PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
			Reading: Literatur	'e	
Detailed	7.RL.1	refers to the text generally to support analysis of what the text says explicitly.	identifies some textual evidence that supports analysis of what the text says explicitly.	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text.
Detailed	7.RL.2	identifies a theme or central idea of a text; provides a sequence of events in a text.	identifies a theme or central idea of a text; provides a simple objective summary of a text.	determines a theme or central idea of a text and analyzes its development over the course of a text; provides an objective summary of a text.	evaluates themes or central ideas of a text and analyzes their development over the course of a text; provides a comprehensive, objective summary of a text.
Detailed	7.RL.3	identifies particular elements of a story or drama (e.g., setting or characters).	explains how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	evaluates the relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot) and analyzes the impact.
Detailed	7.RL.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; describes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.	determines the meaning and analyzes the impact of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; analyzes and evaluates the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.

Detailed	7.RL.5	identifies the structure of a text in a drama or poem.	describes the structure of a text, including how a drama's or poem's form or structure generally contributes to its meaning.	analyzes the structure of a text, including how a drama's or poem's form or structure contributes to its meaning.	analyzes and evaluates the structure of a text, including how a drama's or poem's form or structure contributes to its meaning and impact.
Detailed	7.RL.6	identifies the points of view of different characters or narrators in a text.	explains the differences in points of view of different characters or narrators in a text.	analyzes how an author develops and contrasts the points of view of different characters or narrators in a text.	analyzes and evaluates the effectiveness of how an author develops and contrasts the points of view of different complex characters or narrators in a text.
Detailed	7.RL.7	identifies similarities or differences between a written story, drama, or poem and its audio, filmed, staged, or multimedia version.	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, and identifies the techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	analyzes and critiques an audio, filmed, staged, or multimedia version of a written story, drama or poem as compared to its written version; evaluates the impact and effectiveness of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Detailed	7.RL.9	identifies similarities or differences between a fictional portrayal of a time, place, or character and a historical account of the same period.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period; identifies how an author of fiction alters history.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	compares and contrasts, then analyzes, a fictional portrayal of a time, place, or character and a historical account of the same period to understand and evaluate how authors of fiction use or alter history.

			Reading: Informationa	l Text	
Detailed	7.RI.1	refers to the text generally to support analysis of what the text says explicitly.	identifies some textual evidence that supports analysis of what the text says explicitly.	cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text.
Detailed	7.RI.2	identifies a central idea of the text; provides a basic sequence of events or ideas in a text.	identifies two or more central ideas of a text; provides a summary of a text.	determines two or more central ideas in a text and analyzes their development over the course of the text; provides an objective summary of a text.	evaluates two or more central ideas and analyzes their development over the course of the text; provides a comprehensive, objective summary of a text.
Detailed	7.RI.3	identifies some of the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	determines the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	analyzes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	analyzes and evaluates complex relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Detailed	7.RI.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; recognizes that a specific word choice has an impact on meaning and tone.	distinguishes between literal, figurative, connotative, and technical meanings of words and phrases as they are used in a text; describes the impact of a specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the effect of a specific word choice on meaning and tone.
Detailed	7.RI.5	describes the structure an author uses to organize a text; identifies the major sections of the text.	determines the structure an author uses to organize a text; describes how the major sections contribute to the structure of the whole text or to the development of the ideas.	analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	evaluates the effectiveness of the structure an author uses to organize a text and analyzes how the major sections contribute to the whole and to the development of the ideas; can articulate how a different text structure might impact the meaning of the text.

Detailed	7.RI.6	identifies an author's purpose in a text and what distinguishes his or her position from that of others.	identifies an author's point of view or purpose in a text and describes how the author distinguishes his or her position from that of others.	determines an author's point of view or purpose in a text and analyzes how the author distinguishes his or her position from that of others.	analyzes an author's point of view and purpose in a text; evaluates how effectively the author distinguishes his or her position from that of others to accomplish his or her purpose.
