



MARYLAND
Voluntary State Curriculum
Reading, Writing, Controlling Language,
Listening, Speaking – Grade 7
***Literature: The Reader’s Choice Course 2* © 2002**

OBJECTIVES	PAGE REFERENCES
1.0 General Reading Processes: Phonemic Awareness: Students will master the ability to hear, identify, and manipulate individual sounds in spoken words by the end of grade one.	
A. Phonemic Awareness	
B. Phonics	
C. Fluency	
1. Read orally at an appropriate rate	
a. Read familiar text at a rate that is conversational and consistent	SE: R76-R78 <i>Grammar and Language</i> 173, 837 <i>Listening and Speaking</i> 407 <i>Literary Elements</i> 631 <i>Literature Groups</i> 206 <i>Performing</i> 11, 561 <i>Starting Points</i> 430 TWE: GLM 568 MIN 19
b. Read independent level text* at a rate greater than 130 correct words read per minute	SE: R77-R78 <i>Listening and Speaking</i> 233, 263, 407 <i>Performing</i> 627 <i>Reading on Your Own</i> 321 TWE: LSM 354 MIN 19, 350, 377
c. Read instructional level text** at a rate greater than 100 words read correctly per minute	SE: R77-R78 <i>Listening and Speaking</i> 233, 263, 407 TWE: LSM 354, 578 MIN 19, 353, 470, 790 RM 775
2. Read grade-level text with both high accuracy and appropriate pacing, intonation, and expression	
a. Apply knowledge of word structures and patterns to read with automaticity	SE: R83-R84 <i>Vocabulary</i> 173, 289, 498, 589, 680 <i>Vocabulary Skills</i> 394 TWE: VS 27, 97, 253

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b. Demonstrate appropriate use of phrasing: <ul style="list-style-type: none"> • Attend to sentence patterns and structures that signal meaning in text • Use punctuation cues to guide meaning and expression • Use pacing and intonation (emphasis on certain words) to convey meaning and expression • Adjust intonation and pitch (rise and fall of spoken voice) appropriately 	SE: R74, R78 <i>Grammar and Language</i> 159, 615 <i>Listening and Speaking</i> 407 <i>Performing</i> 561, 824 TWE: LSM 486, 611 MIN 350
D. Vocabulary	
1. Develop and apply vocabulary through exposure to a variety of texts	
a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts	SE: <i>Reading and Thinking</i> 734 <i>Vocabulary</i> 365 <i>Vocabulary Skills</i> 735 TWE: AC 308 GLM 501 MIN 138, 164, 244 VS 198
b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation	SE: 143, 529, 633, R80, R84 <i>Vocabulary</i> 33 <i>Vocabulary Preview</i> 25 TWE: MIN 434 VS 557, 638
2. Apply a conceptual understanding of new words	
a. Classify and categorize increasingly complex words into sets and groups	SE: <i>Vocabulary</i> 11, 129, 314, 479, 711 <i>Vocabulary Skills</i> 633 TWE: MIN 45, 164, 400 VS 93
b. Explain relationships between and among words <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Antonyms and synonyms</i> ➤ <i>Concept hierarchies</i> ➤ <i>Multiple meaning words</i> ➤ <i>Specialized use of vocabulary in specific content areas</i> 	SE: R84 <i>Vocabulary</i> 11, 55, 81, 173, 203, 278, 615 <i>Vocabulary Skills</i> 225, 529, 633
3. Understand, acquire, and use new vocabulary	
a. Use context to determine the meanings of words <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Above grade-level words used in context</i> ➤ <i>Words with multiple meanings</i> ➤ <i>Connotations versus denotations</i> ➤ <i>Grade-appropriate idioms, colloquialisms, and figurative expressions</i> 	SE: R81-82, R84-R85 <i>Vocabulary Skills</i> 143, 278, 365, 529 TWE: MIN 143, 400 VS 191, 284

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b. Use word structure to determine the meaning of words <u>Assessment Limits:</u> ➤ <i>Prefixes and suffixes</i> ➤ <i>Grade-appropriate roots and base words</i> ➤ <i>Word origins</i> ➤ <i>Mythology</i> ➤ <i>British, American, and World literature</i>	SE: R81-R82, R83-R84 <i>Vocabulary Skills</i> 359, 375, 394, 469, 832 TWE: MIN 36, 244 VS 229
c. Use resources to confirm definitions and gather further information about words <u>Assessment Limits:</u> ➤ <i>Electronic and/or print dictionaries</i> ➤ <i>Thesauruses</i> ➤ <i>Other grade-appropriate resources</i>	SE: R55, R75-R76, R83-R84 <i>Technology Skills</i> 562-563 <i>Vocabulary</i> 711, 741, 804 TWE: INC 9, 804 MIN 633
d. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression	SE: <i>Interdisciplinary Activity</i> 803 <i>Learning for Life</i> 313 <i>Listening, Speaking and Viewing</i> 279 <i>Vocabulary</i> 33, 365 <i>Vocabulary Skills</i> 529 <i>Writing About Literature</i> 33 TWE: MIN 45, 147 RM 139
E. General Reading Comprehension	
1. Apply comprehension skills through exposure to a variety of texts, including traditional print and electronic texts	
a. Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background	SE: <i>Learning for Life</i> 457 <i>Literature Groups</i> 277, 741, 779 <i>Responding to Literature</i> 240, 391 TWE: LSM 95 RWC 71, 97, 275
b. *Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres	SE: <i>Reading on Your Own</i> 109, 213, 321, 425, 535, 649, 765, 851 <i>Prewriting</i> 760
c. Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations	SE: <i>Listening, Speaking and Viewing</i> 449 <i>Literature Groups</i> 17, 135, 181, 289, 803 <i>Responding to Literature</i> 101 TWE: INC 350
2. Use strategies to prepare for reading (before reading)	
a. Select and apply appropriate strategies to prepare for reading the text	SE: R80, R85-R87 <i>Before You Read</i> 4, 43, 132, 360, 482, 590, 658, 826
3. Use strategies to make meaning from text (during reading)	
a. Select and apply appropriate strategies to make meaning from text during reading	SE: R87 <i>Active Reading Strategies</i> 64-65, 146-147, 292-293, 397, 502-503, 618-619, 699 TWE: MIN 329 RM 378, 511

