

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the	For grade-appropriate texts, the	For grade-appropriate texts,	For grade-appropriate texts,
		Minimally Proficient student	Partially Proficient student	the Proficient student	the Highly Proficient student
			Reading: Literature		
Detailed	3.RL.1	asks and answers questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary.
Detailed	3.RL.2	identifies details that recount and paraphrase stories; identifies an explicitly stated central message, lesson, or moral.	identifies key details that recount and paraphrase stories; determines a central message, lesson, or moral.	recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.	provides key details that completely recount and paraphrase stories; determines implicitly stated central messages, lessons, or morals; and explains how these are conveyed through key details in the text.
Detailed	3.RL.3	identifies basic elements (e.g., traits, motivations, or feelings) of characters in a story.	identifies basic elements (e.g., traits, motivations, or feelings) of characters in a story and explains how these elements contribute to the story.	describes characters in a story (e.g., traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.	describes complex elements (e.g., traits, motivations, or feelings) of complex characters in a story and explains how their actions contribute to a complex sequence of events.
Detailed	3.RL.4	uses easily located, explicitly stated details in order to determine the meanings of familiar words and phrases as they are used in a text.	uses details from the text in order to determine the meaning of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	determines the meaning of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Detailed	3.RL.5	refers to easily identified parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza.	refers to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; identifies how one part builds on an earlier section.	refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.	refers to intricate parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; explains how each successive part builds on earlier sections.
Detailed	3.RL.6	identifies the points of view of the narrator or characters.	distinguishes his or her own point of view from explicitly stated points of view of the narrator or characters.	distinguishes his or her own point of view from that of the narrator or those of the characters.	distinguishes his or her own point of view from implicitly stated points of view of the narrator or those of the characters.
Detailed	3.RL.7	uses specific aspects of a text's simple illustrations to understand the text and identifies explicit details about how the illustrations reflect characters, setting, or mood.	uses specific aspects of a text's illustrations to understand the text and makes lower-level inferences about how the illustrations reflect characters, setting, or mood.	explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting, create mood).	analyzes how specific aspects of a complex text's illustrations contribute to a more thorough understanding of the text; makes higher-level inferences about how the illustrations reflect characters, setting, or mood.
Detailed	3.RL.9	identifies simple and explicit themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	describes explicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compares and contrasts highly complex, implicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series); makes inferences to identify support used by authors.

			Reading: Informational Text		
Detailed	3.RI.1	asks and answers questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary.
Detailed	3.RI.2	identifies an explicitly stated main idea of a text; identifies key details to recount and paraphrase the main idea.	determines the main idea of a text; identifies key details to recount and paraphrase the main idea.	determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea.	determines an implicitly stated main idea of a text; recounts and paraphrases key details and explains how they support the main idea.
Detailed	3.RI.3	identifies historical events, scientific ideas, or some steps in technical procedures in a text, using language with an attempt at time or sequence.	describes simple relationships between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using vague language that pertains to time, sequence, and cause/effect.	describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	analyzes complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with immerging application, using academic language that pertains to time, sequence, and cause/effect.
Detailed	3.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines the meaning of advanced academic and domain-specific words and phrases in a text.
Detailed	3.RI.5	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text.	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	uses complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently.

Detailed	3.RI.6	identifies the point of view of the author of a text.	distinguishes his or her own point of view from an explicitly stated point of view of the author of a text.	distinguishes his or her own point of view from that of the author of a text.	distinguishes his or her own point of view from an implicitly stated point of view of the author of a text.
Detailed	3.RI.7	identifies information gained from simple illustrations (e.g., maps, photographs) and the explicit statements within a text to demonstrate understanding of the text.	uses information gained from simple illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	analyzes information gained from complex illustrations (e.g., maps, photographs) and the inferences within a text to demonstrate understanding of the text.
Detailed	3.RI.8	identifies the simple connections between particular sentences in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	identifies the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes the complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence).
Detailed	3.RI.9	identifies the most important points and key details presented in a text.	describes the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic and provides textual evidence to support these comparisons.

