7th Grade Reading Objectives

“Favorite Book” Talk
Students will clearly and effectively speak to inform an audience on a specific topic.
• Identify their favorite book.
• Talk specifically about what makes it their favorite.
• Organize their remarks according to criteria set for book talk.
• Speak using appropriate expression, smoothness, pace, volume, eye contact, posture, and gestures.
• Prepare and display an appropriate visual aid.
• Use standard language and grammar.
• Speak with appropriate consideration of audience, purpose and information to be conveyed.

Orientation
The student will have a working knowledge of content-area textbook organization and library resources.
• Demonstrate the steps of the reading process.
• Use format features of textbooks to understand major concepts.
• Locate information in textbook appendices, such as index, glossary, and gazetteers.
• Use the electronic catalog to find and check out a book from the library.
• Demonstrate knowledge of online databases.

Touching Spirit Bear
Students will interpret, analyze, and evaluate what they read.
• Participate in class discussion based on reading of *Touching Spirit Bear*.
• Write using examples from their reading to support their ideas through one and two paragraph responses to prompts.
  ▪ Review of topic sentences.
  ▪ Review of using supporting details.
  ▪ Paraphrasing.
  ▪ Incorporating direct quotations.
• Use research skills to investigate topics related to themes of the book.
  ▪ Use print and electronic sources to research and report on a topic related to the themes in *Touching Spirit Bear*, such as the Tlingit tribe, spirit bears, Circle Justice, totem poles, anger management, juvenile delinquency, nature, and Native Americans.

Novels
Students will interpret, analyze, and evaluate what they read. Students will also write with clarity and purpose.
• Participate in discussions based on reading of novel.
• Apply reading strategies to improve their comprehension.
• Provide written responses to literature.
• Complete graphic organizer(s) on the elements of the novel such as:
  a) plot diagram
  b) character map
  c) setting
  d) theme
  e) point of view
Reading Nonfiction – Short Selections
Students will interpret, analyze, and evaluate what they read.
• Apply reading strategies of improve their comprehension.
• Demonstrate understanding of textual features (such as subheadings, bold print, photographs, captions, font size, etc.).
• Set a purpose for reading.
• Analyze information from diagrams, charts, graphs, and illustrations.
• Generate questions, take notes, and summarize information from readings.
• Identify the main idea and supporting details.
• Understand the relationship between cause and effect.
• Analyze the use of comparison and contrast.
• Distinguish fact from opinion.
• Determine meaning of vocabulary in context.

Reading Nonfiction – Biography (21 days)
Students will interpret, analyze, and evaluate what they read. Students will also speak with clarity and purpose.
• Apply reading strategies to improve their comprehension.
• Demonstrate understanding of textual features (such as photographs, timelines, footnotes and index).
• Generate questions, take notes, and summarize information from readings.
• Understand the relationship between cause and effect.
• Distinguish fact from opinion.
• Determine meaning of vocabulary in context.
• Put events of the person’s life into a timeline.
• Speak using appropriate expression, smoothness, pace, volume, eye contact, posture, and gestures.
• Speak with appropriate consideration of audience, purpose, and information to be conveyed.

Fever 1793 (24 days)
Students will interpret, analyze, and evaluate what they read.
• Participate in class discussion based on reading of Fever 1793.
• Write using examples from their reading to support their ideas through one and two paragraph responses to prompts.
  ▪ Review of topic sentences.
  ▪ Review of using supporting details.
  ▪ Paraphrasing.
  ▪ Incorporating direct quotations.
• Write newspaper articles applying knowledge of Fever 1793 with knowledge gained during research on viruses in English class.

“Self-Choice” Book Talk (6 days)
Students will interpret, analyze, and evaluate what they read. Students will also speak with clarity and purpose.
• List and identify main characters
• Identify time and place settings
• Retell the climax of the story (for fiction selections)
• Explain the main idea (for nonfiction selections)
• Identify a passage showing the style of the book
• Organize their remarks according to criteria set for book talk
• Speak using appropriate expression, smoothness, pace, volume, eye contact, posture, and
gestures
• Prepare and display an appropriate visual or auditory aid

Independent Reading (13 days)
**Students will interpret, analyze, and evaluate what they read.**
• Identify their chosen book as either fiction or nonfiction.
• Respond to their reading in a variety of written forms.

Reading Nonfiction Skimming/Scanning (6 – 8 days)
**The student will interpret, analyze, and evaluate what they read.**
• Apply skimming and scanning strategies in appropriate situations.

Structural Analysis (10 days)
**Students will use knowledge of prefixes, root words, and suffixes to assist them in understanding vocabulary.**
• Identify the meaning of common prefixes and root words.
• Identify the probable part of speech of a word by using its suffix.
• Analyze “big words” and make an intelligent guess as to their meaning by using structural analysis

Reading Nonfiction – Topical/Content-related (10 days)
**Students will interpret, analyze, and evaluate what they read.**
• Apply reading strategies to improve comprehension.
• Demonstrate understanding of textual features (such as photographs, timelines, footnotes and index).
• Determine meaning of vocabulary in context.
• Apply reading comprehension skills to “real-life” reading selections.
• Summarize in writing selected pieces of nonfiction.