Reading – Grade 7

Outcome	4- Mastery	3-Proficient	2-Adequate	1-Limited
Comprehension **CR7.1: Read, comprehend and respond to a variety of texts that address social responsibility, efficacy, and identity.** **CR7.6: Read and demonstrate comprehension and interpretation of grade-appropriate texts.** **CR7.7: Read independently and demonstrate comprehension of a variety of specialized information texts.** **CR7.8: Read Grade 7 appropriate texts to increase fluency**	Reads a variety of texts and demonstrates **insightful literal and inferential** comprehension through: • **Comprehensive** summaries • **In-depth** comparisons • **Rich and detailed** descriptions • Providing **compelling** evidence • Providing **insightful** support of beliefs • **Perceptive** analysis • **Insightful** recognition of the author's intent Reads orally (more than 170 wpm) and silently (more than 220 wpm) with **captivating** expression	Reads a variety of texts and demonstrates **literal and inferential** comprehension through: • **Accurate** summaries • **Accurate** comparisons • **Detailed** descriptions • Providing **logical** evidence • Providing **reasonable** support of beliefs • **Reasonable, logical** analysis • **Reasonable, logical** recognition of the author's intent Reads orally (130-170 wpm) and silently (170-220 wpm) with **appropriate** expression	Reads a variety of texts and demonstrates **literal** comprehension through: • **General** summaries • **Partial** comparisons • **Simplistic** descriptions • Providing **basic** evidence • Providing **basic** support of beliefs • **Superficial** analysis • **Simplistic** recognition the author's intent Reads orally (129 - 100 wpm) and silently (169-120 wpm) with **straightforward** expression.	Reads a variety of texts and demonstrates **partial** comprehension through: • **Incomplete** summaries • **Confusing** comparisons • **Vague and/or unrelated** descriptions • Providing **little or no** evidence • Providing **vague or no support** of beliefs • **Undeveloped** analysis • **Inconclusive** recognition of the author's intent Orally and silently reading of grade level text is **tenuous, impeding fluency** and expression.
Use of Strategies **CR7.2: Select and use appropriate strategies to construct meaning Before, During, and After reading**	**BEFORE** **Skillfully and insightfully:** • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author's message • Predicts what text will be about • Sets purpose **DURING** **Skillfully and insightfully:** • Connects and constructs meaning • Notes key ideas and what supports them • Constructs mental images • Makes, confirms, and adjusts predictions • Makes, confirms, and adjusts inferences and draws conclusion • Asks questions and self-monitors comprehension • Adjusts rate or strategy	**BEFORE** **Appropriately:** • Taps, activates, and builds prior knowledge • Asks questions • Previews text • Anticipates message the author's message • Predicts what text will be about • Sets purpose **DURING** **Appropriately:** • Connects and constructs meaning • Notes key ideas and what supports them • Constructs mental images • Makes, confirms, and adjusts predictions • Makes, confirms, and adjusts inferences and draws conclusion • Asks questions and self-monitors comprehension • Adjusts rate or strategy	**BEFORE** **Simplistically attempts to:** • Tap, activate, and build prior knowledge • Ask questions • Preview text • Anticipate message the author's message • Predict what text will be about • Sets purpose **DURING** **Simplistically attempts to:** • Connect and construct meaning • Note key ideas and what supports them • Construct mental images • Make, confirm, and adjust predictions • Make, confirm, and adjust inferences and draw conclusion • Ask questions and self-monitor comprehension • Adjust rate or strategy	**BEFORE** **Ineffective/undeveloped attempts to:** • Tap, activate, and build prior knowledge • Ask questions • Preview text • Anticipate message the author's message • Predict what text will be about • Set purpose **DURING** **Ineffective/undeveloped attempts to:** • Connect and construct meaning • Note key ideas and what supports them • Construct mental images • Make, confirm, and adjust predictions • Make, confirm, and adjust inferences and draw conclusion • Ask questions and self-monitor comprehension • Adjust rate or strategy

CC BY NC

Professional Growth Partnerships SPDU

	AFTER **Skillfully and Insightfully:** • Recalls, paraphrases, summarizes, and synthesizes • Reflects and interprets • Evaluates and responds critically • Evaluates craft and techniques • Responds personally with support from text • Reads again to deepen understanding and pleasure	**AFTER** **Appropriately:** • Recalls, paraphrases, summarizes, and synthesizes • Reflects and interprets • Evaluates and responds critically • Evaluates craft and techniques • Responds personally with support from text • Reads again to deepen understanding and pleasure	**AFTER** **Simplistically attempts to:** • Recall, paraphrase, summarize, and synthesize • Reflect and interpret • Evaluate and respond critically • Evaluate craft and techniques • Respond personally with support from text • Read again to deepen understanding and pleasure	**AFTER** **Ineffective/undeveloped attempts to:** • Recall, paraphrase, summarize, and synthesize • Reflect and interpret • Evaluate and respond critically • Evaluate craft and techniques • Respond personally with support from text • Read again to deepen understanding and pleasure
Cues & Conventions **CR7.3 Use pragmatic, textual, syntactic, semantic/lexical/ morphological, graphophonic, and other cues to construct and confirm meaning when reading.**	***Pragmatic*** **Appropriately** recognizes and explains the: • Function and purpose of texts • Use of language and language register • Author's purpose and point of view • Emotional appeal or • Persuasive language ***Textual*** **Appropriately** recognizes and explains how structures and features of texts work to shape understanding including: • Form/genre • Common organizational patterns • Artistic devices • Elements • Text features ***Syntactical*** **Appropriately** recognizes and comprehends sentence structures including: • Simple sentences • Compound sentences • Subordinate and modified clauses • Varied sentences beginnings • Capitalization and punctuation ***Semantic/Lexical/Morphological*** **Appropriately** recognizes and comprehends: • Words that are appropriate for audience purpose and context • Connotation • Words used figuratively and for imagery • Words with multiple meaning • Words by using context, prefixes, suffixes, root words and reference tools		

CC BY NC

Professional Growth Partnerships Splu

	Graphophonic **Appropriately** recognizes and explains: • Onomatopoeia • Alliteration • Derivatives, bases and affixes

CC BY NC

Professional Growth Partnerships SPDU