

Seventh Grade Reading

Grade	Standard	Benchmark	Know/App'l	Indicator	Sub-Inc.	Assessed	(Non-Assessed Indicators)					Date		% Prof(+)		Comments
							▲ (Assessed Indicators)					Date	% Prof(+)	Date	% Prof(+)	
7	1	1	K													
7	1	2	K	1			uses knowledge of conventions and text features to read fluently at <i>instructional</i> or <i>independent reading levels</i> .									
7	1	2	K	2			reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i> .									
7	1	2	K	3			uses knowledge of complex sentence structure to read fluently at <i>instructional</i> or <i>independent reading levels</i> .									
7	1	2	K	4			uses a variety of <i>word-recognition</i> strategies (e.g., orthographic patterns, reading and writing text) to read fluently.									
7	1	2	K	5			adjusts reading rate to support comprehension when reading <i>narrative, expository, technical, and persuasive texts</i> .									
7	1	3	K	1		▲	determines meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast, clue words</i>) from sentences or paragraphs.									
7	1	3	K	2			locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.									
7	1	3	K	3		▲	determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.									
7	1	3	K	4			identifies and determines the meaning of <i>figurative language, ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, and idioms</i> .									
7	1	3	K	5			identifies word <i>connotations</i> and word <i>denotations</i> .									
7	1	4	K	1			identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i> .									

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7	1	4	K	2		▲	understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.					
7	1	4	K	3			uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.					
7	1	4	K	4			generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.					
7	1	4	K	5		▲	uses information from the text to make inferences and draw conclusions.					
7	1	4	K	6		▲	analyzes how text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) helps support comprehension of text.					
7	1	4	K	7		▲	compares and contrasts varying aspects (e.g., <i>characters' traits and motives, themes, problem-solution, cause-effect</i> relationships, ideas and concepts, procedures, viewpoints, <i>authors' purposes</i>) in one or more appropriate-level texts.					
7	1	4	K	8		▲	explains cause-effect relationships in appropriate-level <i>narrative, expository, technical, and persuasive texts</i> .					
7	1	4	K	9		▲	uses <i>paraphrasing</i> and organizational skills to <i>summarize</i> information (e.g., stated and implied <i>main ideas</i> , main events, important details) from appropriate-level <i>narrative, expository, technical, and persuasive texts</i> in logical order.					
7	1	4	K	10		▲	identifies the <i>topic, main idea(s)</i> , supporting details, and <i>theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level texts.					
7	1	4	K	11		▲	explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.					
7	1	4	K	12			establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).					
7	1	4	K	13			follows directions explained in <i>technical text</i> .					

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7	1	4	K	14	▲	identifies the author's position in a <i>persuasive</i> text and describes techniques the author uses to support that position (e.g., <i>bandwagon approach</i> , <i>glittering generalities</i> , <i>testimonials</i> , <i>citing statistics</i> , other techniques that appeal to reason or emotion).						
7	1	4	K	15	▲	distinguishes between fact and opinion, and recognizes <i>propaganda</i> (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.						
7	2	1	K	1	▲	describes different aspects of major and minor <i>characters</i> (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the <i>plot</i> , including resolution of the major conflict.						
7	2	1	K	2	▲	identifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the <i>setting</i> and other story elements (e.g., character, <i>plot</i>).						
7	2	1	K	3	▲	identifies major and minor elements of the <i>plot</i> (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.						
7	2	1	K	4		recognizes aspects of <i>theme</i> (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring <i>themes</i> across works (e.g., bravery, loneliness, loyalty, friendship).						
7	2	1	K	5		identifies literary devices (e.g., <i>foreshadowing</i> , <i>flashback</i> , <i>figurative language</i> , <i>irony</i> , <i>metaphor</i> , <i>tone/mood</i> , <i>symbolism</i>).						
7	2	2	K	1		identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures.						
7	2	2	K	2		compares and contrasts customs and ideas within literature representing a variety of cultures.						
7	2	2	K	3		recognizes connections between cultures and experiences through a variety of texts.						