

Reading Power Standard Grade 7

Strand 1: Reading Process

Big Ideas: Using context clues, affixes, and roots help to determine meanings of words in language.
An author's style is defined through the use of literary devices.
Figurative/**literal** devices convey meaning and create interest.
The use of reference materials enhances/clarifies comprehension of text.
Validate predictions by quoting text in verbal or written responses.
Connecting personal experience or prior readings to text will generate a better understanding of that text.
Using reading strategies helps to determine meaning of text.

Essential Questions: How can one determine the meanings of words in language?
What is the relationship between literary devices and an author's style?
How does an author's use of literary devices enhance interest and enjoyment?
What is the importance of using reference materials when reading a text?
Why is it important to quote text when making predictions?
What is the value of connecting personal experiences and/or prior readings to the text?
What reading strategies can one use to help determine meaning of text?

Concept 4: Vocabulary

- Determine the meanings of words by identifying linguistic **roots**, and **affixes**.
- Know the meaning of each.
- Interpret the meanings of words using **affixes** and **roots**
- Evaluate the meaning of figurative/**literal** language.
- Analyze meaning by using dictionaries, thesauri, glossaries, and technology.

Concept 5: Fluency

- Read from a variety of genres with accuracy, **automaticity**, and **prosody**.

Concept 6: Comprehension Strategies

- Confirm predictions by quoting text and through verbal or written responses.
- Connect information to personal experiences prior to reading
- Determine cause and effect, make **inferences**, draw conclusions, compare and sequence.

Concept	Unit	Lesson	Date	Level of Mastery*
<i>Language Origin</i>				
<i>Meaning</i>				
<i>Reference Materials</i>				
<i>Predictions/Connection</i>				
<i>Reading Strategies</i>				

Strand 2: Comprehending Literary Text

Big Ideas: Present, past, and future events in a story play strategic parts in its conclusion.
 All works of fiction use the same literary elements but in different ways, which contribute to authors' styles and meanings.
 Present, past, and future events in a story play strategic parts in its conclusion.
 The value of literature is directly related to its depiction and interpretation of society, history, and culture.

Essential Questions: How does the sequence of events in a story play strategic parts in its conclusion?
 How does the story development affect one's interpretation and personal association with the character and the story?
 How does the organization of the text structure affect how well one understands the meaning?
 How does the sequence of events lead up to the conclusion?
 How do society, history, and culture influence literature?

Concept 1: Elements of Literature

- Analyze the elements of a story, recognize multiple themes, and describe characterization.
- Compare/contrast and connect similarities in plot to various pieces of literature and life experiences.
- Summarize main ideas and details and draw conclusions based on author word choice.

Concept	Unit	Lesson	Date	Level of Mastery*
<i>Elements of Literature</i>				

*F-Falls Below

A-Approaches

M-Meets

E-Exceeds

Strand 3: Comprehending Informational Text

Big Ideas: When summarizing, it is important to maintain the integrity of the text by including the main ideas, critical details, and logical order.
 Readers distinguish fact from opinion by using textual evidence.
 Evaluating the information within text is valuable to understanding the author's purpose.
 To successfully accomplish a task, one must determine what information (if any) is missing.
 To successfully accomplish a task, one must be able to interpret details from a variety of functional texts.
 Identify the facts and details that determine an author's intent for writing a persuasive piece.
 A variety of **persuasive techniques** are used by an author for an intended effect.

Essential Questions: What information is to be included in a summary to keep the author's message intact?
 In reading a text, how does one distinguish fact from opinion, implied or stated inference, relevant or irrelevant information?
 How does one understand the author's purpose for writing an expository piece?
 When reading a functional text, why is it critical to analyze the information and interpret details?
 What strategies and techniques does an author use in writing a persuasive piece?
 How and why does an author utilize **persuasive techniques** in their writing?

