

*Reading*  
*Grade 7*

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Item Types	Cognitive Levels	Strand I - Reading and Literature	Item Totals
		Sub-strand B. Vocabulary Expansion	By Sub-strand
		Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.	6 – 8
		Benchmarks	By Benchmark
		<p><b>I.B.1</b> The student will acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
MC	A B	<p><b>I.B.2 and I.B.3</b> Students will analyze word structure and use context clues to understand new words. Students will recognize and interpret words with multiple meanings. <i>Content Limit:</i> Vocabulary items require context clues from a passage to determine word meanings (i.e., word structure may provide support but not the sole basis for the item). Word structure may only assist in determining meaning and may include prefixes, suffixes, syllabication or root words.</p>	6 – 8
		<p><b>I.B.4</b> The student will recognize the influences of other languages on the English language. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
		<p><b>I.B.5</b> The student will apply knowledge of Greek and Latin roots, prefixes and suffixes to understand content-area vocabulary and assist pronunciation. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

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	<b>I.B.6</b> Students will identify and explain analogies, similes and metaphors. <i>Content Limit:</i> This benchmark is assessed in the context of <b>I.D.5</b> .	
	<b>I.B.7</b> The student will determine pronunciation, meanings and alternate word choices through the use of dictionaries, thesauruses and electronic tools. <i>Content Limit:</i> Assessed only at the classroom level.	N/A

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Item Types	Cognitive Levels	Strand I - Reading and Literature	Item Totals
		Sub-strand C. Comprehension	By Sub-strand
		Standard: The student will understand the meaning of texts using a variety of strategies and will demonstrate literal, interpretative, inferential and evaluative comprehension.	23 – 27
		Benchmarks	By Benchmark
<b>MC or CR</b>	<b>A B C</b>	<b>I.C.1</b> Students will comprehend, interpret and evaluate text by asking and answering questions. <i>Content Limit:</i> Items that require the student to produce an interpretation or evaluation are CR. These items may require the identification of the explicit or inferred main idea and/or its relevant details. Comparison/contrast items may also be assessed under this benchmark. Comparison and contrast may assess these skills within a single passage as well as between paired passages. Items require comparison and/or contrast from no more than two sources on the same theme or topic.	8 – 12
		<b>I.C.2</b> Students will recall and use prior learning and preview text to prepare for reading. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
		<b>I.C.3</b> Students will use knowledge of narrative and expository text structures and subject specific texts to summarize content. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
		<b>I.C.4</b> Students will make inferences and draw conclusions based on explicit and implied information from text. <i>Content Limit:</i> Items will require inferences and a subsequent conclusion solely from the text given. Items may require a summary or paraphrase solely from the text given. Items that require the student to produce a summary or paraphrase are CR. Items for this benchmark must assess main idea and relevant details in text.	5 – 9

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		<p><b>I.C.5</b> Students will create outlines, logical notes and summaries across content areas. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
		<p><b>I.C.6</b> Students will use texts’ structural organizers, such as graphics, illustrations, references, notes, introductions, boldface type and subheadings to aid comprehension. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
<b>MC or CR</b>	<b>B C</b>	<p><b>I.C.7</b> Students will distinguish statements of fact from opinion and give examples from the text. <i>Content Limit:</i> Items may require identification of fact and/or opinion. Items may require an explanation of why a statement is fact and/or opinion.</p>	3 – 5
<b>MC or CR</b>	<b>B C</b>	<p><b>I.C.8</b> Students will critically read and evaluate to determine the author's purpose, point of view, audience and message. <i>Content Limit:</i> Items may require identification of the author’s purpose and/or support for that purpose. <i>Point of view</i> refers to that of the author. Items addressing <i>audience</i> refer to the reader(s) for whom the text was most likely intended. <i>Message</i> is synonymous with <i>main idea(s)</i> in these items.</p>	3 – 5
		<p><b>I.C.9</b> Students will follow written directions in technical reading. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
		<p><b>I.C.10</b> Students will scan a passage to determine relevant information and skim the text to locate specific information. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
		<p><b>I.C.11</b> Students will identify devices used in persuasive text. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

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Item Types	Cognitive Levels	Strand I - Reading and Literature	Item Totals
		Sub-strand D. Literature Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.	By Sub-strand
		Benchmarks	By Benchmark
		<b>I.D.1</b> The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
		<b>I.D.2</b> Students will identify and analyze various genres and subgenres as forms with distinct characteristics and purposes. <i>Content Limit:</i> Assessed only at the classroom level.	N/A
MC or CR	A B C	<b>I.D.3 and I.D.4</b> Students will identify and analyze the relationships among elements of fiction including setting, character, plot, conflict/resolution, theme and tone. Students will identify and analyze the effects of characters' traits on the plot and the resolution of the conflict. <i>Content Limit:</i> An item may require the identification and/or analysis of (i.e., <i>relationships among</i> ) literary elements. <i>Relationships among</i> compares literary elements (e.g., how setting affects the plot or tone; how a character affects a conflict; how a character affects the plot and/or resolution of a conflict). Only literary elements of setting, characterization, plot, conflict/resolution, theme and/or tone are contained in items. The terms <i>setting, character, plot, conflict, resolution, theme</i> and <i>tone</i> may be used in items. <i>Tone</i> is defined as author's attitude toward topic. Items may require analysis of these literary elements; these items are CR items.	5 – 9

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<b>MC or CR</b>	<b>A B C</b>	<p><b>I.D.5</b> Students will analyze how figurative language and literary devices contribute to the meaning of a text. Students will identify and explain analogies, similes and metaphors. <b>(I.B.6)</b></p> <p><i>Content Limit:</i> Items will assess understanding of figurative language or literary devices. Success on the item cannot be dependent on knowing the definition of figurative language or a literary device. Individual items will not refer to both a simile and a metaphor. Items assessing analogies will use the concept of <i>comparison</i>. Formal analogy structures will not be assessed (e.g., “Happy : Smile :: Sad : Frown”). Definitions of analogies, similes and metaphors as vocabulary are assessed only at the classroom level.</p>	2 – 5
<b>MC or CR</b>	<b>A B</b>	<p><b>I.D.6</b> Students will identify and discuss the effect of the speaker and recognize the difference between first- and third-person point of view.</p> <p><i>Content Limit:</i> Identification is limited to third-person (limited and/or omniscient) and first-person. Items will not require knowledge of the terms <i>limited</i> and <i>omniscient</i>.</p>	2 – 4
		<p><b>I.D.7</b> Students will relate a given literary work to historical events (place, time and custom).</p> <p><i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
		<p><b>I.D.8</b> Students will explain how form and stylistic devices convey the meaning of a poem.</p> <p><i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A

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		<p><b>I.D.9</b> Students will identify and understand recurring themes across literary works, citing evidence from the texts. <i>Content Limit:</i> Assessed only at the classroom level.</p>	N/A
MC or CR	A B C	<p><b>I.D.10</b> Students will respond to literature using ideas and details from the text to support reactions and make literary connections. <i>Content Limit:</i> Items that require a response to support reactions are restricted to ideas and details obtained solely from the text given. Items requiring literary connections are limited to the passage(s) provided.</p>	7 – 11