

[Click Here for District Rubric](#)
Seventh Grade Reading Curriculum
2005

Content Standard	Enduring Understanding	Benchmarks	Essential Questions
1. Students construct meaning as they comprehend, interpret, and respond to what they read.	We invest ourselves in the reading process for understanding to occur.	1.1 Make predictions and clearly describe, with details, meaningful connections between new material and previous information/experiences. 1.2 Compare and contrast important print/non-print information with existing knowledge to draw conclusions and make application. 1.3 Interpret and provide oral, written, and/or artistic responses to ideas and feelings generated by the reading material and compare responses with peers. 1.4 Demonstrate understanding of main ideas and select important supporting facts and details. 1.5 Provide accurate, detailed summaries using key elements of appropriate reading material.	What personal experiences do I bring to understanding? How do I know I comprehend what I am reading? What do I do when I do not understand what I read? In what ways do I respond to what I am reading? What do I do with the information I've read?
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2. Students apply the range of skills and strategies students need to read effectively.	Reading requires a deeper understanding of what is read by internalizing and engaging in strategic approaches.	2.1 Identify and compare literary devices. 2.2 Use features and organization of fiction and nonfiction material to comprehend complex material. 2.3 Adjust fluency, rate and style of reading to the content and purpose of the	How does the presentation of text aid my understanding? Why are organizational patterns important? What do I do when I do not understand what I read?

		material. 2.4 Develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology.	In what ways do I respond to what I am reading?
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3. Students set goals, monitor, and evaluate their reading progress.	Self-awareness of reading progress correlates to achievement and motivation.	3.1 Articulate and evaluate strategies to self-monitor reading progress, overcome reading difficulties, and seek guidance as needed. 3.2 Monitor reading successes and set reading goals.	How and why should I self monitor? How do I self-reflect and use the information to improve my reading? How do I know I am growing as a reader?
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4. Students select, read and respond to print and non-print material for a variety of purposes.	Reading's focus changes according to purpose.	4.1 Set a purpose, read, interpret, and apply information to perform specific tasks. 4.2 Identify, locate, read, and interpret information from a variety of documents and sources.	Why do I read? How do I select and adjust material for a specific purpose? In what ways do people interpret and respond to print and non-print materials differently? What do I do with the information I've read?
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5. Students gather, analyze, synthesize, and evaluate information from a variety of sources.	A quest for understanding guides learners to investigate, make connections and solve problems.	5.1 Make connections, explain relationships among a variety of sources, and integrate similar information. 5.2 Recognize authors' use	What do I do with the information I've read? Why do I need to find connections in the information from many different

		of language and literary devices to influence readers.	sources? How do I know my source is credible, valid or reliable?
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