

**Seventh Grade English/Language Arts/Reading  
Scope and Sequence**

PSSA ASSESSMENT ANCHORS

R7.A. Comprehension and Reading Skills

*R7.A.1 Demonstrate the ability to understand and interpret fiction texts, including stories, folktales and poetry, appropriate to grade level.*

*R7.A.1.1 Identify the meaning of vocabulary – synonyms, antonyms, compound words and possessives.*

*R7.A.1.2 Apply word recognition skills – context clues, root words, prefixes and suffixes.*

*R7.A.1.3 Make inferences and draw conclusions based on text.*

*R7.A.1.4 Identify main idea, relevant details and generalizations.*

*R7.A.1.5 Retell or summarize the major ideas or themes of the text(s).*

*R7.A.2 Demonstrate the ability to understand and interpret nonfiction texts including informational, e.g., textbooks and print media (magazines, brochures, etc.); autobiography; biography appropriate to grade level.*

*R7.A.2.1 Identify the meaning of vocabulary from various subject areas.*

*R7.A.2.2 Apply word recognition skills – context clues, root words, prefixes and suffixes.*

*R7.A.2.3 Make inferences and draw conclusions based on text.*

*R7.A.2.4 Identify the main idea, relevant details and generalizations.*

*R7.A.2.5 Retell or summarize the major ideas or procedures of the text.*

*R7.A.2.6 Check the validity and accuracy of information obtained from reading by differentiating fact from opinion.*

*R7.A.2.7 Analyze text organization including sequence, comparison/contrast, cause and effect, problem/solution, the headings, graphics and charts to derive meaning..*

*R7.A.3 Identify the types and purposes of texts.*

*R7.A.3.1 Purposes: narrate, explain/inform, instruct, persuade, describe, analyze or entertain.*

*R7.A.3.2 Types: Narrative, expository/informational, persuasive and descriptive.*

*R7.B.1 Describe and interpret literary elements within and among texts.*

*R7.B.1.1 Compare characters, settings, plots and themes.*

*R7.B.2 Identify and describe how the author uses literary devices to convey meaning.*

*R7.B.2.1 Figurative language – hyperbole, metaphor and imagery.*

*R7.B.2.2 Literary structures – point of view.*

## 1.1 Learning to Read Independently

### Fluency

- Read familiar text at a rate that is conversational and consistent;
- Read independent level text at a rate greater than 130 correct words read per minute;
- Read instructional level text at a rate greater than 100 words read correctly per minute;
- Apply knowledge of word structures and patterns to read with automaticity;
- Demonstrate appropriate use of phrasing:
  - 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.

### Vocabulary

- Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts;
- Discuss words and word meanings daily as they are encountered in text, instruction, and conversation;
- Classify and categorize increasingly complex words into sets and groups;
- Explain relationships between and among words;
- Use context and word structure to determine the meanings of words;
- Use resources to confirm definitions and gather further information about words;
- Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.

### Language/Grammar

- Use correct spelling with few repeated errors;
- Apply the rules of standard English grammar and usage to the editing process;
- Substitute concrete for abstract words in written language;
- Define and apply major Greek and Latin affixes to word analysis;
- Determine major types of analogies typically encountered on PSAT and SAT;
- Use technical words related to the topic;
- Vary sentence types;
- Use of variety of internal punctuation correctly;
- Use correct pronouns;
- Use verb tenses appropriately.

### General Reading Comprehension

- 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;
- Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres;
- Discuss reactions to and ideas/information gained from reading experiences with adults and peers in both formal and informal situations;
- Analyze how specific language choices contribute to meaning and create style;
- Analyze language choices that create tone;
- Analyze figurative language and imagery that contributes to meaning and/or creates style;
- Use common graphic features to increase understanding of reading materials;
- Apply knowledge of decoding skills, structural analysis, context clues, and glossaries to understand specialized vocabulary. Use these words accurately in speaking and writing;
- Utilize specific strategies to identify basic facts and ideas in reading;
- Use mapping, webbing, Venn diagrams, charting and various other comprehension strategies;
- Master vocabulary decoding skills and structural analysis;
- Use context clues and glossaries with vocabulary words.
- Expand a reading vocabulary by identifying and using figurative language;
- Identify basic facts and ideas in texts;
- Expand vocabulary by using synonyms, homographs, homophones, root words and affixes.
- Show proficiency in using idioms and figurative language;
- Distinguish between fiction and non-fiction;
- Fluent; comprehend text;
- Identify appropriate reading materials (literary enjoyment, information, or to perform a task) for a specific purpose;