Detailed	7.RI.7	identifies similarities or differences between a text and an audio, video, or multimedia version of the text.	compares and contrasts a text to an audio, video, or multimedia version of the text, identifying how each medium portrays the subject (e.g., how the delivery of a speech affects the impact of the words).	compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	evaluates the effectiveness and impact of a text as compared to an audio, filmed, staged, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Detailed	7.RI.8	traces the argument and a claim in a text, identifying the reasoning and evidence used to support the claim.	traces and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claims.	traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	explicates and evaluates the argument and specific claims in a complex text; cites specific language or examples in the text in an assessment of whether or not the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Detailed	7.RI.9	describes how two or more authors writing about the same topic shape their presentations of key information.	describes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.	analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	cites textual evidence in an evaluation of the different rhetorical effects used by two or more authors writing about the same topic and how they shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

through the selection and organization of content:of relevant content:information through the selection, organization, and analysis of relevant content:and information with a strongly developed focus through the selection, organization, and analysis of relevant content:and information with a strongly developed focus through the selection, organization, and analysis of relevant content:and information with a strongly developed focus through the selection, organization, and analysis of relevant content:a. introduces a topic; ideas, concepts, and ideas, concepts, and classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, organizes ideas, concepts, and information ing strategies such as definition, classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, organizes ideas, concepts, and information ing (e.g., headings) and graphics (e.g., charts, tables) when useful to aid comprehension.a. introduces a topic clearly, organizes ideas, concepts, and information using strategies using strategies information and examples.a. introduces a topic clearly, a. introduces a topic clearly, a. introduces a topic clearly, organizes ideas, concepts, and information, concrete details, quotations, or other inform about or describe the topic.d. uses topic-appropriate to inform about or explain the to create cohesion.a. introduces a topic with a statement or section.d. uses topic-appropriate the topic.d. uses topic-appropriate to create cohesion.d. uses topic-appropriate to create cohesion and clarify to create cohesion and clarify to create cohesion and clarify to create cohesion and clarify to create cohesion and clari	Detailed	7.W.2	writes	writes informative/explanatory	writes informative/explanatory	writes informative/explanatory
through the selection and organization of content:of relevant content:information through the selection, organization, and analysis of relevant content:and information with a strongly developed focus through the selection, organization, and analysis of relevant content:and information with a strongly developed focus through the selection, organization, and analysis of relevant content:and information with a strongly developed focus through the selection, organization, and analysis of relevant content:a. introduces a topic; ideas, concepts, and ideas, concepts, and classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, organizes ideas, concepts, and information ing strategies such as definition, classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, organizes ideas, concepts, and information ing (e.g., headings) and graphics (e.g., charts, tables) when useful to aid comprehension.a. introduces a topic clearly, organizes ideas, concepts, and information using strategies using strategies information and examples.a. introduces a topic clearly, a. introduces a topic clearly, a. introduces a topic clearly, organizes ideas, concepts, and information, concrete details, quotations, or other inform about or describe the topic.d. uses topic-appropriate to inform about or explain the to create cohesion.a. introduces a topic with a statement or section.d. uses topic-appropriate the topic.d. uses topic-appropriate to create cohesion.d. uses topic-appropriate to create cohesion and clarify to create cohesion and clarify to create cohesion and clarify to create cohesion and clarify to create cohesion and clari			informative/explanatory	text to explain a topic through	texts to examine a topic and	texts to examine a topic and
organization of content: a. introduces a topic clearly; organizes ideas, concepts, and attempts an organization of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.selection, organization, and analysis of relevant content: a. introduces a topic clearly, previewing what is to follow, organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect, includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aid comparison, or other information and examples.selection, organization, and analysis of relevant content: a. introduces a topic clearly, previewing what is to follow, organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect, includes formatting (e.g., headings) and graphics (e.g., charts, tables) to when useful to aid comprehension.developset focus through the analysis of relevant content: analysis of relevant content:b. describes the topic with facts, definitions, concrete details, quotations, or other inform about or explain the to create cohesion.a. introduces a topic clearly, previewing what is to follow, comparison/contrast, and cause/effect, includes formating (e.g., headings) and graphics (e.g., charts, tables) to enhance comprehension.b. develops the topic with and effect, includes formating (e.g., headings) and graphics (e.g., charts, tables) to enhance comprehension.c. uses basic transitions to inform about or explain the the topic.b. develops the topic with analy for relevant content tablesb. develops the topic with analy t			text to describe a topic	the selection and organization	convey ideas, concepts, and	convey complex ideas, concepts,
