English Language Arts
Grade 7

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: Literature					
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: Informational 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.

		Writing			
Detailed	7.W.1	writes arguments that include a claim supported by extratextual evidence: a. introduces claim(s) and organizes the reasons and evidence. b. supports claim(s), demonstrating a basic understanding of the topic or text. c. uses transitional words to link claim(s), reasons, and evidence. d. writes in an informal style. e. provides a concluding statement or section.	writes arguments to support claims with reasons and evidence: a. introduces claim(s) and organizes the reasons and evidence logically. b. supports claim(s) with reasoning and evidence from the text (extratextual evidence may occasionally be present) that demonstrate an understanding of the topic or text. c. uses words, phrases, and clauses to link claim(s), reasons, and evidence. d. establishes a formal style, but does not consistently maintain it. e. provides a concluding statement or section that follows from the argument presented.	writes arguments to support claims with clear reasons and relevant evidence: a. introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence logically. b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. establishes and maintains a formal style. e. provides a concluding statement or section that follows from and supports the argument presented.	writes clear arguments to support claims with logical reasoning and relevant evidence: a. introduces supportable claim(s), acknowledges and evaluates alternate or opposing claim(s), and organizes the reasons and evidence logically. b. supports claim(s) with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an acute understanding of the topic or text. c. uses precise words, phrases, and clauses to create cohesive links among major sections of the essay and clarify the relationships among claim(s), reasons, and evidence. d. establishes and maintains a formal style and an objective tone. e. provides a compelling concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.

Detailed	7.W.2	writes informative/explanatory text to describe a topic through the selection and organization of content:	writes informative/explanatory text to explain a topic through the selection and organization of relevant content:	writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:	writes informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information with a strongly developed focus through the selection, organization, and analysis of relevant content:
		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, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aid comprehension.	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 aiding comprehension.	a. introduces a topic with a strongly developed focus using appropriate strategies such as definition, classification, comparison/contrast, and cause and effect; includes formal formatting (e.g., headings) and graphics (e.g., charts, tables) to enhance comprehension.
		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 information and examples.	b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	b. develops the topic with analysis of relevant facts, complex ideas, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
		c. uses basic transitions to link ideas and concepts.	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 and clarify the relationships among ideas and concepts.
		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.	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.
		e. uses an informal style.	e. establishes a formal style, but does not consistently maintain it.	e. establishes and maintains a formal style.	
		f. provides a concluding statement or section.	f. provides a concluding statement or section that follows from the information 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 understanding of the conventions of Standard English grammar and usage when writing or speaking in the following areas: a. recognizes the function of phrases and clauses in general and their function in specific sentences. b. relies on simple, compound, and complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence.	demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking in the following areas: a. identifies the function of phrases and clauses in general and their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal relationships among ideas. c. places phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.	demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: a. explains the function of phrases and clauses in general and their function in specific sentences. b. chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	demonstrates correct application and command of the conventions of Standard English grammar and usage when writing or speaking: a. analyzes the function of phrases and clauses in general and explains their function in specific sentences. b. makes informed choices among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. effectively places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
Detailed	7.L.2	demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. inconsistently uses a comma to separate coordinate adjectives. b. spells below-grade-level words correctly.	demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives. b. spells most grade-level words correctly.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives. b. spells grade-level words correctly.	demonstrates correct application and command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives. b. spells above-grade-level words correctly.

Detailed	7.L.3	uses a basic knowledge of language and its conventions when writing, speaking, reading, or listening: a. inconsistently chooses language that expresses ideas without wordiness and redundancy.	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. chooses language that expresses ideas precisely and concisely, occasionally recognizing and eliminating wordiness and redundancy.	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	uses comprehensive knowledge of language and its conventions when writing, speaking, reading, or listening: a. strategically chooses language that expresses ideas precisely and concisely, consciously recognizing and eliminating wordiness and redundancy.
Detailed	7.L.4	inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, using at least one strategy: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, below-grade Greek or Latin affixes and roots as clues to the meaning of a word.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, using one or more strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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.	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). 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.

		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 similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	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 effect of diction upon the text.