- Correctly identify and use synonyms, homographs, homophones, root words and affixes, idioms and figurative language;
- Use a dictionary or related reference correctly;
- Interpret and show understanding of both fiction and nonfiction text;
- Demonstrate understanding of text by responding critically to major ideas and themes of the text;
- Support opinions about text, compare and contrast text using graphic organizers;
- Explain connections to related ideas, topics, or information learned through additional reading and media;
- Demonstrate fluency and comprehension; read aloud with accuracy correcting mistakes. Read a variety of genres and types of texts using appropriate rhythm, flow, meter and pronunciation (recommend 25 books per year).
- Analyze elements of style and their contribution to meaning.

#### Before reading:

- Locate appropriate texts (i.e., literary, informational documents) for an assigned purpose;
- Identify basic facts and ideas in text, using pre-reading strategies, such as recalling genre characteristics and setting a purpose for reading;
- Demonstrate understanding and interpretation of both fiction and non-fiction text, including public documents: describing the content, analyzing the position arguments, and evidence in public documents;
- Select and apply appropriate strategies to prepare for reading the text.

#### During reading:

- Identify and use common organization structures and graphic features to comprehend information;
- Use knowledge of root words, as well as context clues and glossaries, to understand specialized vocabulary in the content areas;
- Select and apply appropriate strategies to make meaning from text during reading.

#### After reading:

- Identify and explain the main idea;
- Identify and explain information directly stated in the text;
- Draw inferences or conclusions and make generalizations;
- Confirm, refute or make predictions and form new ideas;
- Summarize or paraphrase the text;
- Connect the text to prior knowledge or personal experience.

### 1.2 Reading Critically in All Content Areas

- Understand the meaning of vocabulary words integrated across various subject areas;
- Read and understand essential content of informational texts and documents in all academic areas;

- Make inferences and draw conclusions based on the use of multiple sources of information, including literary genre;
- Differentiate fact from opinion, utilizing resources that go beyond traditional text to electronic media, newspapers, magazines and periodicals;
- Compare and analyze how different media offer unique perspective on the information presented;
- Analyze the techniques of particular media messages and identify their targeted audience;
- Read critically;
- Read to determine the writer's purpose across a variety of media;
- Produce work in at least one literary genre;
- Read and understand essential content of informational texts and documents in all academic areas:
  - Differentiate fact from opinion;
  - Distinguish between essential and nonessential information;
  - Identify bias and propaganda;
  - Make inferences and draw conclusions;
  - Evaluate text and content;
- Use and understand a variety of media and evaluate the quality of material produced;
- Compare and analyze how different media offer a unique perspective on the information presented;
- Analyze the techniques of particular media messages and identify their targeted audience;
- Use, design, and develop a media project (e.g. script, play, audio tape, web site) to express understanding;
- Produce and work in at least one literary genre that follows the conventions of the genre;
- Evaluate text organization and content to determine author's purpose.

### Comprehension of Informational Text

- Read, use and identify the characteristics of primary and secondary sources of academic information: texts, trade books, reference and research materials, periodicals, editorials, speeches, interviews, articles, non-print materials and other content-specific texts;
- Read, use and identify the characteristics of workplace and other real-world documents: surveys, schedules, other workplace and real-world documents, sets of directions, science experiments, advertisements, applications, forms, announcements, and questionnaires;
- Select and read to gain information from personal interest materials, such as books, catalogs, cookbooks, magazines, web sites and other online materials;
- Analyze print features, graphic aids, informational aids, organizational aids, and online features that contribute to meaning;
- Analyze the relationship between the text features and the content of the text as a whole;