a. introduces a topic; attempts an organization of ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, organizes ideas, concepts, and information, using strategies such as definition, comparison/contrast, and cause/effect.selection, organization, and analysis of relevant content:a. introduces a topic clearly, organizes ideas, concepts, and information, using strategies such as definition, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; comparison/contrast, and cause/effect.d. uses topic-appropriate inform about or explain the topic.b. develops the topic with and examp			through the selection and	of relevant content:	information through the	and information with a strongly
a. introduces a topic; attempts an organization of ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includesa. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, classification, cause/effect; includesa. introduces a topic with a strategies such as definition, classification, comparison/contrast, and cause/effect; includesa. introduces a topic with a strategies such as definition, classification, comparison/contrast, and cause/effect; includesa. introduces a topic with a strategies such as definition, classification, cause/effect; includesa. introduces a topic with a strategies such as definition, classification, cause/effect; includesa. introduces a topic with a strategies such as definition, classification, cause/effect; includesa. introduces a topic with a strategies such as definition, classification, cause/effect; includesa. introduces a topic with a strategies such as definition, classification, cause/effect; includesa. introduces a topic with a strategies such as definition, classification, cause/effect; includesd. uses topic-appropriate language and vocabulary to inform about or explain the topic.b. develops the topic with relevant facts, definitio			organization of content:		selection, organization, and	developed focus through the
attempts an organization of ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organized classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organized classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organized classification, comparison/contrast, and cause/effect.a. introduces a topic clearly, previewing what is to follow; organized classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) to comprehension.a. introduces a topic clearly, organized classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) to comprehension.b. develops the topic with facts, definitions, concrete details, quotations, or other inform about or describe the topic.b. develops the topic with facts, definitions, concrete details, quotations, or other inform about or describe the topic.b. develops the topic with actas definitions, concrete details, quotations, or other inform about or describe the topic.b. develops the topic with actas definitions, concrete details, quotations, or other information and examples.b. develops the topic with actas definitions, concrete details, quotations, or other information and examples. to create cohesion.b. develops the topic with actas definitions, concrete details, quotations, or other information and examples.c. uses appropriate tanguage and vocabulary to inf				a. introduces a topic clearly;	analysis of relevant content:	selection, organization, and
ideas, concepts, and information using strategies such as definition, comparison/contrast, and cause/effect.such as definition, comparison/contrast, and cause/effect.previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.a. introduces a topic with a strongly developed focus using appropriate strategies such as definition, classification, comparison/contrast, and cause/effect.b. describes the topic with facts, definitions, concrete details, quotations, or other inform about or describe the topic.s. uses topic-appropriate language and vocabulary to inform about or describe the topic.s. describes a concluding statement or section.s. describes a concluding statement or section.a. introduces a topic with a strongly developed focus using organizes ideas, concepts, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comparison, concrete details, quotations, or other inform about or describe the topic.a. introduces a topic with a strongly developed focus using graphics (e.g., charts, tables) when useful to aiding concrete details, quotations, or other information and examples.a. introduces a topic with a strongly developed focus using graphics (e.g., charts, tables) when useful to aiding concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or create cohesion.b. develops the topic with and examples appropriate to th audience's knowledge of the topic.d. uses topic-appropriate inform about or esplain the <br< td=""><td></td><td></td><td>a. introduces a topic;</td><td>organizes ideas, concepts, and</td><td></td><td>analysis of relevant content:</td></br<>			a. introduces a topic;	organizes ideas, concepts, and		analysis of relevant content:
