</p> <p>Use skimming to preview reading materials and scanning to detect major visual patterns and identify text structure before reading.</p> <p>Make connections to real world situations or related topics before and during reading.</p> <p>Define and analyze information needed to carry out a procedure.</p> <p>Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).</p> <p>Infer and draw conclusions about text supported by textual evidence and experience.</p> <p>Analyze how structure contributes to the understanding of text.</p> <p>Read aloud fluently (with expression, accuracy, and appropriate speed).</p> <p>Apply self-monitoring techniques and adjust rate</p>	<p>Computer programs</p> <p>Word Walls</p> <p>Using graphic organizers</p> <p>Pre- during- and post-reading strategies</p> <p>Comprehension strategies for specific genres</p> <p>Graphs, tables, webs, outlines</p> <p>Reader's theater</p> <p>Book club</p> <p>Graphic Organizers</p> <p>Book talk</p> <p>Student-led activities</p> <p>Retelling</p> <p>Pair-Share</p> <p>Visual book projects (mobiles, dioramas, etc)</p> <p>Reading logs</p> <p>Plot structure triangle</p>	<p>Oral reading</p> <p>Teacher-made materials</p> <p>Oral Presentation</p> <p>Plays</p> <p>Tests</p> <p>Quizzes</p> <p>Work samples</p> <p>Dioramas</p> <p>Mobiles</p> <p>Posters</p> <p>Reports</p> <p>Portfolios</p> <p>Rubrics</p> <p>Observation</p> <p>Oral reading</p> <p>Teacher-made materials</p>

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<p>to increase comprehension.</p> <p>Select and read books for recreation.</p> <p>Use inferences to improve and/or expand knowledge obtained from text and ask open-ended questions to improve critical thinking skills.</p> <p>Synthesize key points and supporting details to form conclusion and to apply text information to personal experience.</p> <p>Identify story elements, major and secondary themes in text.</p> <p>Explain how story elements and themes contribute to the reader's understanding of text.</p> <p>Compare themes, topic, and story elements of various selections across content areas.</p> <p>Select reading strategies for text appropriate to the reader's purpose.</p> <p>Recognize similarities and differences when presented with varying styles or points of view.</p> <p>Recognize the influence of media on a reader's point of view concerning the interpretation of</p>		

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<p>fiction or non-fiction materials.</p> <p>Recognize how illustrations reflect cultural styles of art and enhance meaning.</p> <p>Explain why some points are illustrated.</p> <p>Evaluate imagery and figurative language.</p> <p>Use text information to interpret tables, maps, visual aids, or charts.</p> <p>Apply appropriate reading strategies to fiction and non-fiction texts within and across content areas.</p>		

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**STATE GOAL 2:** Read and understand literature representative of various society, eras, and ideas

**STANDARD:** A Students who meet literary elements and techniques are used to convey meaning.

**BENCHMARKS:** 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.

**STANDARD:** B Students who meet the standard can read and interpret a variety of literary works.

**BENCHMARKS:** 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.

<p>Read a wide range of fiction/ nonfiction.</p> <p>Analyze and evaluate literacy elements (e.g., character, plot, setting, theme, conflict) to determine their importance to the story.</p> <p>Predict how the story might be different if the author changed certain literary techniques (e.g., dialect, setting, vocabulary).</p> <p>Use literature terminology accurately (e.g., flashback, foreshadowing, metaphor, simile, personification, onomatopoeia, alliteration).</p> <p>Identify examples of connections among an author, the cultural and historical context, and the work.</p>	<p>Book on tape and class follow along</p> <p>Student read aloud</p> <p>Teacher starts class with chapter</p> <p>Graphic organizers</p> <p>Class Discussion</p> <p>Choose from board maker pictures</p> <p>Draw pictures of setting and characters</p> <p>Dioramas</p> <p>If/Then instances</p>	<p>Vocabulary quizzes</p> <p>Matching pictures to words</p> <p>Use pre-recorded switches (yes/no)</p> <p>Teacher observation</p> <p>Question/Answer session aloud</p> <p>Rubrics</p> <p>Work samples</p> <p>Tests/quizzes</p> <p>Open-ended questions</p>
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<p>Use new vocabulary from literature in other contexts.</p> <p>Identify, analyze, and compare techniques used by authors to elicit reader response.</p> <p>Compare characteristics and elements of various literary genre (e.g., short stories, novels, dramas, poetry, biographies).</p> <p>Make inferences regarding the motives of characters and consequences of their actions by citing the text.</p> <p>Respond to fiction using interpretive and evaluative processes.</p> <p>Make connections from text to text, text to self, and text to world.</p> <p>Interpret nonfiction text and informational materials.</p> <p>Sequence information needed to carry out a procedure.</p> <p>Distinguish between significant and minor details.</p> <p>Extend a literary text (e.g., alternate endings,</p>	<p>Reading different genres</p> <p>Book discussions</p> <p>Character sketches</p> <p>Story maps</p> <p>Reader's theater</p> <p>Open ended questions</p> <p>Give choices</p> <p>Pictures with text</p> <p>Group discussions</p> <p>Brainstorming</p> <p>Graphic organizers</p> <p>Pre-recorded switches with choice of two</p> <p>Pre, during, post-reading strategies</p> <p>Write a new ending to a story</p> <p>Higher-order thinking questions</p> <p>Book comparisons</p>	<p>Reader-response journals</p>