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4. Use strategies to demonstrate understanding of the text (after reading)	
a. Identify and explain the main idea <u>Assessment Limit:</u> ➤ <i>Main ideas in the text or a portion of the text</i>	SE: <i>Comparing Selections</i> 207 <i>Evaluate and Connect</i> 550 <i>Literary Elements</i> 10, 374, 496 <i>Reading and Thinking Skills</i> 142 TWE: LE 777 RM 238, 362, 638
b. Identify and explain information directly stated in the text <u>Assessment Limit:</u> ➤ <i>Main ideas, supporting details and other information stated in the text or a portion of the text</i>	SE: <i>Analyzing Literature</i> 223 <i>Literature Groups</i> 457, 526 <i>Writing About Literature</i> 202, 365, 733 TWE: CT 7 RM 37, 567, 791
c. Draw inferences and/or conclusions and make generalizations <u>Assessment Limit:</u> ➤ <i>Inferences, conclusions and generalizations based on implied or stated information from the text or a portion of the text</i>	SE: <i>Reading and Thinking</i> 159, 203, 469, 552, 705 TWE: CT 6, 20, 122, 124, 285
d. Confirm, refute, or make predictions and form new ideas <u>Assessment Limit:</u> ➤ <i>Predictions based on stated and/or implied information from the text</i>	SE: R86-R87 <i>Active Reading Strategies</i> 64 <i>Predict</i> 67, 68, 150, 404, 506, 699, 702 <i>Reading and Thinking</i> 173
e. Summarize or paraphrase the text <u>Assessment Limits:</u> ➤ <i>Main idea and supporting information across the text or a portion of the text</i> ➤ <i>Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution</i>	SE: R91-R92 <i>Literary Elements</i> 843 <i>Reading and Thinking</i> 498, 759 <i>Writing About Literature</i> 102 TWE: RM 308, 352, 361, 378, 634
f. Connect the text to prior knowledge or personal experience <u>Assessment Limits:</u> ➤ <i>Prior knowledge or experience that clarifies, extends, or challenges the ideas and information in the text</i>	SE: R81, R86 <i>Predict</i> 64 <i>Reading and Thinking</i> 55, 173 <i>Reading Focus</i> 543, 602 TWE: ARS 659 CT 177, 721 RM 151, 370, 459

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2.0 Comprehension of Informational Text: Students will read, comprehend, interpret, analyze, and evaluate informational texts.	
A. Comprehension of Informational Text	
1. Apply comprehension skills by selecting, reading, and interpreting a variety of print and electronic informational texts	
<p>a. Read, use, and identify the characteristics of primary and secondary sources of academic information</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Textbooks ➤ Trade books ➤ Reference and research materials ➤ Periodicals ➤ Editorials ➤ Speeches ➤ Interviews ➤ Articles ➤ Non-print materials ➤ Other content-specific texts 	<p>SE: Activity 601 <i>Interdisciplinary Activity</i> 704, 831 <i>Learning for Life</i> 241 <i>Use a Variety of Sources</i> 847</p> <p>TWE: RWC 31, 155, 239, 389, 477</p>
<p>b. Read, use, and identify the characteristics of workplace and other real-world documents</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ Sets of directions ➤ Science experiments ➤ Advertisements ➤ Applications ➤ Forms ➤ Announcements ➤ Questionnaires ➤ Surveys ➤ Schedules ➤ Other workplace and real-world documents 	<p>SE: R79 <i>Genre Focus</i> 290-291 <i>Interdisciplinary Activity</i> 831 <i>Learning for Life</i> 219, 680 <i>Media Connection</i> 304 <i>Practice</i> R71, R79, R80 <i>Technology Skills</i> 56-57, 160-161</p>
<p>c. Select and read to gain information from personal interest materials, such as books, catalogs, cookbooks, magazines, and web sites and other on-line materials</p>	<p>SE: <i>internet Connection</i> 3, 277 <i>Reading Further</i> 81 <i>Reading on Your Own</i> 831</p> <p>TWE: IC 691 RWC 155, 275, 293, 387, 441, 597</p>
2. Analyze text features to facilitate understanding of informational texts	
<p>a. Analyze print features that contribute to meaning</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ All features of text formatting that contribute to meaning 	<p>SE: <i>Active Reading Strategies</i> 292-293 <i>Before You Read</i> 4 <i>Footnotes</i> 90 <i>Genre Focus</i> 290-291 <i>Using Reference Materials</i> R75-R76 <i>Using Text Organizers</i> R100-R102</p> <p>TWE: MIN 299 RM 297 T 291 TS 291</p>

