

English Language Arts Grade 7 Comprehend and Respond

OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR 7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).	I rarely make connections between a text I read, view, or listen to and the theme of identity, community, or social responsibility.	I make a few connections between a text I read, view, or listen to and the theme of identity, community, or social responsibility.	I explain with examples how a text I read, view, or listen to relates to the theme of identity, community, or social responsibility.	I explain and compare with examples how texts I read, view, or listen to relate to the theme of identity, community, or social responsibility.
	I retell ideas and information presented in the text.	I explain the ideas and information presented in the text.	I respond to texts using my personal experiences and evidence from the text.	I respond to texts using my personal experiences, evidence from the text, and research.
	I identify the text structure OR text features of a few of the texts I read, listen to, or view.	I identify the text structure and text features of many of the texts I read, listen to, or view.	I explain the text structure and text features of most of the texts I read, listen to, or view.	I explain and compare the text structures and text features of several texts I read, listen to, or view.

Comments

English Language Arts Grade 7 Comprehend and Respond

OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR 7.2 Select and use appropriate strategies to construct meaning before (e.g., formulating questions), during (e.g., recognizing organizational structure), and after (e.g., making judgements supported by evidence) viewing, listening, and reading.	I ask minimal questions about the facts of a text.	I ask some questions about the facts of a text.	I ask questions that go beyond the facts of the text to guide my reading.	I ask questions that go beyond the facts of the text to guide my reading and evaluate the text prior to reading.
	I rarely use “before” reading strategies to construct meaning.	I sometimes use “before” reading strategies to construct meaning.	I select and use a variety of “before” reading strategies to construct meaning.	I select and explain from a wide variety of “before” reading strategies according to my purpose for reading to construct meaning.
	I sometimes identify the introduction, body, and conclusion of a text.	I identify the introduction, body, and conclusion of a text.	I identify the introduction, body, and conclusion of a text and use these to formulate meaning.	I use introduction, body, and conclusion of a text to assess its effectiveness.
	I rarely use “during” reading strategies to make meaning.	I sometimes use “during” reading strategies to make meaning.	I select and use a variety of “during” reading strategies to make meaning.	I select and explain from a wide variety of “during” reading strategies according to my purpose for reading to construct meaning and evaluate a text.
	I rarely make judgments from textual information.	I sometimes make judgments from textual information.	I make judgments from a variety of textual information.	I make judgments from a variety of textual information and provide support from the text and beyond the text.
	I rarely use “after” reading strategies with help to make meaning.	I sometimes use “after” reading strategies to make meaning.	I select and use from a wide variety of “after” reading strategies to make meaning.	I select and explain from a wide variety of “after” reading strategies according to my purpose for reading and responding.
	Comments			

English Language Arts Grade 7 Comprehend and Respond

OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR 7.3 Use pragmatic (e.g., author’s purpose and point of view), textual (e.g., how author organized text), syntactic (e.g., main and subordinate ideas), semantic/lexical/morphological (e.g., figurative language and specific word meanings by their context, common affixes, and allusions), graphophonic (e.g., word patterns), and other cues (e.g., non-verbal cues, headings, charts, and diagrams) to construct and confirm meaning when viewing, listening, and reading.	I rarely suggest the author’s purpose.	I sometimes suggest the author’s purpose.	I suggest the author’s purpose, and support my opinion with evidence from the text.	I explain how author’s purpose is present in decisions the author has made throughout the text.
	I rarely identify the author’s point of view.	I sometimes identify the author’s point of view.	I identify the author’s point of view.	I evaluate the effectiveness of the author’s point of view, and provide reasons.
	I rarely recognize organizational patterns in text.	I sometimes recognize organizational patterns in text.	I use organizational patterns in text to identify the author’s purpose, point of view, and message.	I evaluate the effectiveness of the author’s use of different organizational patterns in text.
	I sometimes use cues to find out the meaning of a word.	I find out the meaning of a word using the context or a dictionary.	I find out the meaning of a word using context, reference tools, and some prefixes, roots, and suffixes.	I find out the meaning of a word using context, reference tools, prefixes, roots, and suffixes.
	I sometimes identify the roots, prefixes and suffixes of words.	I identify the roots, prefixes and suffixes of words.	I identify and recognize roots, prefixes and suffixes, and use them to create meaning.	I recognize derivatives, roots, prefixes and suffixes and use them to create meaning.
	I identify a few headings, charts and diagrams in textual information and use some of them to help create a basic understanding.	I identify headings, charts and diagrams in textual information, and use them to help create a basic understanding of a text.	I use headings, charts, and diagrams to assist in creating meaning.	I analyze and evaluate the impact of charts, and diagrams in textual information, and create meaning from them.
Comments				

