

Language Arts Assessment Framework
Grade 7

BOLD=Eligible for CRT

Italics=Classroom Assessment Only

Underlining=Performance standard moved to another Benchmark

ALL CAPS=Performance standard moved from another Benchmark

Strand: READING AND LISTENING FOR COMPREHENSION:

Content Standard I: Students will apply strategies and skills to comprehend information that is read, heard, and viewed.

5-8 Benchmark I-A: *Listen to, read, react to, and interpret information*

1. *Narrate an account (e.g., news story, historical episode) that creates a coherent organizing structure appropriate to purpose, audience, and context and which orients and engages the reader.*

2. Respond to informational materials that are read, heard, or viewed by:

- **summarizing the information**
- **determining the importance of the information**
- **making connections to related topics/information**
- *monitoring comprehension*
- **drawing inferences**
- *generating questions*

3. Identify the effect of literary devices such as figurative language, diction, dialogue, and description.

(Moved to III-B, position 4M)

5-8 Benchmark I-B: Gather and use information for research and other purposes

1. *Use a variety of resources to express individual perspectives in response to personal, social, cultural, and historical issues.*

2. Interpret and synthesize information by responding to information that is read, heard, or viewed.

3. *Develop informational products and/or presentations that cite multiple print and non-print sources by:*

- *identifying and using appropriate primary and secondary sources*
- *comparing, contrasting, and evaluating information from different sources about the same topic*
- *evaluating information for extraneous details, inconsistencies, relevant facts, and organization*

4. Examine critical relationships between and among elements of a research topic.

5-8 Benchmark I-C: Apply critical thinking skills to analyze information

1. Use the problem-solving process to refine understanding by:

- **analyzing problems and solutions within various texts and situations**
- **utilizing the problem-solving process within various contexts and situations**
- *constructing essays and presentations that respond to a given problem by proposing a solution that includes relevant details*

2. Refine critical thinking skills and develop criteria that evaluate arguments and judgments by:

- **stating a firm judgment**
- **justifying the judgment with logical, relevant reasons, clear examples, and supporting details**
- **creating an organizing structure appropriate to purpose, audience, and context**

3. Determine how the use of literary devices such as personification, metaphor, simile, and alliteration convey the author's intent. (Moved to III-B, position 5M)
4. Interpret universal themes, values, and conflicts in a selection. (Moved to III-B, position 6M)

5-8 Benchmark I-D: Demonstrate competence in the skills and strategies of the reading process

1. Respond to various texts and literary selections using interpretive and evaluative reading processes by:

- reading a variety of literary and other texts (e.g., mysteries, novels, science fiction, historical documents, newspapers, skits, lyric poems)
- analyzing what specific characteristics of literary works (fiction, nonfiction, drama, and poetry) have on the meaning of the work
- analyzing what impact literary elements have on the meaning of the text, such as the influence of setting on the problem and its resolution. (Moved to III-B, position 7M)

2. Understand stories and expository texts from the perspective of the attitudes and values of the time period in which they were written.

3. Accurately identify author's purpose and perspective.

4. Use knowledge of context and vocabulary to understand informational text.

Strand: LITERATURE AND MEDIA:

Content Standard III: Students will use literature and media to develop an understanding of people, societies, and the self.

5-8 Benchmark III-A: Use language, literature, and media to understand various social and cultural perspectives

1. Identify and analyze recurring themes (e.g., value of bravery, loyalty, friendship) across works from a variety of cultures.
2. Analyze themes and central ideas in literature and media in relation to personal issues and experiences.
3. Analyze a range of responses to literary works and determine the extent to which the literary characteristics of a society/culture shaped those responses.

5-8 Benchmark III-B: Identify ideas and make connections among literary work

1. Identify examples of distortion and stereotype in literary works.
2. Identify recurring themes in literary works.
3. Critique the credibility of characterization and the degree to which a plot is contrived or realistic.

4. IDENTIFY THE EFFECT OF LITERARY DEVICES SUCH AS FIGURATIVE LANGUAGE, DICTION, DIALOGUE, AND DESCRIPTION. (Moved from I-A.3)

5. DETERMINE HOW THE USE OF LITERARY DEVICES SUCH AS PERSONIFICATION, METAPHOR, SIMILE, AND ALLITERATION CONVEY THE AUTHOR'S INTENT. (Moved from I-C.3)

6. INTERPRET UNIVERSAL THEMES, values, AND CONFLICTS IN A SELECTION. (Moved from I-C.4)

1. RESPOND TO VARIOUS TEXTS AND LITERARY SELECTIONS USING INTERPRETIVE AND EVALUATIVE READING PROCESSES BY:

- **READING A VARIETY OF LITERARY AND OTHER TEXTS (E.G., MYSTERIES, NOVELS, SCIENCE FICTION, *historical documents, newspapers*, SKITS, LYRIC POEMS)**
- **ANALYZING WHAT SPECIFIC CHARACTERISTICS OF LITERARY WORKS (FICTION, *nonfiction*, DRAMA, AND POETRY) HAVE ON THE MEANING OF THE WORK**
- **ANALYZING WHAT IMPACT LITERARY ELEMENTS HAVE ON THE MEANING OF THE TEXT, SUCH AS THE INFLUENCE OF SETTING ON THE PROBLEM AND ITS RESOLUTION. (Moved from I-D.1.a.b.c.)**