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b. Analyze graphic aids that contribute to meaning <u>Assessment Limits:</u> ➤ All features of graphic aids that contribute to meaning	SE: 298, 730-731, R101-R102 <i>Interdisciplinary Activity</i> 303 <i>Interdisciplinary Connection</i> 257, 681 <i>Genre Focus</i> 291 <i>Media Connection</i> 304 <i>Reading and Thinking</i> 734 TWE: MIN 299
c. Analyze informational aids that contribute to meaning <u>Assessment Limits:</u> ➤ All text features that enhance, elaborate, refine, or extend the information in the text	SE: 298, R75, R89, R100-R102 <i>Footnotes</i> 306 <i>Genre Focus</i> 290-291 <i>Literary Elements</i> 312 <i>Preview</i> 292 TWE: MIN 299 RWC 293
d. Analyze organizational aids that contribute to meaning <u>Assessment Limits:</u> ➤ All organizational aids	SE: 298, R75, R89, R91, R100 <i>Genre Focus</i> 290-291 <i>Media Connection</i> 780 <i>Reading and Thinking</i> 734, 832 TWE: MIN 299 RM 297
e. Analyze on-line features that contribute to meaning <u>Assessment Limits:</u> ➤ All features characteristic of on-line text	SE: <i>Technology Skills</i> 56-57, 160-161, 562-563 TWE: IC 56, 563 RWC 161
f. Analyze the relationship between the text features and the content of the text as a whole <u>Assessment Limits:</u> ➤ Connections between text features and meaning	SE: <i>Active Reading Strategies</i> 292-293 <i>Genre Focus</i> 290-291 <i>Practice</i> R102 <i>Reading and Thinking</i> 734, 832 TWE: CT 298 MIN 290, 299 RWC 293 T 291
3. Apply knowledge of organizational patterns of informational text to facilitate understanding	
a. Analyze the organizational patterns of texts <u>Assessment Limits:</u> ➤ Sequential and chronological order ➤ Cause/effect ➤ Problem and solution ➤ Comparison/contrast ➤ Spatial order/description ➤ Main idea/argument and supporting details ➤ Classification ➤ Order of importance ➤ Transition or signal words and phrases that suggest a specific organizational pattern	SE: R88-R89, R91, R93 <i>Genre Focus</i> 290-291 <i>Reading and Thinking</i> 129 <i>Reading and Thinking Skills</i> 83, 142, 643 TWE: T 291 TS 290-291

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<p>b. Analyze the contribution of the organizational pattern to clarifying or reinforcing meaning and supporting the author's purpose and/or argument</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the organizational pattern and meaning</i> ➤ <i>Connections between the organizational pattern and the author's/text's purpose</i> 	<p>SE: R89-R93, R98 <i>Genre Focus</i> 290-291 <i>Literary Elements</i> 101, 312 <i>Writing About Literature</i> 303</p> <p>TWE: LE 308 RM 24, 87, 308</p>
<p>c. Use organizational structure to locate specific information</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the organizational pattern and supporting details of the text</i> 	<p>SE: <i>Genre Focus</i> 290-291 <i>Literary Elements</i> 312, 613, 830 <i>Reading and Thinking</i> 724 <i>Writing About Literature</i> 303</p> <p>TWE: CT 310 LE 308, 828, 829</p>
4. Analyze important ideas and messages in informational text	
<p>a. Identify and explain the author's/text's purpose and intended audience</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Purpose of the author or the text or a portion of the text</i> ➤ <i>Connections between the text and the intended audience</i> 	<p>SE: R98-R99 <i>Literary Elements</i> 32, 312, 830 <i>Reading and Thinking</i> 419 <i>Writing About Literature</i> 374</p> <p>TWE: CT 310 LE 309 RM 46, 121</p>
<p>b. Identify and explain the author's argument, viewpoint, or perspective</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Texts or portions of texts in which the author's argument is evident</i> ➤ <i>Texts or portions of texts in which the author's viewpoint is evident</i> ➤ <i>Texts or portions of texts in which the author's perspective is evident</i> 	<p>SE: R98 <i>Genre Focus</i> 396 <i>Literary Elements</i> 32, 302, 312, 374, 830 <i>Reading and Thinking</i> 419 <i>Writing About Literature</i> 831</p> <p>TWE: LE 829</p>
<p>c. State and support main ideas and messages</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Main idea of the text or a portion of the text</i> ➤ <i>Important messages or arguments in the text</i> 	<p>SE: <i>Literary Elements</i> 10, 831 <i>Reading and Thinking Skills</i> 142</p> <p>TWE: AC 37 CT 260 RM 121, 283, 361, 638, 727</p>
<p>d. Summarize the text or a portion of text</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Main ideas and supporting details across the text or a portion of the text</i> 	<p>SE: 302 #1, R91-R92 <i>Learning for Life</i> 814 <i>Reading and Thinking</i> 498, 759 <i>Writing About Literature</i> 313</p> <p>TWE: RM 15, 59, 308, 335</p>
<p>e. Identify and explain information or ideas peripheral to the main idea or message</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Information in the text that does not relate directly to the main idea</i> 	<p>SE: R91-R92 <i>Evaluate</i> 301 <i>Literary Elements</i> 302 <i>Reading and Thinking</i> 498, 759 <i>Question</i> 296, 301</p> <p>TWE: CT 299 RM 296, 308</p>