- Analyze the organizational patterns of texts;
- Analyze the contribution of the organizational patterns to clarify or reinforcing meaning and supporting the author's purpose and/or argument;
- Use organizational structure to locate specific information;
- Identify and explain the author's/text's purpose and intended audience;
- Identify and explain the author's argument, viewpoint, or perspective;
- State and support main ideas and messages;
- Summarize the text or a portion of text;
- Identify and explain information or ideas peripheral to the main idea or message;
- Explain relationships between and among ideas;
- Synthesize ideas from text to form new understanding;
- Distinguish between a fact and an opinion;
- Explain how someone might use the text;
- Connect the text to prior knowledge or experience;
- Analyze specific word choice that contributes to meaning and/or creates style;
- Analyze specific language choices to determine tone;
- Analyze repetition and variation of specific words and phrases that contribute to meaning;
- Analyze the extent to which the text fulfills the reading purpose;
- Analyze the extent to which the structure and features of the text clarify the purpose and the information;
- Analyze the text and its information for reliability;
- Analyze the author's argument or position for clarity and/or bias;
- Analyze additional information that would clarify or strengthen the author's argument or viewpoint;
- Analyze language intended to persuade the reader.

#### Before reading:

- Survey reading material;
- Activate prior knowledge and topic familiarity and relate to reading material;
- Question and hypothesize to guide reading;
- Establish purpose;
- Select rate according to purpose, content, and difficulty of material.

#### During reading:

- Identify special vocabulary and concepts;
- Identify main ideas and supporting details;
- Read and interpret graphics and integrate with content;
- Adjust rate according to understanding;
- Monitor comprehension;
- Use fix up strategies to aid comprehension;
- Use textbooks effectively;
- Focus attention by taking notes.

After reading:

- Determine if purposes were achieved;
- Determine if questions were answered;
- Reread if necessary;
- Respond to reading in writing or discussion;
- Summarize;
- Evaluate knowledge acquired;
- Extend knowledge by using other sources of information.

### Reading to Perform a Task

Before reading:

- Survey reading material;
- Activate prior knowledge and relate to reading selection;
- Identify task to be performed and set purpose for reading;
- Hypothesize and question to guide reading.

During reading:

- Identify organization of material to be read;
- Define technical terms and concepts and apply in actual situations;
- Interpret graphics and integrate with content (e.g., pictures, patterns, sketches);
- Read precisely and carefully;
- Follow directions explicitly;
- Problem solve and question.

After reading:

- Evaluate product or completed task;
- Repeat process if necessary;
- Summarize results;
- Write or discuss to expand understanding.

### 1.3 Reading, Analyzing and Interpreting Literature

- Read and understand works of literature;
- Perform objective, literal and interpretive activities;
- Identify the elements of fiction;
- Explore various literary devices;
- Explore the characteristics of poetic forms;
- Explore dramatic conventions and character motivation;
- Analyze the use of literary elements by an author, including characterization, setting, plot, theme, point of view and style;
- Analyze the various effects of different literary devices (e.g., rhythm, rhyme, meter, alliteration); figurative language (e.g., personification, simile, metaphor, hyperbole, allusion);
- Analyze drama to determine the reasons for a character's actions, taking into account the situation and basic motivation of the character;

- Read and understand works of literature;
- Compare and contrast the use of literary elements by an author including characterization, setting, plot, theme, and point of view;
- Compare and contrast the use of various literary devices: sound techniques (e.g. rhyme, rhythm, meter, alliteration); figurative language (e.g. personification, simile, metaphor, hyperbole, allusion; imagery);
- Identify the characteristics of poetic forms;
- Analyze drama for information, entertainment, persuasion or transmitter of culture. Students will identify characters actions and infer basic motivations.
- Read and respond to fiction and nonfiction, including poetry and drama; identify poetic forms (e.g., ballad, sonnet, and couplet).