information using strategies such as definition, classification, cause/effect.classification, comparison/contrast, and cause/effect.organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.strongly developed focus using appropriate strategies such as definition, classification, comparison/contrast, and cause/effect.strongly developed focus using appropriate strategies such as definition, classification, comparison/contrast, and cause/effect.b. describes the topic with facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with facts, definitions, concrete details, quotations, or other inform about or describe the topic.b. develops the topic with facts, definitions, concrete details, quotations, or other inform about or describe the topic.b. develops the topic with facts, definitions, concrete details, quotations, or other inform about or describe the topic.b. develops the topic with facts, definitions, concrete details, quotations, or other inform about or describe the topic.b. develops the topic with relevant facts, definitions, concretsb. develops the topic with audience's knowledge of the toreate cohesion.c. uses an informal style.d. uses topic-appropriate trastions to inform about or section.d. uses topic-appropriate to create cohesion at topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform a			attempts an organization of	information, using strategies	a. introduces a topic clearly,	
such as definition, classification, comparison/contrast, and cause/effect.comparison/contrast, and cause/effect, includes formatting (e.g., charts, tables) when useful to aid comprenson.information, using strategies such as definition, classification, comparison/contrast, and cause/effect, includes formatting (e.g., charts, tables) when useful to aid comprenson.appropriate strategies such as definition, classification, comparison/contrast, and cause/effect, includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aid graphics (e.g., charts, tables) when useful to aiding comprehension.appropriate strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) to enhance comprehension.b. describes the topic with facts, definitions, corcrete details, quotations, or other inform about or describe the topic.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. uses appropriate transitions to create cohesion at concrets.c. uses appropriate transitions to relevant facts, definitions, concrete details, quotations, or other inform about or describe the topic.c. uses appropriate transitions to create cohesion at concrets.c. uses appr			ideas, concepts, and	such as definition,	previewing what is to follow;	•
classification, comparison/contrast, and cause/effect.cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aid graphics (e.g., charts, tables) when useful to aiding graphics (e.g., charts, tables) to create cohesion.definition, classification, comparison/contrast, and cause and effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension.definition, classification, comparison/contrast, and cause and effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) to aiding comprehension.definition, classification, comparison/contrast, and cause and effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) to aiding comprehension.definition, classification, comparison/contrast, and cause and effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) to aiding comprehension.d. uses topic-appropriate language and vocabulary to inform about or describe the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.c. uses appropriate and varied concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.d. uses precise language and domain-specific vocabulary to inform about or e				-	•	• • • •
comparison/contrast, and cause/effect.formatting (e.g., charts, tables) when useful to aid graphics (e.g., charts, tables) to comprehension.comparison/contrast, and cause/effect, includes formatting (e.g., charts, tables) to renating (e.g., charts, tables) when useful to aiding comprehension.comparison/contrast, and cause/effect, includes formatting (e.g., charts, tables) to renating (e.g., charts, tables) to comprehension.comparison/contrast, and cause/effect, includes formatting (e.g., charts, tables) to enhance comprehension.d. uses basic transitions to link ideas and concepts.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other inform about or describe the topic.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, outations, or other information and examples appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.e. establishes and maintains a formal style.c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.f. provides a concluding statement or section. </td <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>						
cause/effect.graphics (e.g., charts, tables) when useful to aid comprehension.cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aid graphics (e.g., charts, tables) when useful to aiding comprehension.and effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension.and effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension.and effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension.and effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension.and effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension.c. uses basic transitions to link ideas and concepts.b. develops the topic with facts, definitions, concrete details, quotations, or other inform about or describe the topic.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples concretsb. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples audience's knowledge of the topic.d. uses topic-appropriate the topic.d. uses topic-appropriate inform about or describe the topic.d. uses topic-appropriate topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.d. uses precise langua						
