Grade – Seventh

Standard: Reading

Skill: Functional Texts – Read to determine the relevance and importance of functional information.

Context: These texts include reading materials such as directions, schedules, maps, diagrams, internet websites, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Collect and reproduce samples of a variety of functional text to create a classroom/grade level library. This will enable teachers to more readily expose students to functional text.

- Develop fact-based questions relevant to sample text (i.e. flyers, bus schedule, menu, quick-start instructions, course guides).

- Obtain brochures from a local attraction to serve as a model for students. Students create their own travel guide/brochure to include information they've gathered from a travel log, guest speaker, etc. Brochures could include map(s), directions, a travel log, and/or other relevant information.

- Do a Think-Pair-Share. Students ask each other questions about the relevance of information found in a functional piece.

- Have students create a piece of functional text about something they're interested in. Set criteria for content and

format. This will also present an authentic way to incorporate technology.

Grade – Seventh

Standard: Reading

Skill: Functional Texts – Read to select and apply relevant information for a given task.

Context: These texts include reading materials such as directions, schedules, maps, diagrams, internet websites, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, *or* to read carefully, considering and evaluating the usefulness of all details as in following directions.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Collaborate with content area teachers to incorporate functional reading skills into their classes.

- Ask students to compare and contrast the different types of functional texts. Look at the information available in different types of functional text and determine which meets a particular need. (For example: You are planning an event. Which type of functional text would you use to promote your event? What information would need to be included?)

- Be aware of rereading clues in and around the text to activate prior knowledge. (I.e. look at the direction box, title, subtitle, any graphics, etc.)

- Have students read different types of functional texts, and write and answer questions about the text with a peer. Students should also have an opportunity to answer teacher generated questions.

- Students read a type of functional text and dictate their summary of each section to a peer while reading/skimming.

The partner records their response on paper. Have a discussion about strategies for skimming to identify areas of text they need for a given task or scenario. This will build the students' metacognition.

- Have students practice applying information from functional texts to their own lives by creating plans for a tour, itinerary, invitation, persuasive letter, project, or grocery/packing list. (I.e. students create a recycling program at their school based on the information provided by the local recycling center.)

- Have students read and complete instructions (e.g. origami, setting a ring tone, follow a map).

- Take a policy (i.e. district wellness policy) and ask students to determine if a certain activity (i.e. serving chocolate cake) would be allowed; students justify their answers.

Grade – Seventh

Standard: Reading

Skill: Expository Texts – Read to understand a text's major points and supporting details.

Context: These texts include such things as textbooks, encyclopedias, biographies, public documents, print news media, internet websites, interviews, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students read a newspaper or magazine article and highlight with two different markers the main idea and supporting details. This will teach them to distinguish between the two.

- Integrate the above method into science and social studies classrooms.

- Have students read paragraphs and passages in which the main idea is not explicitly stated, but is implied. Have discussions with students about what those main ideas are.

- Provide a variety of expository text types for students.

- Create graphic organizers for students with main idea at the top with supporting details beneath in quotations.

- Provide expository passages and have students underline main idea and circle supporting details.

- Cut paragraph into sentences and place strips into envelopes. Have students organize into main idea and support details (pattern puzzle).

Grade – Seventh

Standard: Reading

Skill: Expository Texts – Read to understand the text's organization and how that organization serves the writer's purpose.

Context: These texts include such things as textbooks, encyclopedias, biographies, public documents, print news media, internet websites, interviews, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Collaborate with content area teachers to incorporate expository reading skills into their classes.

- Teach students to recognize and incorporate various organizational structures into their writing using text examples as models. Include key transitional words appropriate to the organizational style.

- Have students act-out or experience a chronological organizational structure. Students write about the experience in chronological order and compare their writing to classmates' and other chronological examples.

- Be aware of rereading clues in and around the text to activate prior knowledge. (I.e. look at the direction box, title, subtitle, any graphics, etc.)

- Have students write about one topic, but organize their writing in various ways. Break students into groups based on organizational structure. Students share their writing within and between groups to model how to approach writing to one topic in multiple ways.

- Explicitly teach various types of organizational patterns and an author's purpose for using these patterns.

- Provide expository passages and have students explore and discuss why author chose the type of organization used in the passage.

Grade – Seventh

Standard: Reading

Skill: Expository Texts – Read to understand how the information in the text fits into broader topics and issues.

Context: These texts include such things as textbooks, encyclopedias, biographies, public documents, print news media, internet websites, interviews, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader's understanding of some topic.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Study novels for cultural activities that were taking place at the time the author wrote the novel. How do those interact as themes within the novel? Can students draw connections between those themes and the events of the time period?

- Have students read a novel and make connections between events in the story and their own lives and current events.

- Have students practice making inferences and supporting those inferences with clues from the text.

Grade – Seventh

Standard: Reading

Skill: Narrative Texts – Read to recognize and understand an author's development of point of view, metaphor, and inferential interpretation as basic story elements.

Context: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students read versions of the same fairy tale told from different perspectives. Discuss the perspectives before having students perform/act-out the story or write a version of their own. (e.g. "Hoodwinked" – Little Red Riding Hood video & The Real Story of the Three Little Pigs, by Jon Scieszka)

- Read and discuss The Paper Bag Princess, by Robert Munsch, told from the perspective of the princess.

- Have students write and illustrate their own metaphors, and illustrate and evaluate metaphors in poetry and musical lyrics.

- Have students write stories from the perspective of an animal or object. Encourage students to create metaphors within those stories.

- Teach the vocabulary and context/use of literary elements such as plot, simile, metaphor, tone, personification, flashback, foreshadowing, characterization, point of view, conflict, etc.

Grade – Seventh

Standard: Reading

Skill: Narrative Texts – Read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.

Context: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Use a variety of genres to practice finding conflict, climax and resolution.

- Have students use story plot graphic organizers to analyze text or as a prewriting strategy for writing. The graphic organizer should lead the student from the beginning through the plot, building to the climax or high point of the story, and finishing at the ending or conclusion.

- Present students with a controversial subject and ask them to pose a solution with a short response.

- Read Hey Little Ant, by Phillip Hoose and discuss the problem of the story with students. Have students write about how they would react or solve the problem if facing the same situation.

Grade – Seventh

Standard: Reading

Skill: Narrative Texts – Read to understand the theme of a story and how the author develops it.

Context: These texts include stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Working with a variety of text, focus on having students make and record connections such as text to text, text to self, and text to world to develop schema. (Example: using music lyrics from different eras, discuss how the theme of the music reflects the times.)

- Have students agree or disagree with theme statements and justify.

- Identify theme in a variety of texts:
    o Ask students to list their favorite songs and use the lyrics of those songs to introduce theme in poetry.
    o Have students write a response supporting the theme with examples from the text.

- Develop a vocabulary of theme words with students (examples: perseverance, tolerance, fear, honor, friendship, etc.). Teach students to go beyond a "one word" explanation for theme into a more in-depth explanation of the author's lesson for the reader.

- Help students to visualize themes. (Example: Use gallery walks with pictures, books, and other imagery to discover themes.)

- Teach students to recognize how characters' beliefs, personalities, motivations, actions, relationships and other literary elements relate to and develop theme.

- Using a herring bone diagram to explore theme with the theme written on the backbone and evidence from the text written on the rib bones.