### Comprehension of Literary Text

- Listen to critically, read, and discuss a variety of self selected and assigned literary texts representing diverse cultures, perspectives, ethnicities and time periods;
- Listen to critically, read and discuss a variety of literary forms and genres;
- Analyze text features that contribute to meaning;
- Analyze main ideas and universal themes;
- Analyze similar themes across multiple texts;
- Summarize and paraphrase the text;
- Reflect on and explain personal connections to the text;
- Analyze the plausibility of the plot and the credibility of the characters;
- Explain the implications of the text for the reader and/or society.

### Before reading:

- Activate prior knowledge and relate it to reading selection;
- Survey material to assess reading task;
- Identify text according to pattern: fiction, non-fiction, poetry and drama;
- Predict what the selection is about;
- Set a purpose for reading.

### During reading:

- Give complete attention to reading task;
- Identify meanings of terms unique to literary language;
- Identify major elements of a literary selection;
- Read and interpret genres appropriate for grade level: world mythology, poetry and plays;
- Hypothesize about events to follow in a story after reading part of it;
- Identify main ideas, topic, problem or conflict and author's purpose in literary texts;
- Interpret sensory imagery and emotional attitudes in a narrative selection;
- Separate fact from opinion;
- Identify the structure of literary or narrative text;
- Use fix up strategies to aid understanding;

- Revise predictions and predict again;
- Draw conclusions based on text inferences;
- Monitor reading comprehension repeatedly;
- Recognize and use text structure;
- Skip unknown words and read to end of sentence to identify meaning.

After reading:

- Use what was learned in one piece of literature to understand another piece of literature;
- Relate literature to one's own life;
- Respond to literature to one's own life;
- Decide if reading goal was achieved;
- Reread to clarify confusing parts in text;
- Summarize information;
- Evaluate comprehension of what was read;
- Respond to reading in writing and/or discussion;
- Seek additional information from other sources.

#### Comprehension of Narrative Text

- Use structural features to distinguish among types of narrative text;
- Analyze the conflict and the events of the plot;
- Analyze details that provide information about the setting, the mood created by the setting, and ways in which the setting affects the characters;
- Analyze the characterization;
- Analyze relationships between and among characters and events;
- Analyze the actions of characters and those that advance the plot;
- Analyze the author's approach to issues of time in a narrative;
- Analyze the point of view;
- Analyze the interactions among narrative elements and their contribution to meaning;
- Use structural features to distinguish among types of poetry;
- Analyze language and structural features to determine meaning;
- Analyze sound elements of poetry that contribute to meaning;
- Use structural features to distinguish among types of plays;
- Analyze the action of individual scenes and acts and its relationship to the plot;
- Analyze how stage directions affect dialogue, characters and plot.

#### 1.4 Types of Writing

- Write short stories, poems and/or skits;
- Write multi-paragraph nonfiction pieces, distinguishing between primary and secondary sources;
- Write persuasive pieces;

- Write short stories, poems and plays that include: varying organizational methods; relevant illustrations; dialogue; a literary conflict; and literary elements;
- Write multi-paragraph information pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include: cause and effect; a problem and solution when appropriate to the topic; relevant graphics such as maps, charts, graphs, illustrations, photographs and tables; distinguishing between primary and secondary sources;
- Write persuasive pieces that include a clearly stated position or opinion, including convincing and specific detail;
- Write short stories, poems and plays that include: organized thoughts; elaborate use of detail; relevant illustrations; dialogue; literary conflict; characterization, setting, plot, theme, point of view, tone, and style; rhyme, rhythm, meter, alliteration, personification, simile, metaphor, hyperbole, and allusion;
- Write multi-paragraph, information pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include: cause and effect; a problem and solution when appropriate to the topic; relevant graphics such as maps, charts, graphs, illustrations, photographs and tables; distinguishing between primary and secondary sources;
- Write persuasive pieces that include: a clearly stated position or opinion, include convincing and specific detail; properly site evidence; focus on the audience to establish reader interest;
- Write to express personal ideas:
  - Choose a literary form (stories, fables, plays, songs, myths, narratives, poems, etc.), using its complete elements to create a complete whole;
  - Follow a plan in which ideas are logically ordered;
  - Direct writing to the intended audience;
  - Frequently choose vocabulary to clarify and enhance the form selected, using language purposefully.
- Write to inform or explain:
  - Select a topic (friendly letters, lab reports, business letters, directions, research reports, instructions, summaries, etc.), choose an appropriate form, and address a specific audience;
  - Develop a direct response which synthesizes specific and purposeful information;
  - Organize information in a logical plan that includes support through specific details and examples;
  - Direct writing to the intended audience;
  - Frequently choose words, including content-specific vocabulary, which clarify and enrich the topic.
- Write to persuade:
  - Select a topic (business letter, book and movie reviews, friendly letters, speeches, editorials, advertisements, etc.), choose an appropriate form, and address a specific audience;
  - Take a position, clarify a point of view, and use facts and/or personal information to develop support for the position;
  - Organize details in a logical plan that is consistently maintained;

