

Sanborn Regional School District Literature Selection Rubric 2004

Grade Level
7

Developmental Chart

Development of Responsibility

Ages 11-13: may show that relations with friends are increasingly important, continue to develop the ability to work cooperatively, can see the worth of other's view points, becoming committed to their belief and personal views of the world, begin to appreciate the heritage of their own country while cherishing family culture, develop an ability to empathize with another's feelings, begin to test consequences.

Reading Development

Ages 11-13: Read for an increasing variety of purposes and choose from a wide range of reading material, increase reading vocabulary, silent reading rate, length of time for concentration, and ability to adjust rate of reading to suit purpose, able to deal with detail in content form while keeping main ideas in mind, are increasingly able to read critically and to detect inconsistencies in argument, able to understand and discuss aspects of literatures such as theme, conflict, and author's style, are increasing in the ability to persist with longer and more complex texts.

Emotional & Social Development

Ages 11-13: May begin to show intense emotions, bouts of anxiety, moodiness, continue to hide feelings of anxiety with friends and family, generally get along well with their friends and show an interest in having a best friend, start to question adult authority, sometimes engage in self put-downs in conversations with others, may begin to define self in terms of opinions, beliefs, values, and expand sense of self by attempting to copy the culture of current fads, are sensitive to criticism and display feelings of success or failure, may become self-critical, may appear to become possessive with own belongings and people close to them, may view younger siblings as nuisances when involved with peers and feel discriminated against in family situations.

Intellectual Development

Ages 11-13: Begin to develop ability to "manipulate" thoughts and ideas but still need hands-on experiences, do some abstract reasoning, refine understanding of cause and effect, continue to broaden knowledge, understanding, and use of language to clarify thinking and learning, often likes jokes and words with double meanings, continues to expand thinking more readily through writing and reading, continue to increase silent reading rate and time spent reading, continue to increase ability to adjust rate and reading to suit purpose, continue to broaden interest in a variety of fiction and non-fiction, begin to understand people may interpret same material in different ways, may be able to talk about recent events, plan for the future and career aspirations, may begin to develop more complex schemes to aid memory, need ownership in decision-making with the continued guidance of a responsible person, develop ideas about real objects, their properties-length, area, mass, capacity, and volume-through direct experience and by thinking about those experiences.

Literature Literacy Standards Introduced at Grade 7:

- Develop an understanding of integrated vocabulary
- Synthesize a conclusion based on indirect evidence in a story
- Read, view, and critique literature from a historical and cultural perspective
- Determine literal meanings and develop informed reasoned inferences, judgments, and interpretations from texts by identifying and considering:
 - Identify and understand the use of a variety of types of figurative language including analogies, personification, hyperbole, and alliteration
- Recognize and use direct meaning, implied meaning and inferential meaning to extend level of understanding of materials being read
- Make and confirm complex predictions to increase their level of understanding
- Read to acquire information for different purposes such as preparing for a research project or gaining a general impression of the material presented in an article
- Analyze the use of figurative, idiomatic, and symbolic language including:
 - Satire
 - Paradox
 - Irony
 - Allegory

Sanborn Regional School District Literature Selection Rubric 2004 Worksheet

Grade Level
7

Literature Selection Rubric

Information:

Reading Level _____

Interest Level _____

Integration Topics _____

Literacy Standard Identified

Lesson Planning:

Literature will be read as:

_____ Read aloud selection

_____ Class reading book

_____ Independent Reading

Literature will be used as:

_____ Introduction to a unit of study

_____ To teach a Literature concept

_____ Character Education

**Integrated
Topics**

Science

Social Studies

Math

Art

Music

Projects

Teacher or Team _____ Date _____

School _____

Literature for Review "Title" _____

Author _____

Literature Selection

Remove From Literature Template

Add to Literature Template

Other _____