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**Learner Outcomes  
(Skills/Concepts)**

additional dialog for a character).  
Engage in literary discussions (e.g., conflict, resolutions, relevance, background, effectiveness, realism.)

**Suggested Activities and Materials**

**Assessment/Evidence of Mastery**

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Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
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**STATE GOAL 3: Write to communicate for a variety of purposes.**

**STANDARD: A** Use correct grammar, spelling, punctuation, capitalization and structure.

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

**STANDARD: B.** Compose well-organized and coherent writing for specific purposes and audiences.

**BENCHMARKS: 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.

**STANDARD: C.** Communicate ideas in writing to accomplish a variety of purposes.

**BENCHMARKS: 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

<p>Develop compositions that include a variety of sentence structures (i.e., simple, compound, complex, compound/complex) and sentence types (i.e., interrogative, exclamatory, imperative, declarative).</p> <p>Use transitional words and phrases within and between paragraphs.</p> <p>Proofread for correct English conventions.</p> <p>Demonstrate appropriate use of the eight parts of speech.</p> <p>Use pre-writing strategies.</p> <p>Analyze audience and purpose for writing, and choose the appropriate form (e.g.,</p>	<p>Four Square Writing</p> <p>Six-Traits of Writing</p> <p>Journaling</p> <p>Movie reviews</p> <p>Creative writing activities</p> <p>Era projects</p> <p>Research papers</p> <p>Writing process activities</p> <p>Prompt-driven essays</p>	<p>Work samples</p> <p>Rubrics</p> <p>Checklists</p> <p>Portfolios</p> <p>Presentations</p> <p>Written stories</p> <p>Tests/quizzes</p>
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<p>letters, editorials, reviews, poems, reports, narratives).</p> <p>Begin to establish a personal voice and style.</p> <p>Use an effective and coherent organizational pattern (e.g., sequence, cause/effect, comparison).</p> <p>Write using organization (i.e., introduction, body, conclusion) and elaboration (second level support) that demonstrate coherence.</p> <p>Use figurative language.</p> <p>Use appropriate internal (within paragraphs) and external (between/among paragraphs) transitional words, phrases, and devices.</p> <p>Edit and revise to maintain a consistent tone and focus throughout a piece of writing.</p> <p>Select effective formats for publication of final product.</p> <p>Use available technology (e.g., word</p>	<p>Stories</p> <p>Shurley English</p> <p>Peer editing</p> <p>Narrative, expository, persuasive essay practice</p> <p>Prewriting graphic organizers</p> <p>Brainstorming activities</p> <p>"Draw &amp; tell" activities</p> <p>Write-rewrite activities</p> <p>Story mapping</p> <p>Character sketches</p> <p>Peer editing</p> <p>Typing papers</p> <p>Online research</p> <p>Writing letters and emails</p> <p>Autobiographies</p> <p>Creating commercials/ads</p>	

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<p>processing, desktop publishing, electronic dictionary/ glossary, printing).</p> <p>Compose expository writing that supports a topic or thesis statement with evidence (e.g., newspaper article, pamphlet, report, brochure, manual, business letter).</p> <p>Write an expanded narrative account (e.g., friendly letter, journal, autobiography, biographical account, memoir) that establishes a context, creates a point of view, and develops a focused impression.</p> <p>Develop a multi-paragraph piece of persuasive writing.</p> <p>Use appropriate language, details, and format for a specified audience (e.g., gender, age, prior knowledge, interest).</p> <p>Write creatively for a specified purpose and audience (e.g. short story, poetry, radio scripts, play, TV commercial).</p> <p>Compose a multi-paragraph persuasive piece which presents one position of an issue that offers sufficient support through</p>	<p>Pen pals</p> <p>Friendly letters</p> <p>Business letters</p> <p>Write a play</p> <p>Writing sequential instructions</p> <p>Poems</p> <p>Stories</p>	

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multiple strategies (e.g., cause/effect, compare/contrast).  
Use available technology (e.g., web pages, presentations, speeches) to design, produce, and present compositions and multi-media works.

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

**STANDARD: 4** Students who meet the standard can listen effectively in formal and informal situations.

**BENCHMARKS: 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. **4.A.3d** Demonstrate the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, environmental distractions).