Direct writing to the intended audience;  
Consistently choose vocabulary words which effectively support the position.

### 1.5 Quality of Writing

- Write with a sharp, distinct focus; identify topic, purpose; establish a single point of view;
- Develop content appropriate to topic;
- Explore writing a well organized piece of original writing;
- Explore development of style and voice through original writing;
- Explore revision of original work;
- Explore editing of original work;
- Explore presentation and defense of written work for publication;
- Write using well-developed content appropriate for the topic; gathering and organizing information;
- Write paragraphs that have details and information specific to the topic and relevant to the focus;
- Establish topic and purpose in the introduction; write using logical order within sentences and between paragraphs using meaningful transitions;
- Reiterate the topic and purpose in the conclusion;
- Revise writing after rethinking logic of organization, and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice;
- Write with an understanding of composition, using different types and lengths of sentences;
- Edit writing, using the conventions of language; spell common, frequently used words correctly; use capital letters correctly; punctuate correctly (period, exclamation point, question mark, commas, quotation marks, apostrophe, colon, semi-colon and parentheses); use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections properly; use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative);
- Write with a sharp, distinct focus by identifying topic, task and audience; identify and compare point of view in samples;
- Write using well-developed content appropriate for the topic: rank the usefulness of gathered information; establish audience and purpose; write paragraphs that have details and information specific to the topic and relevant to the focus;
- Write with controlled and/or subtle organization: sustain a logical order within sentences and between paragraphs using meaningful transitions; establish topic and purpose in the introduction; reiterate the topic and purpose in the conclusion; include an expanded introduction, body and conclusion;
- Write with an understanding of the stylistic aspects of composition: use different types and lengths of sentences; use tone and voice through the use of precise language using adjective, adverbs, action verbs, and specific detail that convey the writer's meaning; develop and maintain a consistent voice;

- Edit writing, using the conventions of language: spell common, frequently used words correctly; use capital letters correctly; punctuate correctly (period, exclamation point, question marks, commas, apostrophe, colon, semicolon and parentheses); use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly; use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative);
- Present and/or defend written work for publication when appropriate.
- Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.
- Generate ideas by using pre-writing strategies, including:
  - Brainstorming;
  - Mapping and webbing;
  - Observing;
  - Listening;
  - Reading;
  - Gathering information;
  - Discussing;
  - Drawing;
  - Outlining.
- Communicate ideas, feelings, knowledge, and experience in writing (drafting);
- Revise text after completing oral and/or written self evaluation, conferring with peers and/or teachers;
- Proofread and edit text;
- Publish and/or share text;
- Develop written responses which analyze the reading of world mythology, poetry, drama and other appropriate fiction and non-fiction.

## 1.6 Speaking and Listening

- Determine purposes for specific listening situations;
- Assign meaning to the message received;
- Clarify thoughts and feelings before speaking;
- Comprehend the content of message and the interest of speakers;
- Show willingness to listen actively, openly and responsibly;
- Develop curiosity about and interest in listening to a variety of topics and people;
- Determine purpose appropriate to the topic, occasion and audience;
- Generate and explore ideas for speaking;
- Select form of oral style appropriate to the purpose;
- Use vocabulary, pronunciation and grammar appropriate for the situation;
- Express ideas clearly and concisely – use voice effectively;
- Present a clear and convincing oral summary of conclusions drawn as a result of research;
- Explore critical listening skills;
- Apply listening skills to literature;
- Explore effective public speaking skills;
- Contribute to discussions;

