

**USD 368
Curriculum Guide**

***KS Assessment**

**Curricular Area: Reading
Grade/Course: Seventh**

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 1: The student uses skills in alphabets to construct meaning from text.**

Knowledge Base Indicators

The student...

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 2: The student reads fluently.**

Knowledge Base Indicators

The student...

1. uses knowledge of conventions and text features to read fluently at *instructional* or *independent reading levels*.
2. reads expressively with appropriate *pace, phrasing, intonation, and rhythm of speech*.
3. uses knowledge of complex sentence structure to read fluently at *instructional* or *independent reading levels*.
4. uses a variety of *word-recognition* strategies (e.g., orthographic patterns, reading and writing text) to read fluently.
5. adjusts reading rate to support comprehension when reading *narrative, expository, technical, and persuasive* texts.
- 6L. uses context clues such as definition, restatement, example, comparison and contrast to determine meaning.

**Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 3: The student expands vocabulary.**

Knowledge Base Indicators

The student...

1. *determines meaning of words or phrases using context clues (e.g., *definitions, restatements, examples, descriptions, comparison-contrast*, clue words) from sentences or paragraphs.
2. locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.
3. *determines meaning of words through structural analysis, using knowledge of *Greek, *Latin, and Anglo-Saxon *roots, *prefixes, and *suffixes to understand complex words, including words in science, mathematics, and social studies.
4. *identifies and determines the meaning of *figurative language*, including **similes, *metaphors, *analogies, *hyperbole, *onomatopoeia, *personification*, and *idioms*.
5. identifies word *connotations* and word *denotations*.
- 6L. identifies and uses multiple meanings of words.

Standard 1 – Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

Knowledge Base Indicators

The student...

1. identifies characteristics of *narrative, expository, technical, and persuasive* texts.
2. *understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.
3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.
4. generates and responds logically to literal, inferential, evaluative, synthesizing, and *critical thinking* questions before, during, and after reading the text.
5. *uses information from the text to make inferences and draw conclusions.
6. *analyzes how text structure (e.g., *sequence, problem-solution, comparison-contrast, description, cause-effect*) helps support comprehension of text.
7. *compares and contrasts varying aspects (e.g., *characters'* traits and motives, *themes, problem-solution, cause-effect* relationships, ideas and concepts, procedures, viewpoints, *authors' purposes*) in one or more appropriate-level texts.
8. *explains cause-effect relationships in appropriate-level *narrative, expository, technical, and persuasive* texts.
9. **uses *paraphrasing* and organizational skills to *summarize* information (e.g., stated and implied ideas, main events, important details) from appropriate-level *narrative, expository, technical, and persuasive* texts in logical order.
10. *identifies the *topic, main idea(s)*, supporting details, and *theme(s)* in text across the content areas and from a variety of sources in appropriate-level text.
11. **explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.
12. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).
13. follows directions explained in *technical* text.

14. *identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).
15. **distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Knowledge Base Indicators

The student...

1. *describes different aspects of major and minor *characters* (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the *plot*, including resolution of the major conflict.
2. *identifies and describes the *setting* (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, *plot*).
3. *identifies major and minor elements of the *plot* (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.
4. recognizes aspects of *theme* (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring themes across works (e.g., bravery, loneliness, loyalty, friendship).
5. identifies literary devices (e.g., *foreshadowing*, *flashback*, *figurative language*, *irony*, *metaphor*, *tone/mood*, *symbolism*).

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to various cultures.

Knowledge Base Indicators

The student...

1. identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.
2. compares and contrasts customs and ideas within literature representing a variety of cultures.
3. recognizes connections between cultures and experiences through a variety of texts.

Standard 3 – Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The student uses writing as a tool for learning throughout the curriculum.

Knowledge Base Indicators

The student...

1. uses various formats such as notes, outlines, lab reports, journal entries, speeches, and poems for various projects in the content areas.

Standard 3 – Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The student uses a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.