Concept 1: Expository text

- Summarize the main idea and critical details.
- Distinguish fact from opinion using text support.
- Differentiate between primary and secondary source material.
- Apply organizational structures.
- Make and support relevant **inferences**.
- Compare central ideas/concepts from selected readings.
- Explain author's use of elements to achieve purpose.

Concept 2: Functional text

- Determine missing information (if any).
- Interpret details for specific purposes (warranties, tech manuals, safety publications) and follow directions.

Concept 3: Persuasive text

- Determine author's intent by identifying facts and detail support
- Describe the intended effect of propaganda and other **persuasive techniques**.

Concept	Unit	Lesson	Date	Level of Mastery*
<i>Language Origin</i>				

<i>Meaning</i>				
<i>Reference Materials</i>				
<i>Predictions/Connection</i>				
<i>Reading Strategies</i>				

*F-Falls Below

A-Approaches

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Writing Power Standard Grade 7

Strand 1: Writing Process

Big Ideas: Writing requires foresight.
All types of writing are products of a process.

Essential Questions: How does prewriting help when organizing thoughts and ideas for a writing assignment?
How can a prewriting plan be used to organize the sequence the information will be presented?
How do **transitional phrases**, specific vocabulary, and varied sentence structure enhance writing?
Why is it important to identify spelling, grammatical, and mechanical errors in one's own writing?
How does one know what the appropriate format is for an audience?

Concept 1: Prewriting

- Determine the purpose of an intended writing piece.
- Establish a central idea appropriate to the type of writing.
- Use **organizational strategies** to plan writing.
- Use time management strategies to produce a writing product within a set time period.

Concept 2: Drafting

- Use a prewriting plan to develop a draft with main idea(s) and supporting details.
- Organize writing into a logical sequence that is clear to the audience.

Concept 3: Revising

- Use **transitional phrases** to clarify meaning or enhance the writing style.
- Use a variety of sentence structures (i.e., simple, compound, complex) to improve sentence fluency in the draft.
- Apply appropriate tools or strategies (e.g., peer review, checklists, **rubrics**) to refine the draft.
- Use resources and reference materials to select more precise vocabulary.

Concept 4: Editing

- Identify punctuation, spelling, and grammar and usage errors in the draft.
- Apply proofreading marks to indicate errors in conventions.
- Apply appropriate tools or strategies (e.g., peer review, checklists, **rubrics**) to edit the draft.

Concept 5: Publishing

- Prepare writing in a format appropriate to audience and purpose.

<i>Concept</i>	<i>Unit</i>	<i>Lesson</i>	<i>Date</i>	<i>Level of Mastery*</i>
<i>Prewriting</i>				
<i>Drafting</i>				
<i>Revising</i>				
<i>Editing</i>				
<i>Publishing</i>				

*F-Falls Below

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Strand 2: Writing Components

Big Idea: All good writing has the same specific elements.

Essential Questions: What does it mean to focus a piece of writing around a clear, central idea?
 What elements are necessary in a well-organized piece of writing?
 Why is it important to use appropriate language for the specific writing type and the intended audience?
 What does it mean to use **figurative** and **literal** language to enhance a piece of writing?
 How does a writer create sentences that flow well?
 What are conventions? How are they properly used?

Concept 1: Ideas and Content

- Use clear, focused ideas and details to support the topic.
- Provide content and selected details that are well suited to audience and purpose.

Concept 2: Organization

- Develop a strong beginning or introduction that draws in the reader.
- Construct paragraphs by arranging sentences with an organizing principle (e.g., to develop a topic, to indicate a chronology).
- Create an ending that provides a sense of resolution or closure.

Concept 3: Voice

- Use language appropriate for the topic and purpose.

Concept 4: Word Choice

- Use accurate, specific, powerful words that effectively convey the intended message.
- Use **literal** and **figurative language** where appropriate to purpose.

Concept 5: Sentence Fluency

- Write simple, compound, and complex sentences.
- Create sentences that flow together and sound natural when read aloud.