b. describes the topic with facts, definitions, concrete details, quotations, or other information and examples.formatting (e.g., charts, tables) when useful to aiding comprehension.formatting (e.g., charts, tables) when useful to aiding comprehension.c. uses basic transitions to link ideas and concepts.b. develops the topic with facts, definitions, concrete details, quotations, or other inform about or describe the topic.b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension.d. uses topic-appropriate language and vocabulary to inform about or describe the topic.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. uses appropriate transitions to create cohesion.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. uses appropriate transitions to concrete details, quotations, or other information and examples.c. uses appropriate transitions to concrete cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.f. provides a concluding statement or section.f. provides a concluding statement or section that follows from the informationformal style.e. establishes and maintains a formal style.d. uses precise la						comparison/contrast, and cause
b. describes the topic with facts, definitions, concrete details, quotations, or other information and examples.comprehension.graphics (e.g., charts, tables) when useful to aiding comprehension.graphics (e.g., charts, tables) to aiding comprehension.c. uses basic transitions to link ideas and concepts.b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.d. uses topic-appropriate language and vocabulary to inform about or describe the topic.d. uses topic-appropriate to create cohesion.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.f. provides a concluding statement or section.f. provides a concluding statement or section that follows from the informatione. establishes and maintains a formal style.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.			cause/effect.			-
facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.when useful to aiding comprehension.enhance comprehension.c. uses basic transitions to link ideas and concepts.b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples appropriate transitions to to create cohesion and clarify the relationships among ideas and concepts.b. develops the topic with analy definitions, concrete details, quotations, or other information and examples appropriate and varied transitions to create cohesion and concepts.b. develops the topic with audience's knowledge of the topic.e. uses an informal style.d. uses topic-appropriate inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and concepts.f. provides a concluding						
details, quotations, or other information and examples.b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.c. omprehension.b. develops the topic with analy of relevant facts, complex ideas details, quotations, or other information and examples.c. uses basic transitions to link ideas and concepts.c. uses appropriate language and vocabulary to inform about or describe the topic.c. uses topic-appropriate language and vocabulary to inform about or described. uses topic-appropriate language and vocabulary to inform about or explain the topic.d. uses topic-appropriate language and vocabulary to inform about or explain the topic.c. uses appropriate transitions to create cohesion.c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.e. establishes a concluding statement or section that follows from the informatione. establishes and maintains a formal style.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform alstyle.				comprehension.		
information and examples.facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.d. uses topic-appropriate language and vocabulary to inform about or describe the topic.d. uses topic-appropriate language and vocabulary to inform about or explain the topic.c. uses appropriate transitions to create cohesion.c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.d. uses precise language and topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.					•	enhance comprehension.
c. uses basic transitions to link ideas and concepts.details, quotations, or other information and examples.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.of relevant facts, complex ideas definitions, concrete details, quotations, or other information and examples.d. uses topic-appropriate language and vocabulary to inform about or describe the topic.d. uses topic-appropriate language and vocabulary to inform about or describe the topic.d. uses topic-appropriate language and vocabulary to inform about or explain the topic.c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.of relevant facts, complex ideas definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information d. uses precise language and domain-specific vocabulary to inform about or explain the topic.of relevant facts, complex ideas definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the transitions to create cohesion and concepts.f. provides a concluding statement or section.f. provides a concluding statement or section that follows from the informatione. establishes and maintains a formal style.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic. <td></td> <td></td> <td></td> <td></td> <td>comprehension.</td> <td></td>					comprehension.	
c. uses basic transitions to link ideas and concepts.information and examples.relevant facts, definitions, concrete details, quotations, or other information and examples.definitions, concrete details, quotations, or other information and examples.d. uses topic-appropriate language and vocabulary to inform about or describe the topic.i. uses topic-appropriate language and vocabulary to inform about or describe the topic.i. uses topic-appropriate language and vocabulary to inform about or explain the topic.c. uses appropriate transitions to create cohesion.definitions, concrete details, quotations, or other information and examples.e. uses an informal style.d. uses topic-appropriate inform about or explain the topic.c. uses appropriate and varied transitions to create cohesion a concepts.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.e. establishes and maintains a formal style.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.			information and examples.			