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f. Explain relationships between and among ideas <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Relationships between and among ideas within a text or across multiple texts ➤ Relationships between and among ideas and prior knowledge within a text or across multiple texts 	SE: <i>Comparing Selections</i> 40, 207, 249, 380, 447, 600, 747, 825 <i>Reading Focus</i> 294 <i>Reading and Thinking</i> 55
g. Synthesize ideas from text to form new understanding <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Conclusions and generalizations from one text or across multiple texts ➤ New understandings based on synthesis of ideas in one or more texts 	SE: <i>Comparing Selections</i> 207, 380, 600, 747 TWE: CT 20, 99, 473, 489, 522, 605
h. Distinguish between a fact and an opinion <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Facts versus opinions in one or more texts 	SE: R93-R94 <i>Reading and Thinking</i> 314 <i>Technology Skills</i> 338-339 TWE: CT 29, 30, 69, 189, 222, 795
i. Explain how someone might use the text <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Application of the text for personal use or content-specific use 	SE: <i>Analyzing Media</i> 24 #2, 304, 345 <i>Interdisciplinary Activity</i> 831 <i>Literature Groups</i> 11, 313 <i>Personal Writing</i> 11, 33 TWE: MIN 301 RWC 97
j. Connect the text to prior knowledge or experience <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Prior knowledge that clarifies, extends, or challenges the ideas in the text or a portion of the text 	SE: <i>Compare Ideas</i> 207, 747 <i>Personal Writing</i> 33, 570, 831 <i>Reading and Thinking</i> 55 <i>Writing About Literature</i> 224, 468 TWE: MIN 377 RM 151
5. Analyze purposeful use of language	
a. Analyze specific word choice that contributes to meaning and/or creates style <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Significant words and phrases with a specific effect on meaning or style ➤ Figurative language ➤ Idioms ➤ Connotations of grade-appropriate words ➤ Technical or content vocabulary ➤ Discernible styles, such as persuasive, informal, formal, etc. 	SE: <i>Literary Elements</i> 16, 240, 302, 446, 802 <i>Vocabulary</i> 365 <i>Vocabulary Skills</i> 529 TWE: AC 308 LE 121 RM 54
b. Analyze specific language choices to determine tone <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ Specific words or phrases that create tone ➤ Tone in the text or a portion of the text 	SE: <i>Literary Elements</i> 21, 134, 710 TWE: LE 96, 170, 193, 200, 244, 413, 415

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<p>c. Analyze repetition and variation of specific words and phrases that contribute to meaning <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Repetition used to emphasize important ideas or information in the text</i> ➤ <i>Connections between repetition and meaning</i> 	<p>SE: <i>Evaluate and Connect</i> 53 #9 <i>Literary Elements</i> 16, 140, 262 TWE: AC 308, 775 LE 19, 261, 309, 472</p>
6. Read critically to evaluate informational text	
<p>a. Analyze the extent to which the text fulfills the reading purpose <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the content of the text and the purpose for reading</i> 	<p>SE: <i>Reading Focus</i> 25, 76, 84, 294, 305 <i>Responding to Literature</i> 32, 80, 101, 302, 312</p>
<p>b. Analyze the extent to which the structure and features of the text clarify the purpose and the information <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between effectiveness of format and text features in clarifying the main idea and/or purpose of the text</i> ➤ <i>Connections between effectiveness of organizational pattern and clarity of the main idea and/or purpose of the text</i> 	<p>SE: <i>Active Reading Strategies</i> 292-293 <i>Evaluate and Connect</i> 302 #10 <i>Interpret</i> 288 TWE: ARS 295B LE 308 MIN 282, 299 RM 283 RWC 293 WM 284</p>
<p>c. Analyze the text and its information for reliability <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the credentials of the author and the information in the text</i> ➤ <i>Factual basis of the information in the text</i> ➤ <i>Currency of the information in the text</i> ➤ <i>Verification of information across multiple sources</i> 	<p>SE: R93-R94 <i>Before You Read</i> 4, 25, 34, 280, 294 <i>Literary Elements</i> 39 <i>Reading and Thinking</i> 314 <i>Writing About Literature</i> 303, 831 TWE: M 31</p>
<p>d. Analyze the author's argument or position for clarity and/or bias <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the main idea and the reader's understanding</i> ➤ <i>Evidence of equal treatment of opposing points of view</i> 	<p>SE: <i>Evaluate and Connect</i> 417 <i>Reading and Thinking</i> 359 <i>Writing About Literature</i> 303, 313 TWE: CT 189, 299, 795 MIN 301 RM 24 RWC 71</p>
<p>e. Analyze additional information that would clarify or strengthen the author's argument or viewpoint <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Information that would enhance or clarify the reader's understanding of the main idea of the text or a portion of the text</i> ➤ <i>Connections between the main idea and information not included in the text</i> 	<p>SE: <i>Interdisciplinary Activity</i> 313 <i>Life Skills Connection</i> 90 <i>Personal Writing</i> 33 TWE: IC 98 M 97 MIN 78, 301, 307 RWC 31, 92</p>

