



# READER'S HANDBOOK CORRELATED TO TRI-STATE NEW ENGLAND (TSNE) GRADE LEVEL EXPECTATIONS (GLES) FOR READING

## GRADE 7

### R - 7 - 2 Vocabulary Strategies and Breadth of Vocabulary

Standard	Reader's Handbook
<p><b>R-7-2</b> Students identify the meaning of unfamiliar vocabulary by...</p> <ul style="list-style-type: none"> <li>• R-7-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words, <u>common roots</u>, or <u>word origins</u>; or context clues; or other resources, such as dictionaries, glossaries, thesauruses, or prior knowledge)</li> </ul>	<p>Glossary: p. 158            Prefixes/Suffixes: pp. 585, 622, 658-588            Roots: pp. 585, 621, 622, 524            Becoming a Context Clue Expert: pp. 615-620            Dictionary Dipping: pp. 626-629            Reading a Thesaurus: p. 630            Greek and Latin Roots: pp. 689-692</p>

### R - 7 - 3 Vocabulary Strategies and Breadth of Vocabulary

Standard	Reader's Handbook
<p><b>R-7-3</b> Students show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships by...</p> <ul style="list-style-type: none"> <li>• R-7-3.1 Identifying synonyms, antonyms, homonyms/homophones, shades of meaning</li> <li>• R-7-3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary</li> </ul>	<p>Connotation and Denotation: p. 279            Look at Denotation and Connotation: pp. 433-434            Synonyms in Analogies: pp. 586, 637            Synonyms and Antonyms: pp. 616, 634</p> <p>Loaded Words: pp. 263, 264, 288            Learning New Words: pp. 608-611            Building Vocabulary Skills: pp. 615-625            Understanding Specialized Terms: pp. 631-634</p>

**R - 7 - 4 Initial Understanding of Literary Texts**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations.**

Standard	Reader's Handbook
<p><b>R-7-4</b>  <b>Demonstrate initial understanding of elements of literary texts by ...</b></p> <ul style="list-style-type: none"> <li>• R-7-4.1 Identifying or describing character(s), setting, problem/solution, or plot, as appropriate to text; or identifying any significant changes in character or setting over time; <u>or identifying rising action, climax, or falling action</u></li>   <li>• R-7-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</li> </ul>	<p>Reading a Short Story: Character Map: p. 306            Reading a Short Story: Story Board/Story String: p. 307            How Stories are Organized: p. 309            Reading a Short Story: Comparing Characters: p. 313            Reading a Novel: Family Tree: p. 325            Reading a Novel: Character Map: p. 326            Reading a Novel: Setting: pp. 327-330            Reading a Novel: Plot: pp. 331-332            Focus on Characters: pp. 340-350            Focus on Setting: pp. 351-359            Focus on Plot: pp. 368-375            Characters: pp. 392-394            Ploy: 398-399            Setting: p. 402</p> <p>Summarizing Notes: pp. 331, 358, 646            Timeline or Sequence Notes: pp. 331, 646            Paraphrasing: pp. 650-651            Summarizing: pp. 658-659</p>

**R - 7 - 5 Analysis and Interpretation of Literary  
Texts / Citing Evidence**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations.**

Standard	Reader's Handbook
<p><b>R-7-5</b> <b>Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>• R-7-5.1 Explaining or supporting logical predictions</li> <li>• R-7-5.2 Describing characters' traits, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time</li> <li>• R-7-5.3 Making inferences about cause/effect (e.g., explaining how an event gives rise to the next), <u>internal</u> or external conflicts (e.g., <u>person versus self</u>, person versus person, person versus nature/society/fate) or the relationship among elements within text</li> <li>• R-7-5.4 Explaining how the narrator's point of view affects the reader's interpretation</li> <li>• R-6-5.5 <u>Explaining how the author's message or theme is supported within the text</u></li> </ul>	<p>Predicting: pp. 44, 45</p> <p>Reading a Short Story: Character Map: p. 306 Reading a Novel: Characters: pp. 323-326 Focus on Characters: pp. 340-350 Analyzing Characters: p. 343 Character: p. 392-394</p> <p>Making Inferences: pp. 40, 52, 653 Inferences Charts: pp. 214, 308, 347, 356, 672 Conflict/Plot: pp. 507-508</p> <p>Point of View: pp. 313, 323, 400-401</p> <p>Character and Theme: pp. 347-348 Focus on Theme: pp. 376-382 Theme: p. 405 Reading Drama: Focus on Theme: pp. 489-494</p>