English Language Arts Grade 7 Comprehend and Respond

OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR 7.4 View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features (e.g., circle graphs) and complex ideas including the visual components of media such as magazines, newspapers, websites, reference books, graphic novels, broadcast media, videos, and promotional materials.	I rarely identify specific features of multimedia text (e.g. circle graphs).	I sometimes identify specific features of multimedia text (e.g. circle graphs).	I identify how data is represented in specific features of multimedia text (e.g. circle graphs).	I use the data represented in multimedia texts to understand and analyze opinions and messages (e.g. circle graphs).
	I make simple statements about some features in multimedia texts.	I make simple statements based on some features in multimedia texts.	I interpret most features in multimedia texts.	I draw conclusions from data represented in multimedia texts.
	I am unable to recognize the basic organization of visual and multimedia texts.	I recognize the basic organization of visual and multimedia texts.	I use the organization of visual and multimedia texts to locate information.	I use the organization of visual and multimedia texts to evaluate their effectiveness and impact.
Comments				

English Language Arts Grade 7 Comprehend and Respond

OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR 7.5 Listen critically to understand and analyze oral information and ideas from a wide range of texts (e.g., complex instructions, oral explanations and reports, opinions or viewpoints, messages presented in the media).	I demonstrate some listening strategies, with reminders .	I demonstrate some listening strategies.	I demonstrate many listening strategies (e.g. focusing on the speaker, making reasonable predictions, and making notes).	I demonstrate several listening strategies when presented with oral information and formulate questions for further investigation .
	I am able to understand simple oral information with help .	I am able to understand simple oral information .	I am able to listen to oral information AND analyze the message .	I am able to listen to oral information AND evaluate the message .
	I determine the literal meaning of a message, with help .	I determine the literal meaning of a message .	I determine the literal meaning of a message, AND, most of the time, the implied meaning .	I determine the literal AND implied meaning of a message.
	I identify my own ideas and opinions about a message, with help .	I identify my own ideas and opinions about a message .	I separate my own ideas and opinions from the speaker’s ideas and opinions .	I compare and contrast my ideas and opinions AND the speaker’s ideas and opinions.

Comments

English Language Arts Grade 7 Comprehend and Respond

OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR 7.6 Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.	I read grade 7 appropriate fictional texts with help .	I read grade 7 appropriate fictional texts with occasional support .	I read grade 7 appropriate fictional texts .	independently read beyond grade 7 appropriate fictional texts.
	I demonstrate some of the reading strategies, with help .	I demonstrate some of the reading strategies.	I demonstrate many of the reading strategies (e.g. reading with purpose, making and correcting predictions, and reading to clarify understanding).	I demonstrate several reading strategies and formulate questions for further investigation .
	I identify the author’s point of view, with help .	I identify the author’s point of view .	I explain why an author might have chosen a particular point of view .	I evaluate the effectiveness of the point of view the author chose, using specific examples from the text .
Comments				

English Language Arts Grade 7 Comprehend and Respond

OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR 7.7 Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.	I read grade appropriate non-fiction texts with help .	I read grade appropriate non-fiction texts with occasional support .	I read grade appropriate non-fiction texts.	I independently read non-fiction texts beyond what is appropriate for the grade .
	I describe the author’s organization of ideas .	I describe the author’s organization of ideas OR author’s use of language.	I describe the author’s organization of ideas AND the author’s use of language.	I critique an author’s organization of ideas and use of language, and personally respond with reference to the text .

Comments

English Language Arts Grade 7 Comprehend and Respond

OUTCOMES	1 – Beginning The student is having difficulty demonstrating an understanding of the concept.	2 – Approaching The student is developing an understanding of the concept.	3 – Meeting The student consistently demonstrates an understanding of the concept or has achieved the concept.	4- Exemplary The student independently demonstrates an in-depth understanding of the concept, and consistently applies this knowledge to new situations.
CR 7.8 Read Grade 7 appropriate texts to increase fluency (130-170 wcpm orally; 170-220 silently) and expression.	I need help to read grade appropriate texts with some fluency and expression.	I read grade appropriate texts with some fluency and expression.	I read grade appropriate texts with fluency and expression .	I read texts with exceptional fluency and expression beyond what is appropriate for the grade.
	I read in short phrases with frequent pausing (e.g. to find my place, figure out a word, or re-read for understanding).	I read mostly in uninterrupted phrases, but with occasional pausing .	I read primarily in large, uninterrupted phrases with appropriate pausing and at an even pace.	I read entirely in large, uninterrupted phrases with appropriate pausing and at a pace that enhances the effect of the text.
	I read aloud in one tone of voice.	I read with some expression that occasionally reflects the tone of the text.	I read with expression that reflects the tone of the text.	I read with exceptional expression that reflects the tone of the text.
Comments				