

WCC Grade-Level Curriculum Guide
READING & LITERATURE, GRADE 7

State Requirements, Grade 8: Guiding Focus for Grades 6-8

<p>Common Curriculum Goals: Recognize, pronounce, and know the meaning of words in text</p>	<p>Eligible content that may appear on state assessment, Grade 8: Students will:</p> <ul style="list-style-type: none"> • use context clues to choose the correct meaning for given words or phrases. • use prefixes and suffixes to help define words in context. • use grammatical elements, e.g., conjunctions, referent pronouns, prepositional phrases, dependent clauses, modifying words such as adjectives and adverbs that may be more commonly recognized in the noun or verb form, to determine the meaning of words used in the passage. • recognize how figurative language, e.g., colloquial expressions, idioms, metaphors, expresses implied meanings. • use punctuation and print conventions which signal specific meanings or significant situations, e.g., question and exclamation marks or punctuation such as parentheses, underlining, and/or italicized print that indicate titles or emphasis. • use knowledge of contractions and possessives to help determine the meaning of words in the passage.
<p>State Content Standard: Recognize, pronounce, and know the meaning of words in text by using phonics, language structure, contextual clues, and visual cues.</p>	
<p>State Benchmark, Grade 8: Determine meanings of words using contextual and structural clues and other reading strategies.</p>	

Local Goals for Grade 7 that Support the Grade 8 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Use context clues to choose the correct meaning for given words or phrases	RB		
✓	✓		Use prefixes and suffixed to help define words in context	RB		

*I = Introduce D = Develop RB = All students given opportunities to reach benchmarks. E = Extend M = Maintain

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✓	✓	Use grammatical elements, e.g., conjunctions, referent pronouns, prepositional phrases, dependent clauses, modifying words such as adjectives and adverb that may be more commonly recognized in the noun or verb form, to determine the meaning of words used in the passage	RB		
✓	✓	Recognize how figurative language, e.g., similes, metaphors, idioms, expresses implied meanings	RB		
✓	✓	Use punctuation and print conventions which signal specific meanings or significant situations, e.g., question and exclamation marks or punctuation such as parentheses, underlining, and/or italicized print that indicate titles or emphasis	RB		
✓	✓	Use knowledge of contractions and possessives to help determine the meaning of words in the passage	RB		

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State Requirements, Grade 8: Guiding Focus for Grades 6-8

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> • Use a variety of reading strategies to increase comprehension and learning. • Increase word knowledge through systematic vocabulary development. 	<p>Eligible content that may appear on state assessment, Grade 8: Students will:</p> <ul style="list-style-type: none"> • Use tables of contents and indexes to locate specific information. • Use information in illustrations, charts, graphs, diagrams, and table to help understand a reading. • Use a glossary to locate words and/or help clarify word meaning. • Use headings to locate where needed information is likely to be found.
<p>State Content Standard: Locate information and clarify meaning by skimming, scanning, close reading, and other reading strategies.</p>	
<p>State Benchmark, Grade 8 Locate information and clarify meaning by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.</p>	

Local Goals for Grade 7 that Support the Grade 8 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Locate information from more than one area of a piece of supportive material such as a chart or find information in multiple materials, e.g., glossary or index	RB		
✓	✓		Increase word knowledge through systematic vocabulary development	RB		

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State Requirements, Grade 8: Guiding Focus for Grades 6-8

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> • Demonstrate literal comprehension of a variety of printed materials. 	<p>Eligible content that may appear on state assessment, Grade 8: Students will identify or summarize:</p> <ul style="list-style-type: none"> • the order of events or a specific event from a sequence of events. • a statement or sentence that best indicates the main idea of the selection. • directly stated facts, e.g., actions or events; directions for an experiment or problem solving exercise; information from charts/graphs; names of characters, places, or things in the selection; special circumstances relevant to the story. • details such as key words, phrases, or sentences that explicitly state important characteristics, circumstances, or similarities and differences in characters, times, or places. • directly stated opinions, including those introduced by transitional phrases. ‡
<p>State Content Standard: Demonstrate literal comprehension of a variety of printed materials.</p>	
<p>State Benchmark, Grade 8: Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections.</p>	

