



**Glencoe**

**NEVADA**  
**English Language Arts Grade 7**  
**The Glencoe Reader Course 2 © 2004**

OBJECTIVES	PAGE REFERENCES
<b>Reading</b>	
<b>Content Standard 1.0:</b> <i>Students know and use word analysis skills and strategies to comprehend new words encountered in text.</i>	
By the end of <b>Grade 7</b> , students know and are able to do everything required in previous grades and:	
1.7.3 I/S Apply Greek- and Latin-derived roots and affixes to determine the meaning of unknown words.	SE: 330 <i>Reading Coach</i> 253
1.7.4 I/S Apply appropriate strategies to aid comprehension.	SE: 329-332, 347 <i>Reading Coach</i> 22, 31, 249, 252, 253, 269 <i>Buddy Up</i> 33, 270
1.7.5 I/S Explain differences between literal and figurative language in text.	SE: <i>Reading Coach</i> 6, 12, 14, 297, 298, 301, 303 <i>Going Solo</i> 17 TAE: ELL 3, ELL 14
<b>Content Standard 2.0:</b> <i>Students use reading process skills and strategies to build comprehension.</i>	
2.7.1 I/L Determine techniques for building background knowledge to aid comprehension.	SE: 336 <i>Did You Know?</i> 20, 58, 94, 166, 176, 182 <i>Word Power</i> 87 <i>Reading Focus</i> 229 TAE: T19
2.7.2 I/L Confirm, deny, and revise predictions while reading.	SE: 336 <i>Reading Focus</i> 10, 27, 69, 106, 144, 189 TAE: T16
2.7.3 E/S Make inferences from text to aid comprehension.	SE: 339 <i>Think It Over</i> 29, 38, 39, 61, 73, 95 <i>TeamWork</i> 43, 77, 97
2.7.4 E/L Apply appropriate strategies to aid comprehension.	SE: 335-338 <i>Reading Focus</i> 21, 25, 67, 83, 121, 127, 213, 215 <i>Going Solo</i> 33 <i>TeamWork</i> 84
2.7.5 I/L Adjust reading rate to suit the structure of content area texts, newspapers, and other media.	SE: 334 <i>Reading Check</i> 11, 27, 51 <i>Reading Focus</i> 21, 25, 269, 275 <i>How Do I Read It?</i> 205 <i>Going Solo</i> 210 <i>Buddy Up</i> 276

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<b>Content Standard 3.0:</b> <i>Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.</i>	
3.7.1 Distinguish between main plot and subplot and identify various types of conflict.	E/S SE: 2-3, 18, 160 <i>Literary Element</i> 7, 10, 13
3.7.2 Compare and contrast the actions of different characters as they react to various circumstances of the plot.	E/S SE: <i>TeamWork</i> 17, 33, 43, 77, 115 <i>Think It Over</i> 28, 66, 71 TAE: ELL 9
3.7.3 Make inferences supported by text about an author's cultural and historical perspectives.	I/L SE: <i>TeamWork</i> 97 <i>Reading Coach</i> 168, 170
3.7.4 Compare a variety of themes and cite textual evidence to support claims.	E/S SE: 44 <i>Did You Know?</i> 118 <i>Think It Over</i> 290
3.7.5 Interpret examples of imagery and explain their sensory impact.	I/S SE: 180 <i>Reading Focus</i> 89, 198 <i>Literary Element</i> 178 <i>TeamWork</i> 210
3.7.6 Determine the effects of an author's use of <b>point of view</b> such as first vs. third, limited vs. omniscient, and subjective vs. objective.	I/S SE: <i>Reading Coach</i> 177 <i>Literary Element</i> 185
3.7.7 Identify characteristics and elements of various literary forms.	E/L SE: 2-3, 80-81, 100-101, 134-135, 160-161, 164-165, 192 <i>Literary Element</i> 104, 107, 122
<b>Content Standard 4.0:</b> <i>Students read to comprehend, interpret, and evaluate informational texts for specific purposes.</i>	
4.7.1 Compare and contrast the features and elements of consumer materials (e.g., warranties, contracts, product information, instructional manuals) to gain meaning from text.	E/S SE: 266-267, 268-269, 272, 274-275, 280-281, 344-345 <i>Did You Know?</i> 271 <i>Author's Plan</i> 278
4.7.2 Identify and trace the development of an author's argument, viewpoint, or perspective in text.	E/S SE: <i>TeamWork</i> 201 <i>Buddy Up</i> 217
4.7.3 <b>Paraphrase</b> and <b>synthesize</b> information from several sources to demonstrate comprehension.	E/S SE: 338, 341 <i>Reading Coach</i> 195, 272 <i>Think It Over</i> 264, 319, 324 <i>Buddy Up</i> 273

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4.7.4 Assess the reasonableness and adequacy of the evidence used to support an author's position.	E/S	SE: <i>Think It Over</i> 215 <i>Buddy Up</i> 217
4.7.5 Identify unsupported inferences, faulty reasoning, and propaganda techniques in texts.	E/S	SE: 232 <i>Buddy Up</i> 217, 233 <i>Word Power</i> 231 <i>Think It Over</i> 301
4.7.6 Read and follow multi-step directions to complete a complex task.	E/L	SE: 287, 309, 345 <i>Reason to Read</i> 4, 20, 46, 58, 280 <i>Mini Lab</i> 253, 255