Ink ideas and concepts.c. uses appropriate transitions to create cohesion.concrete details, quotations, or other information and examples.quotations, or other information and examples appropriate to the audience's knowledge of the topic.d. uses topic-appropriate language and vocabulary to inform about or describe the topic.d. uses topic-appropriate language and vocabulary to inform about or explain the topic.c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.				· · ·		· · · · · · · · · · · · · · · · · · ·
d. uses topic-appropriate language and vocabulary to inform about or describe the topic.c. uses appropriate transitions to create cohesion.other information and examples. and examples.and examples appropriate to th audience's knowledge of the topic.d. uses topic-appropriate inform about or describe the topic.d. uses topic-appropriate language and vocabulary to inform about or explain the topic.c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.domain-specific vocabulary to inform about or explain the but does not consistently maintain it.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.				information and examples.		
d. uses topic-appropriate language and vocabulary to inform about or describe the topic.to create cohesion.audience's knowledge of the topic.e. uses an informal style.d. uses topic-appropriate language and vocabulary to inform about or explain the topic.c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.d. uses precise language and topic.d. uses precise language and topic.f. provides a concluding statement or section.f. provides a concluding statement or section that follows from the informatione. establishes and maintains a formal style.d. uses precise language and topic.d. uses precise language and topic.			link ideas and concepts.			
language and vocabulary to inform about or describe the topic.d. uses topic-appropriate language and vocabulary to inform about or explain the topic.c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.topic.e. uses an informal style.topic.d. uses topic-appropriate inform about or explain the topic.c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.					other information and examples.	
inform about or describe the topic.d. uses topic-appropriate language and vocabulary to inform about or explain the topic.create cohesion and clarify the relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.d. uses precise language and topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.f. provides a concluding statement or section.f. provides a concluding maintain it.e. establishes a formal style, but does not consistently maintain it.domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.f. provides a concluding statement or section that follows from the informatione. establishes and maintains a formal style.d. uses precise language and topic.				to create cohesion.		-
the topic.language and vocabulary to inform about or explain the topic.relationships among ideas and concepts.c. uses appropriate and varied transitions to create cohesion a clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.domain-specific vocabulary to inform about or explain the topic.domain-specific vocabulary to manage the complexity of the topic.						topic.
Image: Second					-	
e. uses an informal style.topic.clarify the relationships among ideas and concepts.f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.f. provides a concluding statement or section that follows from the informationf. provides a concluding statement or section that follows from the informatione. establishes and maintains a formal style.clarify the relationships among ideas and concepts.			the topic.			
f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.d. uses precise language and domain-specific vocabulary to inform about or explain the topic.ideas and concepts.f. provides a concluding statement or section that follows from the informationf. uses precise language and domain-specific vocabulary to manage the complexity of the topic.				-	concepts.	
f. provides a concluding statement or section.e. establishes a formal style, but does not consistently maintain it.domain-specific vocabulary to inform about or explain the topic.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.f. provides a concluding statement or section that follows from the informatione. establishes and maintains a formal style.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.			e. uses an informal style.	topic.	d uses presise language and	
statement or section.but does not consistently maintain it.inform about or explain the topic.d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.f. provides a concluding statement or section that follows from the informatione. establishes and maintains a formal style.topic.			f provides a concluding	a actablishes a formal style		lueas and concepts.
maintain it.topic.domain-specific vocabulary to manage the complexity of the topic.f. provides a concluding statement or section that follows from the informatione. establishes and maintains a formal style.topic.						d usos prociso languago and
f. provides a concluding statement or section that follows from the information e. establishes and maintains a formal style. manage the complexity of the topic.			statement of section.		-	
f. provides a concluding statement or section that follows from the informatione. establishes and maintains a formal style.topic.						
statement or section thatformal style.follows from the information				f. provides a concluding	e, establishes and maintains a	c
follows from the information						
or explanation presented.				or explanation presented.		

		f. provides a concluding statement or section that follows from and supports the information or explanation presented.	 e. establishes and maintains a formal style and an objective tone. f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.

Detailed	7.W.4-6	produces writing in which the development, organization, and style are appropriate to the task; develops writing by planning, revising, editing, or rewriting; edits for conventions; uses technology to produce writing.	produces clear writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed; edits for conventions; uses technology to produce writing.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing.	produces well-developed and cohesive writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, successfully addressing the intended purpose and audience; edits for conventions; uses technology to produce writing, as well as to connect ideas efficiently.
