

Lake Washington School District
Teaching and Learning Framework

Seventh Grade

Language Arts/Reading

Power Standards | October 2007

Seventh Grade | Language Arts/Reading

Word Recognition, Vocabulary and Fluency

Power Standards

Understand and apply content/academic vocabulary critical to the meaning of the text.

Evidence of Learning

Identify and define content/academic vocabulary critical to the meaning of the text and use that knowledge to interpret the text.

Identify words that have different meanings in different content areas and determine the correct meaning from the context.

Comprehension Skills and Strategies

Power Standards

Apply comprehension monitoring strategies during and after reading: determine importance using theme, main ideas, and supporting details in grade-level informational/expository text and/or literary/narrative text.

Evidence of Learning

State both literal and/or inferred main ideas and provide supporting text-based details.

State the theme/message and supporting details in culturally relevant literary/narrative text.

Apply comprehension monitoring strategies before, during, and after reading: predict and infer. Make, confirm, and revise predictions based on prior knowledge and evidence from the text.

Cite passages from text to confirm or defend prediction and inference.

Organize information to support a prediction or inference in a self-created graphic organizer to enhance text comprehension.

Apply comprehension monitoring strategies to understand fiction, nonfiction, informational text, and task-oriented text: monitor for meaning, create mental images, and generate and answer questions.

Monitor for meaning by identifying where and why comprehension was lost and use comprehension repair strategies to regain meaning.

Generate and answer questions about the text before, during, and after reading to aid comprehension.

Apply comprehension monitoring strategies during and after reading: summarize grade-level informational /expository text and literary/narrative text.

Create a summary including the main idea and the most important text-based facts, details, and/or ideas from informational/expository text.

Understand and analyze story/literary elements.

Identify the important events that lead to conflicts and explain how each does or does not contribute to the resolution.

Explain how a story would change if the narrator's perspective changed.

Comprehension Skills and Strategies (continued)

Power Standards	Evidence of Learning
Analyze informational /expository text and literary/narrative text for similarities and differences and cause and effect relationships.	Find similarities and differences within and between texts using text-based evidence (e.g., the author's feelings and the poet's feelings; descriptions recorded in a science article vs. poetry; perspectives seen in newspaper article, short story). Identify and interpret cause and effect relationships within a literary/narrative text or informational/expository text using evidence from the text (e.g., an article and a poem about wolves or a description of the Underground Railroad from a newspaper article, a short story, or a biographical sketch of a leader in the Underground Railroad).
Understand the functions (to make the story more interesting and convey a message) of literary devices.	Select, from multiple choices, a sentence from the story/poem/selection that is an example of a specific literary device.
Analyze literary/narrative text and information/expository text to draw conclusions and develop insights.	Draw conclusions from grade-level text (e.g., the most important idea the author is trying to make in the story/poem/selection, what inspiration might be drawn from the story/poem/selection, who might benefit from reading the story/poem/selection). Select, from multiple choices, a statement that best represents the most important conclusion that may be drawn from the selection.

Reading for Different Purposes in a Variety of Genres/Texts

Power Standards	Evidence of Learning
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Developing Reading Goals and Interests

Power Standard	Evidence of Learning
Evaluate reading progress and apply strategies for setting grade-level appropriate reading goals.	Set reading goals and create a plan to meet those goals. Monitor progress toward implementing the plan, making adjustments and corrections as needed.