**R - 7 - 6 Analysis and Interpretation of Literary  
Texts / Citing Evidence**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations.**

Standard	Reader's Handbook
<p><b>R-7-6</b> <b>Analyze and interpret author's craft, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>R-7-6.1 Demonstrating knowledge of use of literary elements and devices (e.g., imagery, exaggeration, <u>repetition</u>, <u>flashback</u>, foreshadowing, <u>personification</u>) to analyze literary works</li> </ul>	<p>Elements of Fiction: pp. 389-407 Elements of Poetry: pp. 446-469</p>

**R - 7 - 7 Initial Understanding of Informational Text**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations.**

Standard	Reader's Handbook
<p><b>R-7-7</b> <b>Demonstrate initial understanding of informational texts (expository and practical texts)...</b></p> <ul style="list-style-type: none"> <li>R-7-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, <u>transitional devices</u>, bold italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)</li> </ul>	<p>Cause/Effect Organizers: pp. 59, 82, 111, 192, 196, 216, 275, 644, 645, 667 5W's Organizers: pp. 73, 74, 220, 222, 229, 672 Classification Notes: pp. 110, 277, 669 Elements of Textbooks: pp. 155-169 Argument Chart: pp. 249, 253, 255, 274, 667 Reading a Graphic: pp. 536-547 Elements of Graphics: pp. 548-561</p>

**R - 7 - 7 Initial Understanding of Informational Text  
( C o n t . )**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations.**

<b>Standard</b>	<b>Reader's Handbook</b>
<p><b>R-7-7</b> <b>Demonstrate initial understanding of informational texts (expository and practical texts)...</b></p> <ul style="list-style-type: none"> <li>• R-7-7.2 Using information from the text to answer questions, <u>to state the main/central ideas, or to provide supporting details</u></li>   <li>• R-7-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)</li> </ul>	<p>Questioning: pp. 44, 45            Details: pp. 51, 53, 54, 60-61            Finding the Main Idea: pp. 50-54, 60-61            Main Idea: pp. 179, 284-285            Questioning the Author: pp. 185, 240, 652-653            Details in Biographies: pp. 196-199            Supporting Details in Newspaper Articles: p. 229            Supporting Details in Magazine Articles: p. 242            Topic Sentence and Supporting Details: pp. 289-290</p> <p>Comparing and Contrasting: pp. 42, 56, 62            Main Idea Organizers: pp. 53, 54, 582, 674            Main Idea Organizer for Essays: p. 182            Comparison/Contrast: pp. 278, 383-388            Main Idea for Nonfiction: pp. 284-285            Topic Sentence and Supporting Details: pp. 289-290            Paraphrase Chart: pp. 540, 541, 544            Paraphrasing: pp. 650-651            Summarizing: pp. 658-659</p>

**R - 7 - 8   A n a l y s i s   a n d   I n t e r p r e t a t i o n   o f   I n f o r m a t i o n a l  
T e x t s / C i t i n g   E v i d e n c e**

**All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts across content areas). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations.**

<b>Standard</b>	<b>Reader's Handbook</b>
<p><b>R-7-8</b> <b>Analyze and interpret informational text, citing evidence as appropriate by ...</b></p> <ul style="list-style-type: none"> <li>• R-7-8.1 <u>Explaining connections</u> about information within a text, across texts, or to related ideas</li>   <li>• R-7-8.2 Synthesizing <u>and evaluating</u> information within or across texts (e.g., constructing appropriate titles; or formulating assertions or controlling ideas</li>   <li>• R-7-8.3 Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or using supporting evidence to form or evaluate</u> opinions/judgments and assertions about central ideas that are relevant</li>   <li>• R-7-8.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or <u>conflicting information within or across texts</u></li>   <li>• R-7-8.5 Making inferences about causes or effects</li> </ul>	<p>Reading History: pp. 66-83            Reading Geography: pp. 84-99            Reading Science: pp. 100-116            Reading Math: pp. 117-131            Focus on Science Concepts: pp. 132-142</p> <p>Evaluating: pp. 42, 655            Synthesizing: pp. 660-661</p> <p>Making Inferences: pp. 40, 52, 653            Inference Charts: pp. 214, 285, 672            Identifying a Reading Purpose: p. 266            Author's Purpose: p. 390</p> <p>Propaganda Techniques: pp. 268, 287-288            Fact and Opinion: p. 281</p> <p>Making Inferences: pp. 40, 52, 653            Cause-Effect Order: pp. 56, 59            Looking for Cause and Effect: pp. 644-645</p>