Detailed	7.W.7-8	conducts short research projects to answer a question, drawing on minimal sources; gathers information from a few sources; assesses the credibility of sources; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; gathers relevant information from multiple sources and redirects inquiry as appropriate; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and generating additional related, focused ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts short research projects to answer an important question, drawing on several sources and generating additional related, focused, and evaluative ideas; gathers relevant information from multiple sources; evaluates the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

			Listening		
Detailed	7.SL.2	identifies the main ideas and supporting details presented in diverse media and formats.	explains the main ideas and supporting details presented in diverse media and formats and how they relate to the topic.	analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue under study.	analyzes the main ideas and supporting details presented in diverse media and formats and evaluates how well the ideas clarify a topic, text, or issue under study.
Detailed	7.SL.3	identifies a speaker's argument and specific claims.	explains a speaker's argument and specific claims, identifying the relevance of the evidence introduced.	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	delineates a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence using real-world application, rhetorical analysis, or examination of discourse style.

			Language		
Detailed	7.L.1	demonstrates basic	demonstrates understanding	demonstrates command of the	demonstrates correct application
		understanding of the	of the conventions of Standard	conventions of Standard English	and command of the conventions
		conventions of Standard	English grammar and usage	grammar and usage when	of Standard English grammar and
		English grammar and usage	when writing or speaking in	writing or speaking:	usage when writing or speaking:
		when writing or speaking in	the following areas:	5 1 5	
		the following areas:	C C	a. explains the function of	a. analyzes the function of phrases
		5	a. identifies the function of	phrases and clauses in general	and clauses in general and
		a. recognizes the function	phrases and clauses in general	and their function in specific	explains their function in specific
		of phrases and clauses in	and their function in specific	sentences.	sentences.
		general and their function	sentences.		
		in specific sentences.		b. chooses among simple,	b. makes informed choices among
			b. chooses among simple,	compound, complex, and	simple, compound, complex, and
		b. relies on simple,	compound, complex, and	compound-complex sentences	compound-complex sentences to
		compound, and complex	compound-complex sentences	to signal differing relationships	signal differing relationships
		sentences to signal differing	to signal relationships among	among ideas.	among ideas.
		relationships among ideas.	ideas.		
				c. places phrases and clauses	c. effectively places phrases and
		c. places phrases and	c. places phrases and clauses	within a sentence, recognizing	clauses within a sentence,
		clauses within a sentence.	within a sentence, avoiding	and correcting misplaced and	recognizing and correcting
			misplaced and dangling	dangling modifiers.	misplaced and dangling modifiers.
			modifiers.		
Detailed	7.L.2	demonstrates basic	demonstrates understanding	demonstrates command of the	demonstrates correct application
		understanding of the	of the conventions of Standard	conventions of Standard English	and command of the conventions
		conventions of Standard	English capitalization,	capitalization, punctuation, and	of Standard English capitalization,
		English capitalization,	punctuation, and spelling	spelling when writing:	punctuation, and spelling when
		punctuation, and spelling	when writing:		writing:
		when writing:		a. uses a comma to separate	
			a. uses a comma to separate	coordinate adjectives.	a. uses a comma to separate
		a. inconsistently uses a	coordinate adjectives.		coordinate adjectives.
		comma to separate		b. spells grade-level words	
		coordinate adjectives.	b. spells most grade-level	correctly.	b. spells above-grade-level words
			words correctly.		correctly.
		b. spells below-grade-level			
		words correctly.			

Detailed	7.L.3	uses a basic knowledge of	uses knowledge of language	uses knowledge of language and	uses comprehensive knowledge of
Detailea	7.2.5	language and its	and its conventions when	its conventions when	language and its conventions
		conventions when writing,	writing, speaking, reading, or	writing, speaking, reading, or	when writing, speaking, reading,
		speaking, reading, or	listening:	listening:	or listening:
		listening:	insterning.	insterning.	of listening.
		insterning.	a. chooses language that	a. chooses language that	a. strategically chooses language
		a. inconsistently chooses	expresses ideas precisely and	expresses ideas precisely and	that expresses ideas precisely and
		language that expresses	concisely, occasionally	concisely, recognizing and	concisely, consciously recognizing
		ideas without wordiness	recognizing and eliminating	eliminating wordiness and	and eliminating wordiness and
		and redundancy.	wordiness and redundancy.	redundancy.	redundancy.