Knowledge Base Indicators

The student...

1. uses pre-writing strategies to gather ideas on a topic or a prompt.
2. narrows the topic and organize the information about the selected topic.
3. writes a draft about the selected topic.
4. revises the draft to clarify, organize and add relevant ideas.
5. proofreads and edits for conventions and format.
6. publishes a legible copy.

Standard 3 – Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The student uses ideas that are well developed, clear and interesting.

Knowledge Base Indicators

The student...

1. produces multi-paragraph compositions that develop one theme.
2. understands and uses strategies for generating ideas, which may include brainstorming, listing, webbing, cooperative groups and gleaning information from print sources for generating ideas.

Standard 3 – Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The student will use organization that enhances the reader's understanding.

Knowledge Base Indicators

The student...

1. writes introductions that engage the reader.
2. writes a cohesive piece with an introduction appropriate to specific type of writing.
3. writes main ideas and supporting details presented in a logical order.

4. uses transitions to allow ideas to flow smoothly within and between paragraphs.
5. explores various methods of concluding a written work.

Standard 3 – Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 5: The student uses *authentic* and appropriate voice.

Knowledge Base Indicators

The student...

1. uses *vocabulary* and language forms to convey mood and personality.
2. uses a voice appropriate for purpose and audience.
3. conveys individual personality to the reader.

Standard 3 – Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 6: The student uses effective word choice.

Knowledge Base Indicators

The student...

1. chooses words and phrases appropriate for specific purposes and various audiences.
2. chooses precise words such as verbs, specific nouns, vivid adjectives and adverbs specific to context.
- 3L. creates sentences using proper subject-verb agreements.

Standard 3 – Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 7: The student uses clear and *fluent* sentences.

Knowledge Base Indicators

The student...

1. varies sentence structure (e.g., simple, compound, and complex) and length of sentences for more effective writing.
2. writes dialogue.
- 3L. creates vivid sentences by distinguishing the different parts of speech.

Standard 3 – Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The student uses standard American English conventions.

Knowledge Base Indicators

The student...

1. uses complete sentences.
2. uses appropriate paragraphing.
3. correctly uses a wide range of conventions such as spelling, end marks, commas, quotation marks, semicolons, colons, subject-verb agreement, and noun-pronoun agreement.
4. uses correct capitalization.

Standard 3 – Writing: The student writes effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The student uses a variety of modes of writing for different purposes and audiences.

Knowledge Base Indicators

The student...

1. writes descriptive pieces which may include writing about a time, place, occasion, and object.
2. writes narrative pieces (e.g., personal narratives, autobiographies, and short stories).
3. writes expository pieces (e.g., lab reports, math projects, social studies reports, and summaries).
4. writes persuasive pieces (e.g., business letters, memos, charts, graphs, posters, and other visual aids).
5. writes technical pieces (e.g., business letters, memos, charts, graphs, posters, and other visual aids).

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective research practices.

Knowledge Base Indicators

The student...

1. forms and revises questions for investigations, including questions arising from readings, assignments, and units of study in order to create a thesis/hypothesis. Uses knowledge, comprehension, application, analysis, synthesis, and evaluation levels of questioning.
2. locates appropriate print and non-print information using text and technical resources, including databases.
3. distinguishes between accurate and inaccurate or misleading information.
4. selects an appropriate structure for organizing and recording information in a systematic way (e.g., notes, outlines, charts, tables, graphic organizers).
5. presents findings and conclusions through a variety of media
6. categorizes relevant information from multiple sources into major components (e.g., topics, subtopics).

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 2: The student uses ethical research practices.

Knowledge Base Indicators

The student...

1. analyzes and understands implications of *plagiarism* (e.g., ethical, legal).
2. expresses information in own words using explicit techniques to appeal to the background and interests of the audience.
3. cites references for all information used or reproduced from any source.
4. constructs a *bibliography* with author, title, publisher, year, website name and address, and copyright date.