Local Goals for Grade 7 that Support the Grade 8 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Identify and summarize the order of events or a specific event from a sequence of events	RB		
✓	✓		Identify and summarize a statement or sentence that best indicates the main idea of the selection	RB		
✓	✓		Identify and summarize directly stated facts, e.g., actions or events; directions for an experiment or problem solving exercise; information from charts/graphs; names of characters, places, or things in the selection; special circumstances relevant to the story	RB		
✓	✓		Identify and summarize details such as key words, phrases, or sentences that explicitly state important characteristics, circumstances, or similarities and differences in characters, times, or places	RB		
✓	✓		Identify and summarize directly stated opinions, including those introduced by transitional phrases, e.g., therefore, in conclusion	RB		

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‡ Proposed eligible content for revised aligned benchmark. Students will first be held accountable for this content on the 1999-2000 statewide assessment.

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State Requirements, Grade 8: Guiding Focus for Grades 6-8

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> • Demonstrate inferential comprehension of a variety of printed materials. 	<p>Eligible content that may appear on state assessment, Grade 8: Students will:</p> <ul style="list-style-type: none"> • examine implicit relationships such as cause and effect, sequence-time relationships, comparisons, classifications, and generalizations. ‡ • predict probable future outcomes or actions. • infer an author's unstated intention(s) or meaning by drawing conclusions from images, patterns, or symbols in the text.
<p>State Content Standard: Demonstrate inferential comprehension of a variety of printed materials.</p>	
<p>State Benchmark, Grade 8: Examine relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material.</p>	

Local Goals for Grade 7 that Support the Grade 8 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Examine implicit relationships such as cause and effect, sequence-time relationships, comparisons, classifications, and generalizations	RB		
✓	✓		Predict probable future outcomes or actions	RB		
✓	✓		Infer an author's unstated intention(s) or meaning by drawing conclusions from images, patterns, or symbols in the text	RB		

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‡ Proposed eligible content for revised aligned benchmark.
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State Requirements, Grade 8: Guiding Focus for Grades 6-8

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> • Demonstrate evaluative comprehension of a variety of printed materials. 	<p>Eligible content that may appear on state assessment, Grade 8: Students will determine whether:</p> <ul style="list-style-type: none"> • information used to draw a conclusion is accurate. • reasoning for a conclusion is based on fact rather than opinion. • propaganda or other persuasion techniques influenced the conclusion. • biases or stereotypes influenced the conclusion. • the selection can be related to other issues or situations.
<p>State Content Standard: Demonstrate evaluative comprehension of a variety of printed materials.</p>	
<p>State Benchmark, Grade 8: Analyze and evaluate whether a conclusion is validated by the evidence in a selection.</p>	

Local Goals for Grade 7 that Support the Grade 8 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Draw and support conclusions about the author's motivation or purpose, character's actions or beliefs, fact or opinion	E		
✓	✓		Determine whether information used to draw a conclusion is accurate	RB		
✓	✓		Determine whether reasoning for a conclusion is based on fact rather than opinion	RB		
✓			Determine whether propaganda or other persuasion techniques influenced the conclusion	D		
✓			Determine whether biases or stereotypes influenced the conclusion	D		
✓	✓		Support personal responses and reactions to passage	RB		

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State Requirements, Grade 8: Guiding Focus for Grades 6-8

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> • Connect reading selections to other texts, experiences, issues, and events. • Read for enjoyment and information. 	<p>Eligible content that may appear on state assessment, Grade 8: Students will:</p> <ul style="list-style-type: none"> • make connections between the selection and the reader's experiences and background knowledge of other texts, movies, television programs, or music. • make connections between the selection and issues or events in the community or world.
<p>State Content Standard: Draw connections and explain relationships between reading selections and other texts, experiences, issues, and events.</p>	
<p>State Benchmark, Grade 8: Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.</p>	

Local Goals for Grade 7 that Support the Grade 8 Benchmark

Goal Source

Teacher Notes

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Make connections between the selection and personal experiences	RB		
✓	✓		Make reasoned connections between the selection and background knowledge of other texts, movies, television programs, or music	RB		
✓	✓		Make connections between the selection and issues or events in the community or world	RB		
✓	✓		Read for enjoyment and information	RB		

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State Requirements, Grade 8: Guiding Focus for Grades 6-8

LITERATURE: Understand how literature records, reflects, communicates, and influences human events.