- Speak and listen in a variety of contexts;
- Explore various media for learning purposes;
- Ask questions to acquire information;
- Answer questions effectively;
- Paraphrase ideas for understanding;
- Share, explore and describe the feelings and views of self and others;
- Restate, rehearse and recite to reinforce memory;
- Persuade others to take some action or change;
- Narrate an event;
- Listen to others; ask probing questions; analyze information, ideas and opinions to determine relevancy; and take notes when needed;
- Listen to selections of literature (fiction and/or nonfiction); relate them to previous knowledge; predict content/events; summarize events and identify significant points; identify and define new words and concepts; analyze the selections;
- Contribute to discussions; ask relevant, probing questions; respond with relevant information, ideas or give reasons in support of opinions expressed; listen to and acknowledge the contributions of others; clarify, illustrate or expand on a response when asked; paraphrase and summarize when prompted;
- Participate in small/large group discussions/presentations; initiate everyday conversations; select a topic and present an oral reading; conduct interviews as part of the research process;
- Use media for learning purposes; describe propaganda techniques based on a point of view or on the opinion or beliefs of the presenter; create a multi-medium (e.g., film, music, computer graphic, verbal) presentation for display or transmission;
- Listen to others: ask probing questions; differentiate between relevant and irrelevant information, ideas and opinions to determine relevancy; take notes when needed;
- Listen to selections of literature (fiction and/or nonfiction); relate them to previous knowledge; predict content/events; summarize events; identify and define new words and concepts; compare and contrast selections;
- Contribute to discussions: ask relevant questions to gain information, clarify thinking, and understand others; respond to questions, ideas or support opinions; listen and acknowledge contributions of others; insure equitable participation; support and explain responses; paraphrase and summarize;
- Participate in small/large group discussions and presentations; initiate everyday conversations; select a topic and present an oral reading; organize and participate in informal debates;
- Use media for learning purposes; analyze information from a variety of media (e.g. television, newspapers, radio); assess role of advertising; use a variety of media to create a presentation;
- Speak, using skills appropriate to formal speech situations; use complete sentences; pronounce words correctly; adjust volume to purpose and audience; adjust pace to convey meaning; adjust content and style for different audiences;

- Demonstrate grade-level appropriate ability to plan, organize, conduct or participate in: discussions, poetry readings, interviews, class clubs, plays/drama, public speaking activities, oral readings and conversations.

### 1.7 Characteristics and Functions of the English Language

- Describe the origins and meanings of common, learned and foreign words used frequently in English language ( e.g., carte blanche, faux pas);
- Analyze the role and place of standard American English in speech, writing and literature;
- Identify word origins and meanings;
- Recognize standard American English usage;
- Recognizes how words have changed over time;
- Identify the origins and meanings of common, learned and foreign words used frequently in the English language;
- Recognize the role and place of standard American English in speech, writing and literature;
- Compare and contrast word meanings that have changed over time;
- Identify and apply new words that have been added to the English language over time.

### 1.8 Research

- Select and refine a topic for research;
- Locate information using appropriate sources/strategies (e.g., dictionaries, encyclopedias, internet search engines, and other reference materials; use traditional reference sources;
- Explore topics for research;
- Explore various strategies in locating research information;
- Explore various techniques for organizing, summarizing, and presenting research findings;
- Select and refine a topic for research;
- Locate information using appropriate sources/strategies: evaluate the usefulness and effectiveness of the sources; select appropriate sources; (e.g. dictionaries, encyclopedias and other reference materials) use table of contents, indices, keywords, cross-references, and appendices; use traditional and electronic search tools;
- Organize, summarize and present the main idea from research; identify the steps necessary to carry out a research project; take relevant notes from sources; give precise, formal credit for others' ideas, images or information using a standard method of documentation;
- Organize, summarize and present the main idea from research; identify the steps necessary to carry out a research project; take relevant notes from sources; give precise, formal credit for others' ideas using the MLA standard of documentation.