			Writing		
Detailed	3.W.1	 writes an opinion piece that lacks organization and attempts to use reasons to support one's point of view: a. does not include an introduction or includes an ineffective one. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. does not include a concluding statement or section or includes an ineffective one. 	 writes a moderately organized opinion piece, using some reasons to support one's point of view: a. includes a simple introduction and organizational structure that states an opinion and lists reasons. b. provides limited reasons to support the opinion. c. uses some linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. provides a simple concluding statement or section. 	 writes an opinion piece on topics or texts, using reasons to support one's point of view. a. introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides reasons that support the opinion. c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. provides a concluding statement or section. 	 writes a well-organized, multi-paragraph opinion piece, using sound reasons to support one's point of view. a. effectively introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides strong evidence that effectively supports the opinion. c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. provides an effective concluding statement or section.

Detailed	3.W.2	writes an explanatory text that	writes a moderately organized	writes an	writes a well-organized,
Securicu	5	lacks organization and attempts	explanatory text to examine a	informative/explanatory text	multi-paragraph explanatory
		to use reasons to support one's	topic and generally conveys ideas	to examine a topic and	piece and conveys ideas and
		point of view:	and information clearly:	conveys ideas and	information clearly:
		point of view.	and mormation clearly.	information clearly:	internation cleany.
		a. does not include an	a. includes a simple introduction	information clearly.	a. effectively introduces the
		introduction or includes an	and generally groups related	a. introduces a topic and	topic and groups related
				•	
		ineffective one; does not group	information together; includes	groups related information	information together; includes illustrations when
		related information together or	illustrations when useful to	together; includes	
		ineffectively groups information	aiding comprehension.	illustrations when useful to	useful to aiding
		together; occasionally includes		aiding comprehension.	comprehension.
		illustrations when useful to	b. provides limited facts,		
		aiding comprehension.	definitions, and details to	b. develops the topic with	b. provides facts,
			support the topic.	facts, definitions, and details.	definitions, and details that
		b. provides irrelevant facts,			effectively support the
		definitions, and details to	c. uses some linking words and	c. uses linking words and	topic.
		support the topic.	phrases (e.g., also, another, and,	phrases (e.g., also, another,	
			more, but) to connect ideas	and, more, but) to connect	c. uses linking words and
		c. inconsistently uses linking	within categories of information.	ideas within categories of	phrases (e.g., also, another,
		words and phrases (e.g., also,		information.	and, more, but) to connect
		another, and, more, but) to	d. includes a simple concluding		ideas within categories of
		connect ideas within categories	statement or section.	d. provides a concluding	information.
		of information.		statement or section.	
					d. provides an effective
		d. does not include a concluding			concluding statement or
		statement or section or includes			section.
		an ineffective one.			
Detailed	3.W.4-6	produces writing with guidance	produces writing with guidance	produces writing with	produces writing with
		and support that includes	and support that includes	guidance and support that	guidance and support that
		incomplete and insufficient	incomplete or insufficient	includes and exhibits	includes and exhibits
		development, incomplete	development, minimal revision,	development, revision, and	complex development,
		revision, and collaborative	and collaborative elements.	collaborative elements.	concise revision, and
		elements.			collaborative elements.
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				1	

			Writing: Foundational Skills		
Detailed	3.WF.3	demonstrates limited knowledge	demonstrates basic knowledge of	demonstrates knowledge of	demonstrates thorough
		of and ability to apply spelling	and ability to apply spelling	and ability to apply spelling	knowledge of and a strong
		conventions and patterns,	conventions and patterns,	conventions and patterns,	ability to ability to apply
		including:	including:	including:	spelling conventions and
					patterns, including:
		a. single-syllable words with less	a. some single-syllable words	a. single-syllable words with	
		common and complex	with less common and complex	less common and complex	a. single-syllable words with
		graphemes;	graphemes;	graphemes;	less common and complex
					graphemes;
		 b. singular and plural possessives; 	 b. some singular and plural possessives; 	 b. singular and plural possessives; 	b. singular and plural
		possessives,	possessives,	possessives,	possessives;
		c. regular two- and three-syllable	c. some regular two- and three-	c. regular two- and three-	possessives,
		words that combine some basic	syllable words that combine	syllable words that combine	c. regular two- and three-
		syllable types and include	some basic syllable types and	basic syllable types and	syllable words that combine
		common, transparent prefixes	include common, transparent	include common, transparent	basic syllable types and
		and suffixes;	prefixes and suffixes;	prefixes and suffixes;	include common,
					transparent prefixes and
		d. grade-level-appropriate words	d. some grade-level-appropriate	d. grade-level-appropriate	suffixes; and
		in English including:	words in English including:	words in English including:	
					d. grade-level-appropriate
		1.irregular words	1. irregular words	1. irregular words	words in English including:
		2. pattern-based words.	2. pattern-based words.	2. pattern-based words.	1. irregular words
					2. pattern-based words.