<p>Common Curriculum Goals: Read a variety of literary forms (e.g., novels, poems, plays, short stories, autobiographies, essays) of varying complexity from a variety of cultures and time periods.</p>	<p>Eligible content that may appear on state assessment, Grade 8: Students will:</p> <ul style="list-style-type: none"> • identify whether a passage is from a story, poem, play, or a non-fiction selection. • identify where a selection may be categorized in the library. • identify characteristics representative of a given form. • distinguish between two or more literary forms.
<p>State Content Standard: Read selections from a variety of cultures and time periods and recognize distinguishing characteristics of various literary forms.</p>	
<p>State Benchmark, Grade 8: Read a variety of literary works and distinguish among characteristics of a variety of literary forms, including novels, short stories, poetry, plays, and nonfiction from a variety of cultures and time.</p>	

Local Goals for Grade 7 that Support the Grade 8 Benchmark

Goal Source

Teacher Notes

WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Identify characteristics of literary forms, e.g., rhythm, repetition of sounds, fewer words than prose as characteristics of poetry	D RB		
✓	✓		Distinguish between various literary forms, e.g., biography versus autobiography	RB		
✓	✓		Read a variety of literary forms e.g., novels, poems, plays, short stories, autobiographies, essays, of varying complexity from a variety of cultures and time periods	RB		
✓	✓		Identify where the source of a passage may be categorized in the library	RB		

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State Requirements, Grade 8: Guiding Focus for Grades 6-8

LITERATURE: Understand how literature records, reflects, communicates, and influences human events.

<p>Common Curriculum Goals:</p> <ul style="list-style-type: none"> Evaluate how the form of a literary work and the use of literary elements and devices (e.g., setting, plot, theme, character, word choice, point of view, tone, language) contribute to the work's message and impact. Analyze the development and treatment of themes in a literary work. 	<p>Eligible content that may appear on state assessment, Grade 5: Students will:</p> <ul style="list-style-type: none"> Judge how well literary elements and devices contribute to the overall impact of a selection, e.g., importance of the setting to create a mood. Examine the development of themes in literary works. Identify literary devices such as figurative language, allusion, sound devices, versification, foreshadowing, imagery, irony, and hyperbole, and determine the purpose of their use, e.g., metaphors used to create an image. Identify how an author's stylistic decisions contribute to the impact of a selection, e.g., using first person sets a particular tone, exaggeration sets a humorous tone, structure is used to build suspense. Identify time periods and cultures represented, e.g., use of vocabulary associated with a specific time period, region, or country.
<p>State Content Standard: Analyze the author's ideas, techniques, and methods and make supported interpretations of the selection.</p>	
<p>State Benchmark, Grade 8: Recognize and examine how character, plot, setting, and theme contribute to the meaning of a literary selection.</p> <p>Examine the uses and effects of literary devices such as figurative language, allusion, dialect, and dialogue in a literary selection.</p> <p>Examine how stylistic decisions (e.g., structure, point of view, word choice, exaggeration) contribute to the impacts of a selection.</p>	

Local Goals for Grade 7 that Support the Grade 8 Benchmark

<i>Goal Source</i>			<i>Teacher Notes</i>			
WCC	District	Teacher	Supporting Goals	code *	Notes on Instruction	Notes on Assessment
✓	✓		Recognize and examine how the literary elements of character, plot, setting, and theme contribute to the overall meaning of a literary selection.	RB		

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