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f. Analyze language intended to persuade the reader <u>Assessment Limits:</u> ➤ <i>Significant words and phrases that have an emotional appeal</i> ➤ <i>Effectiveness of words and phrases used to persuade the reader</i>	SE: R54 <i>Creative Writing</i> 303 <i>Learning for Life</i> 365 <i>Listening, Speaking and Viewing</i> 279, 817 <i>Literature Groups</i> 303 <i>Personal Writing</i> 33 TWE: CT 299, 795 MIN 279, 817
3.0 Comprehension of Literary Text: Students will read, comprehend, interpret, analyze, and evaluate literary texts.	
A. Comprehension of Literary Text	
1. Apply comprehension skills by reading and analyzing a variety of self-selected and assigned literary texts	
a. Listen to critically, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, and time periods	SE: 66-72, 85-100, 368-373, 572-587, 602-612, 788-801 <i>Extending Your Response</i> 102, 589, 614, 803 TWE: MIN 144
b. Listen to critically, read, and discuss a variety of literary forms and genres	SE: 184-200, 368-373, 504-524, 755-756, 784 <i>Extending Your Response</i> 202, 526, 758 <i>Comparing Selections</i> 600 TWE: LE 755
2. Analyze text features to facilitate understanding of literary texts	
a. Analyze text features that contribute to meaning <u>Assessment Limits:</u> ➤ <i>All organizational features, and graphic and informational aids that contribute to meaning</i>	SE: R89-R91, R101-R102 <i>Skill Minilesson</i> 17, 135, 724, 734 <i>Reading and Thinking</i> 83 <i>Genre Focus</i> 838-839 TWE: MIN 130
3. Analyze elements of narrative texts to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of narrative text <u>Assessment Limits:</u> ➤ <i>Short stories, realistic fiction, historical fiction, science fiction, folklore, fantasy, essays, personal narratives, biographies, autobiographies</i> ➤ <i>Plays</i> ➤ <i>Lyric and narrative poetry</i>	SE: <i>Genre Focus</i> 62-63, 144-145, 290-291, 396, 500-501, 616-617, 698, 838-839 <i>Comparing Selections</i> 600 TWE: MIN 62
b. Analyze the conflict and the events of the plot <u>Assessment Limits:</u> ➤ <i>Narrative text with exposition, rising action, climax, and resolution</i> ➤ <i>Conflicts between or within characters or between characters and external forces</i> ➤ <i>Subplots</i>	SE: <i>Literary Elements</i> 53, 171, 550 <i>Genre Focus</i> 145 <i>Literature and Writing</i> 407, 526 <i>Extending Your Response</i> 599, 627 TWE: LE 45, 47

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<p>c. Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects characters</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Immediate time and place of the action as well as its larger context</i> ➤ <i>Connections among the characters, the setting, and the mood</i> 	<p>SE: <i>Extending Your Response</i> 74, 181 <i>Genre Focus</i> 144 <i>Literary Elements</i> 201, 379 <i>Responding to the Literature</i> 613 <i>Literature and Writing</i> 803, 814</p> <p>TWE: AC 9 WM 193</p>
<p>d. Analyze the characterization</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>What characters say, do, and think</i> ➤ <i>Characters' motivations</i> ➤ <i>What other characters say about them</i> ➤ <i>How other characters react to them</i> 	<p>SE: <i>Genre Focus</i> 144 <i>Extending Your Response</i> 172, 680 <i>Literary Elements</i> 180, 406 <i>Writing Workshop</i> 208-211 <i>Comparing Selections</i> 249 <i>Literature and Writing</i> 392</p> <p>TWE: WM 210</p>
<p>e. Analyze relationships between and among characters and events</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between and among characters</i> ➤ <i>Connections between and among situations</i> ➤ <i>Cause-effect relationships between characters' actions and the results of those actions</i> ➤ <i>Cause-effect relationships between and among events</i> 	<p>SE: <i>Skill Minilesson</i> 103, 129, 832 <i>Genre Focus</i> 144-145 <i>Writing Workshop</i> 208-211 <i>Reading and Thinking</i> 366, 643</p> <p>TWE: RM 87 MIN 208 WM 210</p>
<p>f. Analyze the actions of characters that serve to advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the actions of the characters and the outcome of the plot</i> 	<p>SE: <i>Genre Focus</i> 144-145 <i>Extending Your Response</i> 627, 680 <i>Literary Elements</i> 778</p> <p>TWE: LE 166, 441</p>
<p>g. Analyze conflicts that motivate characters and those that advance the plot</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Conflicts that affect characters' actions</i> ➤ <i>Conflicts that advance the action of the plot</i> 	<p>SE: <i>Literary Elements</i> 53, 171 <i>Genre Focus</i> 144-145 <i>Literature and Writing</i> 526 <i>Extending Your Response</i> 599, 627 <i>Comparing Selections</i> 600</p> <p>TWE: LE 51</p>
<p>h. Analyze the author's approach to issues of time in a narrative</p> <p><u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Flashback</i> ➤ <i>Foreshadowing</i> ➤ <i>Parallel action/episodes</i> 	<p>SE: 117-126 <i>Genre Focus</i> 62 <i>Literary Elements</i> 248, 613 <i>Literature and Writing</i> 551 <i>Responding to the Literature</i> 778</p> <p>TWE: LE 49, 118, 612</p>