**STANDARD: 4 B** Speak effectively using language appropriate to the situation and audience.

**BENCHMARKS: 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.

<p>Focus attention on speaker as sender of the message.</p> <p>Record appropriate notes and rough outlines while listening.</p> <p>Decide factors that will impact the message (e.g., dialect, language styles, setting, word choice).</p> <p>Use appropriate words to describe elements such as word choice, pitch, volume, posture, tone, facial expressions, gestures, and proximity.</p> <p>Determine meaning from speaker's words, voice,</p>	<p>After listening to an oral presentation will recall three facts</p> <p>Fill in the blank worksheets</p> <p>Will contribute a response during a class discussion</p> <p>Class discussion</p> <p>Role play</p> <p>Presentation critique</p> <p>Follow a task analysis</p>	<p>Writer's journal</p> <p>Portfolios</p> <p>Rubrics</p> <p>Oral presentations</p> <p>Use pre-recorded switches (yes/no)</p> <p>Creating News paper <a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p>Multiple choice tests</p> <p>Video Tape</p>
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<p>and body.</p> <p>Differentiate between a speaker's factual and emotional content by analyzing verbal/nonverbal messages.</p> <p>Separate main ideas, facts, and supporting details in oral messages.</p> <p>Infer and draw conclusions (i.e., "if this is what you are saying, may I correctly conclude that ...").</p> <p>Synthesize, analyze, and evaluate information.</p> <p>Paraphrase and summarize, in both oral and written form, information in formal/informal presentations.</p> <p>Ask and respond to relevant questions.</p> <p>Follow a multi-step set of instructions to complete a task.</p> <p>Modify, control, block out both internal and external distractions.</p> <p>Align content, vocabulary, rate, volume, and style with the characteristics of the audience and intent of the message.</p>	<p>Games and Contests</p> <p>News Writing</p> <p>Graphic Organizers</p> <p><u>Talking Writing and Thinking about Books</u> by Jo Phenix <a href="http://www.eduplace.com/tales">www.eduplace.com/tales</a></p> <p><u>Comprehensive Literacy Resource</u> By ETA</p> <p>Cuisenaire</p> <p>Team Building Activities</p> <p>Interview others</p> <p>Role play</p> <p>Scavenger Hunt Activities</p> <p>Graphic Organizers</p> <p>Group Discussion</p> <p>Story Maps <a href="http://www.readwritethink.org">www.readwritethink.org</a></p> <p><a href="http://www.encyclopedia.com">www.encyclopedia.com</a></p>	<p>Role play</p> <p>Script</p> <p>Audio Tape</p> <p>Inference what they learned</p> <p>Rubrics</p> <p>Debates</p> <p>Speeches</p> <p>Article Reviews</p> <p>Teacher Observations</p> <p>Self Critics</p> <p>Peer Evaluations</p> <p>Mock Trials</p>

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<p>Employ an engaging introduction, appropriate organization, and an effective conclusion.</p> <p>Incorporate nonverbal expressions that are appropriate to the message (e.g., facial expressions, gestures, posture, eye contact).</p> <p>Use language that is clear, audible, and appropriate.</p> <p>Use appropriate grammar, word choice, and pacing.</p> <p>Use notes, outlines, and visual aids.</p> <p>Prepare and practice a presentation to fit within a given time limit.</p> <p>Use rehearsal techniques (e.g., taking deep breaths, record or video tape presentation) to practice the presentation.</p> <p>Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).</p> <p>Identify and use discussion techniques to arrive at a consensus of opinion.</p>		

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

**STANDARD:** A Students who meet the standard can locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

**BENCHMARKS:** 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.

**STANDARD:** B Analyze and evaluate information acquired from various sources.

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

<p>Select a topic from a list of topics.</p> <p>Formulate questions to direct research.</p> <p>Identify approaches (e.g., problem/solution, comparison, narrative history, research paper).</p> <p>Define the focus of research.</p> <p>Apply criteria for determining credibility for each source identified.</p> <p>Choose a variety of resources (e.g., newspaper, magazine, reference books, electronic information) to gain new information.</p> <p>Arrange information in an orderly manner (e.g., note cards, outlining).</p> <p>Analyze information from primary and secondary</p>	<p>Research project (individual, pair, small group, or whole class)</p> <p>Brainstorming/topic narrowing graphic organizers</p> <p>Note-taking/organization activities</p>	<p>Portfolios</p> <p>Charts/graphs</p> <p>Journals</p> <p>Project presentation</p>
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print and non-print sources.

Develop a bibliography from identified and evaluated information.

Cite the source(s) of all direct quotations.

Cite source(s) of all paraphrased and summarized information.

Recognize how to develop a source(s) cited page.