- Use effective and natural dialogue when appropriate.

Concept 6: Conventions

- Use capital letters correctly for proper nouns, titles, and proper adjectives.
- Use commas to correctly punctuate direct address, interrupters, compound sentences, and **appositives**.
- Use quotation marks to punctuate dialogue.
- Spell high frequency words correctly.
- Use homonyms correctly in context.
- Use subject/verb agreement in simple, compound, and complex sentences.

<i>Concept</i>	<i>Unit</i>	<i>Lesson</i>	<i>Date</i>	<i>Level of Mastery*</i>
<i>Ideas & Concepts</i>				
<i>Organization</i>				
<i>Voice</i>				
<i>Word Choice</i>				
<i>Sentence Fluency</i>				
<i>Conventions</i>				

*F-Falls Below A-Approaches M-Meets E-Exceeds

Strand 3: Writing Applications

Big Idea: There are six modes of writing, each with its unique features.

Essential Questions: How does a writer organize a narrative effectively?
 How is a summary properly organized?
 What are the parts of a friendly letter? How are they properly used?
 How does a writer effectively use **persuasive techniques** in his/her writing?
 How does a writer make **inferences** about a piece of literature using outside sources?
 How does a writer paraphrase information from a source in research writing?

Concept 1: Expressive

- Write a narrative that includes plot, characters, setting, dialogue and figurative language and descriptive words and phrases.

Concept 2: Expository

- Write a summary based on the information gathered that includes a topic sentence, supporting details, and relevant information.

Concept 3: Functional

- Write a friendly letter that includes a proper format.
- Write a formal letter that follows a conventional business letter format.

Concept 4: Persuasive

Write persuasive text with a controlling idea, supporting evidence, **persuasive techniques**, and accredited sources of information.



Concept 5: Literary Response

Write a response to literature that supports **inferences** and conclusions with examples from the text, personal experience, references to other works, or reference to non-print media.

Concept 6: Research

Write a summary of information from sources that includes paraphrasing to convey ideas and details from the source, main ideas, and relevant details.

<i>Concept</i>	<i>Unit</i>	<i>Lesson</i>	<i>Date</i>	<i>Level of Mastery</i>
<i>Expressive</i>				
<i>Expository</i>				
<i>Functional</i>				
<i>Persuasive</i>				
<i>Literary Response</i>				
<i>Research</i>				

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Listening & Speaking Power Standard Grade 7

Strand: Listening & Speaking

Big Ideas: Nonverbal communication is just as important as verbal communication when speaking to an audience.

Essential Questions: How does a speaker communicate effectively with a particular audience?
What techniques does a good listener use to completely understand what a speaker is trying to communicate?

Concept: Speaking

- Prepare and deliver an **oral report** in a content area and effectively convey the information through verbal and nonverbal communications with a specific audience.

Concept: Listening

- Predict, Clarify, analyze and critique a speaker's information and point of view.

<i>Concept</i>	<i>Unit</i>	<i>Lesson</i>	<i>Date</i>	<i>Level of Mastery*</i>
<i>Speaking</i>				
<i>Listening</i>				

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A-Approaches

M-Meets

E-Exceeds

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Viewing & Presenting Power Standard Grade 7

Strand: Viewing and Presenting

Big Ideas: To clearly communicate a message, visual media employs verbal and nonverbal techniques.

Essential Questions: How does one create an effective visual presentation?
What does one look for when they are comparing visual media for effectiveness?

Concept: Viewing

- Compare, contrast and establish criteria to evaluate visual media for purpose and effectiveness.

Concept: Presenting

- Plan, develop and produce a visual presentation, using a variety of media such as videos, films, newspapers, magazines, and computer images.

<i>Concept</i>	<i>Unit</i>	<i>Lesson</i>	<i>Date</i>	<i>Level of Mastery*</i>
<i>Viewing</i>				
<i>Presenting</i>				

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