OBJECTIVES	PAGE REFERENCES
i. Analyze the point of view <u>Assessment Limit</u> ➤ <i>First versus third person limited or omniscient point of view</i> ➤ <i>Connections between the point of view and the reader's understanding</i>	SE: <i>Responding to the Literature</i> 13 <i>Extending Your Response</i> 81, 128, 172, 331, 379 <i>Genre Focus</i> 145 <i>Literary Elements</i> 157, 330 TWE: LE 119
j. Analyze the interactions among narrative elements and their contribution to meaning <u>Assessment Limits:</u> ➤ <i>Connections among all narrative elements that create meaning</i>	SE: <i>Genre Focus</i> 144-145 <i>Extending Your Response</i> 446 <i>Literature and Writing</i> 468, 704 <i>Literary Elements</i> 569 TWE: T 145
4. Analyze elements of poetry to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of poems <u>Assessment Limits:</u> ➤ <i>Types of categories and types of poems, such as ballad, narrative, lyric</i>	SE: 253, 618-619, 841-842 <i>Literary Elements</i> 232, 255 <i>Genre Focus</i> 616-617, 838-839 TWE: LE 253
b. Analyze language and structural features to determine meaning <u>Assessment Limits:</u> ➤ <i>Specific meaning of words, lines and/or stanzas</i> ➤ <i>Contribution of lines and stanza to meaning</i> ➤ <i>Speaker as distinguished from the poet</i>	SE: 59, 618-619 <i>Literary Elements</i> 61 <i>Responding to the Literature</i> 61 <i>Genre Focus</i> 616-617, 838-839 <i>Extending Your Response</i> 786 TWE: LE 629
c. Analyze sound elements of poetry that contribute to meaning <u>Assessment Limits:</u> ➤ <i>Rhyme, rhyme scheme</i> ➤ <i>Rhythm</i> ➤ <i>Connections between and among sound elements and meaning</i>	SE: 252, 618-619 <i>Extending Your Response</i> 233, 263 <i>Literary Elements</i> 262, 631, 641, 836 <i>Genre Focus</i> 617 TWE: LE 252
5. Analyze elements of drama to facilitate understanding and interpretation	
a. Use structural features to distinguish among types of plays <u>Assessment Limits:</u> ➤ <i>Cast, stage directions</i> ➤ <i>Acts, scenes, prologues</i>	SE: 505-524, 573-587 <i>Genre Focus</i> 500-501 <i>Literary Elements</i> 525, 588 TWE: GL 501
b. Analyze the action of individual scenes and acts and its relationship to the plot <u>Assessment Limits:</u> ➤ <i>Specific actions and events that occur in one or more scenes</i> ➤ <i>Interrelationships of scenes and acts to advance the action</i> ➤ <i>Contribution of the action of scenes and acts to the advancement of the plot</i>	SE: 505-524, 573-587 <i>Literary Elements</i> 525, 588 <i>Responding to the Literature</i> 588 TWE: LE 523

OBJECTIVES	PAGE REFERENCES
<p>c. Analyze how stage directions affect dialogue, characters, and plot <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between the stage directions and the movement of the characters</i> ➤ <i>Connection between the stage directions and how and what the character says</i> ➤ <i>Interrelationships among stage directions, dialogue, and plot</i> 	<p>SE: 505-524, 573-587 <i>Literary Elements</i> 525, 588 <i>Extending Your Response</i> 589 TWE: LE 506, 578</p>
6. Analyze important ideas and messages in literary texts	
<p>a. Analyze main ideas and universal themes <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Experiences, emotions, issues, and ideas in a text that give rise to universal themes</i> 	<p>SE: 360-363 <i>Genre Focus</i> 63 <i>Literature and Writing</i> 202 <i>Extending Your Response</i> 256, 779 <i>Responding to the Literature</i> 364 <i>Comparing Selections</i> 364 <i>Literary Elements</i> 364, 732, 785 TWE: TF 363</p>
<p>b. Analyze similar themes across multiple texts <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Experiences, emotions, issues, and ideas across texts that give rise to universal themes</i> 	<p>SE: 14-15 <i>Extending Your Response</i> 17, 202, 256, 779 <i>Comparing Selections</i> 207, 747 <i>Literary Elements</i> 732, 785 TWE: RWC 731</p>
<p>c. Summarize or paraphrase the text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Restatement of the text or a portion of the text in student's own words</i> ➤ <i>Sequence of events in the plot or a portion of the plot, including the characters, the conflict, the climax, and the resolution</i> 	<p>SE: R91-R92 <i>Extending Your Response</i> 102, 814 <i>Literature and Writing</i> 313 <i>Skill Minilesson</i> 498, 759 TWE: RM 15, 20</p>
<p>d. Reflect on and explain personal connections to the text <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Connections between personal experiences and the theme or main ideas</i> 	<p>SE: 699, R86 <i>Responding to the Literature</i> 16, 302 <i>Extending Your Response</i> 17, 81, 365, 779 <i>Reading and Thinking</i> 366 TWE: TF 598</p>
<p>e. Explain the implications of the text for the reader and/or society <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Ideas and issues of a text that may have implications for the reader</i> 	<p>SE: 85-100, 295-302 <i>Extending Your Response</i> 17 <i>Responding to the Literature</i> 101, 302 <i>Media Connection</i> 345 TWE: MIN 301</p>

OBJECTIVES	PAGE REFERENCES
7. Analyze the author's purposeful use of language	
<p>a. Analyze how specific language choices contribute to meaning and create style <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Significant words and phrases with a specific effect on meaning</i> ➤ <i>Denotations of above grade-level words used in context</i> ➤ <i>Connotations of grade-appropriate words and phrases in context</i> ➤ <i>Patterns of words and phrases that create a specific style, such as humorous, serious, mysterious, etc.</i> ➤ <i>Contributions of dialect to character and plot</i> 	<p>SE: 235-239, 554-559, R85 <i>Literary Elements</i> 240 <i>Extending Your Response</i> 331, 561</p> <p>TWE: LE 236 MIN 556, 755</p>
<p>b. Analyze language choices that create tone <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Specific words and phrases that create tone</i> ➤ <i>Tone in the text or a portion of the text</i> 	<p>SE: <i>Comparing Selections</i> 249 <i>Genre Focus</i> 396 <i>Literature and Writing</i> 418 <i>Literary Elements</i> 710 <i>Responding to the Literature</i> 830</p> <p>TWE: LE 708, 709</p>
<p>c. Analyze figurative language that contributes to meaning and/or creates style <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Figurative language in increasingly complex text</i> ➤ <i>Connections between figurative language and meaning</i> ➤ <i>Connections between figurative language and style</i> 	<p>SE: 342 <i>Literature Elements</i> 343, 391, 820 <i>Extending Your Response</i> 561 <i>Genre Focus</i> 616-617</p> <p>TWE: LE 342, 387</p>
<p>d. Analyze imagery that contributes to meaning and/or creates style <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Specific words and phrases that create sensory images</i> ➤ <i>Connections among sensory language, images, and meaning</i> 	<p>SE: <i>Extending Your Response</i> 11, 141, 233, 263, 446, 633, 779</p> <p>TWE: LE 440</p>
<p>e. Analyze elements of style and their contribution to meaning <u>Assessment Limits:</u></p> <ul style="list-style-type: none"> ➤ <i>Common elements of style, such as repetition, hyperbole and understatement, and rhetorical questions</i> ➤ <i>Connections between elements of style and meaning</i> 	<p>SE: <i>Responding to the Literature</i> 53, 550 <i>Literature Elements</i> 206 <i>Extending Your Response</i> 331, 561 <i>Genre Focus</i> 396</p> <p>TWE: AC 99, 775</p>