Detailed	7.L.4	inconsistently determines	determines or clarifies the	determines or clarifies the	authoritatively determines or
Detaileu	7.L.4	or clarifies the meaning of	meaning of unknown and	meaning of unknown and	clarifies the meaning of unknown
		unknown and multiple-	multiple-meaning words and	multiple-meaning words and	and multiple-meaning words and
		meaning words and	phrases, using one or more	phrases, choosing flexibly from a	phrases, choosing flexibly from a
		phrases, using at least one	_	range of strategies:	range of strategies:
			strategies:	Talige of strategies.	Talige of strategies.
		strategy:	a uses contaut (a g the	a uses contaut (a.g. the overall	a uses contaut (a.g. the overall
		a uses contaut (a.g. the	a. uses context (e.g., the	a. uses context (e.g., the overall	a. uses context (e.g., the overall
		a. uses context (e.g., the	overall meaning of a sentence	meaning of a sentence or	meaning of a sentence or
		overall meaning of a	or paragraph; a word's	paragraph; a word's position or	paragraph; a word's position or
		sentence or paragraph; a	position or function in a	function in a sentence) as a clue	function in a sentence) as a clue to
		word's position or function	sentence) as a clue to the	to the meaning of a word or	the meaning of a word or phrase.
		in a sentence) as a clue to	meaning of a word or phrase.	phrase.	
		the meaning of a word or	le vice commente ande	h	b. uses common, grade-
		phrase.	b. uses common, grade-	b. uses common, grade-	appropriate Greek or Latin affixes
			appropriate Greek or Latin	appropriate Greek or Latin	and roots as clues to the meaning
		b. uses common, below-	affixes and roots as clues to	affixes and roots as clues to the	of a word (e.g., belligerent,
		grade Greek or Latin affixes	the meaning of a word (e.g.,	meaning of a word (e.g.,	bellicose, rebel).
		and roots as clues to the	belligerent, bellicose, rebel).	belligerent, bellicose, rebel).	
		meaning of a word.			c. consults general and specialized
			c. consults general and	c. consults general and	reference materials (e.g.,
			specialized reference materials	specialized reference materials	dictionaries, glossaries,
			(e.g., dictionaries, glossaries,	(e.g., dictionaries, glossaries,	thesauruses), both print and
			thesauruses), both print and	thesauruses), both print and	digital, to find the pronunciation
			digital, to find the	digital, to find the pronunciation	of a word or determine or clarify
			pronunciation of a word or	of a word or determine or clarify	its precise meaning or its part of
			determine or clarify its precise	its precise meaning or its part of	speech.
			meaning or its part of speech.	speech.	

 c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. verifies the preliminary determination of the meaning of a word or phrase. 	d. verifies the preliminary determination of the meaning of a word or phrase.	d. verifies the preliminary determination of the meaning of a word or phrase.	d. verifies the preliminary determination of the meaning of a word or phrase.

Detailed	7.L.5	demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings: a. inconsistently identifies figures of speech (e.g., literary, religious, and mythological allusions) in context. b. inconsistently identifies the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words. c. inconsistently identifies the connotations (associations) of words with	demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings: a. identifies figures of speech (e.g., literary, religious, and mythological allusions) in context. b. identifies the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. identifies the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	 demonstrates understanding of figurative language, word relationships, and nuances in word meanings: a. interprets figures of speech (e.g., literary, religious, and mythological allusions) in context. b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). 	demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings: a. interprets figures of speech (e.g., literary, religious, and mythological allusions) in context to evaluate the effect of diction upon the text. b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to evaluate the effect of diction upon the text. c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) to evaluate the
		words. c. inconsistently identifies the connotations	(associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic,	words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic,	connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic,