

TEACHING FOCUS		READING		GRADES 7-8
CRITERIA		GRADE 7	GRADE 8	
WHAT THEY READ	- variety of fiction and non-fiction (e.g., novels, short stories, poetry, reports, articles, biographies, scripts, plays, essays)	- variety of fiction and non-fiction (e.g., novels, short stories, poetry, essays, articles, plays, scripts)		
READING ALOUD	- read, showing understanding of material and awareness of audience	- read, showing understanding of material and awareness of audience		
READING STRATEGIES	- select appropriate strategies (e.g., skim text for specific information)	- select appropriate strategies (e.g., skim text for specific information), scan text to determine usefulness for a given purpose, monitor their own interpretation		
RESPONDING	- explain their interpretation of a text, using evidence from the text and from their own knowledge and experience, draw conclusions and make judgements about ideas in texts, clarify and develop their own points of view by examining the ideas of others	- explain their interpretation of a text, using evidence from the text and from their own knowledge and experience, draw conclusions and make judgements about ideas in texts, clarify and broaden their own point of view by examining the ideas of others		
SELECTING READING MATERIAL	- match purpose for reading to the text selected, use knowledge of different forms of text to select appropriate materials for a specific purpose	- match purpose for reading to the text selected, use knowledge of different forms of text to select appropriate materials for a specific purpose (revisit to add “e.g.,”s if possible) (e.g., the Internet is more current than a periodical, a periodical is more current than a textbook)		
VOCABULARY BUILDING	- use word-analysis techniques (e.g., syllabication), use knowledge of word origins and derivations to determine the meaning of unfamiliar words (e.g., <i>rendezvous</i>), use a dictionary and thesaurus, learn the special terminology of a particular area of study (e.g., <i>byte</i> in computer technology)	- use word-analysis techniques (e.g., use knowledge of word origins and derivations to determine the meaning of unfamiliar words), use a dictionary and thesaurus, learn the special terminology of a particular area of study (e.g., <i>cardiovascular</i> in physical education)		
LANGUAGE STRUCTURES	- use knowledge of grammar, word and sentence structure to understand texts (e.g., subordination and co-ordination within sentences)	- use knowledge of grammar, word and sentence structures to understand texts		
CONVENTIONS	- punctuation: semi-colon, text conventions: hypertext, footnotes	- punctuation: dashes, text conventions: footnotes, endnotes, lists		
READING FOR MEANING	- identify the main ideas in information materials and explain how the details support the main ideas	- identify the main ideas in information materials and explain how the details support the main ideas, and question and evaluate the ideas.		
UNDERSTANDING FORMS AND STYLE	- explain how elements in a story function in relation to each other (e.g., interrelationship of plot and setting), identify various forms of writing and describe their key features (e.g., novels, short stories, biographies, scripts, plays, essays), identify some stylistic devices in literary works and explain their use (e.g., foreshadowing, personification, simile)	- explain how elements in a story function in relation to each other, identify various forms of writing and describe their key features (e.g., novels, short stories, poetry, plays, scripts, essays), identify some stylistic devices used in literary works and explain their use (e.g., metaphor, simile, personification)		