OBJECTIVES	PAGE REFERENCES
8. Read critically to evaluate literary texts	
a. Analyze the plausibility of the plot and the credibility of the characters <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Connections among the events in the plot, the actions of the characters, and the plausibility of the conflict and/or outcome</i> ➤ <i>Plausibility of characterization</i> 	SE: 184-200, 399-405, 451-455 <i>Extending Your Response</i> 202 <i>Literature and Writing</i> 202, 303, 457 TWE: LE 198, 404
b. Analyze the extent to which the text contains ambiguities, subtleties, or contradictions <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Questions and predictions about events, situations, and conflicts that might occur if the text were continued</i> ➤ <i>Questions about characters and/or situations not fully developed in the text</i> 	SE: 329, 389-390, 411-416 <i>Responding to the Literature</i> 330, 417 <i>Extending Your Response</i> 331 <i>Literature and Writing</i> 392 TWE: CT 416
c. Analyze the relationship between a literary text and its historical and social contexts <u>Assessment Limits:</u> <ul style="list-style-type: none"> ➤ <i>Connections between the text and its historical setting</i> ➤ <i>Connections between the text and its social context</i> 	SE: 84-100, 367-373 <i>Responding to the Literature</i> 101, 374 TWE: IC 98 RWC 373
4.0 Writing: Students will compose effective expressive, informational, and persuasive writing.	
A. Writing	
1. Use the writing process to respond to teacher-created prompts involving reactions to literary passages and/or real-life situations	
a. Generate and narrow topics by considering purpose, audience, and form with a variety of strategies, such as webbing/listing, free writing, technology-assisted processes	SE: <i>Writing Workshop</i> 104-105, 208-209, 316-317, 420-421, 530-531, 644-645, 760-761, 846-847 TWE: MIN 420
b. Select, organize, and develop ideas by <ul style="list-style-type: none"> • Exploring and evaluating the usefulness and quality of sources • Organizing information into sub-topics • Determining completeness of support • Using organizational structures • Selecting appropriate graphic organizers 	SE: <i>Writing Workshop</i> 106, 209, 317, 421, 531, 645, 761, 847 TWE: MIN 531, 761
c. Compose for a specific audience and/or purpose <ul style="list-style-type: none"> • Make effective decisions regarding word choice, style, information provided according to analysis of audience needs and knowledge and consideration of purpose and form • Maintain organization and coherence with logic, use of transitions, and appropriate details 	SE: <i>Extending Your Response</i> 102 <i>Writing Workshop</i> 105, 209, 317, 421, 531, 645, 760, 847 TWE: MIN 152

OBJECTIVES	PAGE REFERENCES
d. Revise texts for clarity, completeness, and effectiveness according to topic, purpose, audience, and form <ul style="list-style-type: none"> • Revision based on both teacher-provided and writer-identified criteria from analysis of models and audience feedback 	SE: <i>Writing Workshop</i> 106, 210, 318, 422, 532, 646, 762, 848 TWE: WM 532
e. Edit and proofread writing <ul style="list-style-type: none"> • Use references, such as language handbooks • Use audience feedback 	SE: <i>Writing Workshop</i> 107, 211, 319, 423, 533, 647, 763, 849 TWE: WM 93
f. Prepare writing for publication <ul style="list-style-type: none"> • Share/Present/Publish using a variety of formats (when appropriate) 	SE: <i>Writing Workshop</i> 107, 211, 319, 423, 533, 647, 763, 849 TWE: MIN 762
2. Write to express personal ideas	
a. Express personal ideas in writing that: <ul style="list-style-type: none"> • Addresses a central theme, message, or topic • Uses a form suited to topic, audience, and purpose • Fully develops topic • Creates clear and consistent tone (attitude toward subject) with word choice and well-chosen details • Employs a range of literary devices, such as metaphor, simile, repetition, alliteration, foreshadowing, dialogue, symbolism, to enhance meaning • Targets audience interest 	SE: <i>Extending Your Response</i> 22, 102, 241, 256 <i>Writing Skills</i> 23, 395 <i>Literature and Writing</i> 202, 418 TWE: WM 664
b. Write a variety of forms for personal expression <ul style="list-style-type: none"> • Poetry, such as dramatic, lyric, narrative, and comic • Drama, such as skits, reader's theater • Fiction, such as short story • Essay, such as autobiographical narrative/memoir • Description, such as character sketch 	SE: <i>Extending Your Response</i> 22, 102 <i>Writing Workshop</i> 104-107, 420-423, 644-647 <i>Literature and Writing</i> 407, 418 TWE: WM 608

OBJECTIVES	PAGE REFERENCES
3. Write to inform	
<p>a. Produce a variety of informational writing, including</p> <ul style="list-style-type: none"> • Professional communications, such as letter/email of complaint, letter/email of request • Informational essays/research reports, such as explanatory prompt responses, news article (including lead paragraph, five W's, headline construction) • Short response/essay answer/brief constructed responses, such as compare/contrast 	<p>SE: <i>Writing Skills</i> 183 <i>Writing Workshop</i> 208-211, 530-533, 760-763, 846-849 TWE: MIN 152</p>
<p>b. Produce effective informative writing that</p> <ul style="list-style-type: none"> • Establishes a clear, consistent purpose • Builds upon strategies for generating, searching, and/or gathering supporting information • Uses an appropriate text structure for development, such as essay, summary, sequence of steps, chronological order, process steps • Includes an introduction, body, and conclusion (when appropriate) • Provides fully developed supporting details and information, such as summaries, paraphrases, direct quotations, details, facts, statistics, and other specific information • Enhances text with graphics, such as charts and diagrams (when appropriate) • Maintains coherence through devices, such as transitions, parallel structures, repetitions, rhetorical questions 	<p>SE: <i>Writing Skills</i> 183 <i>Writing Workshop</i> 208-211, 530-533, 760-763, 846-849 TWE: MIN 531</p>
<p>c. Avoid plagiarism by crediting sources when paraphrasing, summarizing, and quoting</p>	<p>SE: R58-R59 <i>Writing Workshop</i> 848 <i>Rubric</i> 848</p>

OBJECTIVES	PAGE REFERENCES
4. Write to persuade	
a. Produce effective persuasive writing that <ul style="list-style-type: none"> • Establishes a clear, consistent purpose or position • Builds upon strategies for generating, searching, and/or gathering supporting information • Uses an appropriate text structure for development, such as compare/contrast, problem/solution, cause/effect • Includes an introduction, body, and conclusion (when appropriate) • Provides fully developed supporting information, such as anecdotes, descriptions, facts, statistics, and other specific information • Enhances text with graphics, such as charts and diagrams (when appropriate) • Maintains coherence through devices, such as transitions, parallel structures, repetitions, rhetorical questions • Uses precise word choice based on audience and purpose • Anticipates and answers an opposing persuasive viewpoint • Directs persuasive appeals, such as appeals to emotion, logic, morality, authority, to specific audiences 	SE: <i>Writing Workshop</i> 316-319, 846-849 TWE: WM 318 MIN 847
b. Avoid plagiarism by crediting sources when paraphrasing, summarizing, and quoting	SE: R58-R59 <i>Writing Workshop</i> 848 <i>Rubric</i> 848
5.0 Controlling Language: Students will control language by applying the conventions of Standard English.	
6.0 Listening: Students will demonstrate effective listening to learn, process, and analyze information.	
A. Listening	
1. Apply and demonstrate listening skills appropriately in a variety of settings and for a variety of purposes	
a. Use criteria to evaluate oral presentations, such as purpose, delivery techniques, content, visual aids, body language and facial expressions	SE: 279, 817, R68 <i>Technology Skills</i> 480-481 TWE: LS 95
b. Gather information from listening to a speaker	SE: 279, 449, 817, R68 <i>Technology Skills</i> 480-481 TWE: MIN 817
c. Use memory techniques for various listening tasks	SE: 279, 449, R68

OBJECTIVES	PAGE REFERENCES
2. Apply comprehension and literary analysis strategies and skills for a variety of listening purposes and settings	
a. Ask relevant questions concerning the speaker's content, delivery, and purpose	SE: 279, 449, 817, R68 <i>Technology Skills</i> 480-481
b. Determine a speaker's purpose and viewpoint	SE: 279, 449, 817 <i>Technology Skills</i> 480-481 TWE: MIN 817
c. Interpret the speech or performance or presentation	SE: 279, 817 <i>Technology Skills</i> 480-481 TWE: MIN 817
d. Make inferences or draw conclusions based on the presentation	SE: 279, 449, 817 <i>Technology Skills</i> 480-481 TWE: MIN 817
e. Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery as well as its overall impact upon the listeners	SE: 449, 817 TWE: MIN 817
7.0 Speaking: Students will communicate effectively in a variety of situations with different audiences, purposes, and formats.	
B. Speaking	
1. Demonstrate appropriate organizational strategies and delivery techniques for a variety of oral presentation purposes	
a. Select the purpose and format for an oral presentation	SE: 571, R69 <i>Extending Your Response</i> 11, 102, 277, 443 <i>Theme Projects</i> 541 TWE: MIN 279 IC 481
b. Evaluate the needs and perspectives of the audience	SE: 571, R69 <i>Extending Your Response</i> 418 TWE: MIN 279
c. Anticipate and effectively answer listener concerns and counter arguments through the inclusion and arrangement of details, reasons, examples, and other elements	SE: R69 <i>Extending Your Response</i> 141, 375, 392 TWE: MIN 279
d. Use a variety of organization structures, such as narrative, cause and effect, chronological order, description, main idea and detail, problem/solution, question/answer, comparison and contrast, and contrast, that are appropriate to the purpose and topic	SE: 571, R69 <i>Extending Your Response</i> 443 TWE: IC 481

Codes Used for TWE Pages

AC	Author's Craft
ARS	Active Reading Strategies
CT	Critical Thinking
GL	Grammar and Language
GLM	Grammar and Language Minilesson
IC	Interdisciplinary Connection
INC	interNetconnection
LE	Literary Elements
LS	Listening and Speaking
LSM	Listening and Speaking Minilesson
M	Movies
MIN	Meeting Individual Needs
RM	Reading Minilesson
RWC	Real-World Connection
T	Technology
TF	Thematic Focus
TS	Technology Strategies
VS	Vocabulary Skills
WM	Writing Minilesson