			Listening		
Detailed	3.SL.2	identifies details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	identifies the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	accurately summarizes the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	3.SL.3	asks and answers simple questions about information from a speaker.	asks and answers explicit questions about information from a speaker.	asks and answers questions about information from a speaker, offering appropriate elaboration and detail.	asks and answers complex questions about information from a speaker, offering relevant and effective elaboration and detail.

			Language		
Detailed	3.L.1	demonstrates basic	demonstrates understanding of	demonstrates command of	demonstrates strong
		understanding of the	the conventions of Standard	the conventions of Standard	command of the
		conventions of Standard English	English grammar and usage when	English grammar and usage	conventions of Standard
		grammar and usage when	writing or speaking:	when writing or speaking:	English grammar and usage
		writing or speaking:			when writing or speaking:
			a. identifies the function of	a. explains the function of	
		a. recognizes the function of	nouns, pronouns, verbs,	nouns, pronouns, verbs,	a. explains the function of
		nouns, pronouns, verbs,	adjectives, and adverbs in	adjectives, and adverbs in	nouns, pronouns, verbs,
		adjectives, and adverbs in	general and their functions in	general and their functions in	adjectives, and adverbs in
		general and their functions in	particular sentences.	particular sentences.	general and their functions
		simple sentences.			in particular sentences.
			b. forms and uses	b. forms and uses regular and	
		b. inconsistently forms and uses	straightforward regular and	irregular plural nouns.	b. forms and uses regular
		regular and irregular plural	irregular plural nouns.		and irregular plural nouns.
		nouns.		c. uses abstract nouns (e.g.,	
			c. occasionally uses abstract	childhood).	c. uses abstract nouns (e.g.,
		c. inconsistently uses abstract	nouns (e.g., childhood).	d famor and some manulan and	childhood).
		nouns (e.g., childhood).	d. generally forms and uses	d. forms and uses regular and irregular verbs.	d. forms and uses regular
		d. inconsistently forms and uses	regular and irregular verbs.	irregular verbs.	and irregular verbs.
		regular and irregular verbs.	regular and fregular verbs.	e. forms and uses the simple	and megular verbs.
			e. generally forms and uses the	verb tenses (e.g., I walked; I	e. forms and uses the simple
		e. inconsistently forms and uses	simple verb tenses (e.g., I	walk; I will walk).	verb tenses (e.g., I walked; I
		the simple verb tenses (e.g., I	walked; I walk; I will walk).	waik, i wiii waikj.	walk; I will walk).
		walked; I walk; I will walk).	walked, i walk, i will walkj.	f. ensures subject-verb and	waik, i wiii waikj.
			f. generally ensures subject-verb	pronoun-antecedent	f. ensures subject-verb and
		f. inconsistently ensures subject-	and pronoun-antecedent	agreement.	pronoun-antecedent
		verb and pronoun-antecedent	agreement.		agreement.
		agreement.		g. forms and uses	0
		5	g. forms and uses	comparative and superlative	g. forms and uses
		g. inconsistently forms and uses	straightforward comparative and	adjectives and adverbs, and	comparative and superlative
		comparative and superlative	superlative adjectives and	chooses between them	adjectives and adverbs, and
		adjectives and adverbs, and	adverbs, and generally chooses	depending on what is to be	chooses between them
		chooses between them	correctly between them	modified.	depending on what is to be
		depending on what is to be	depending on what is to be		modified.
		modified.	modified.		

h. inconsistently uses	h. generally recognizes when to		h. uses coordinating and
coordinating and subordinating	use coordinating and	h. uses coordinating and	subordinating conjunctions.
conjunctions.	subordinating conjunctions.	subordinating conjunctions.	
			i. produces simple,
i. produces simple sentences.	i. produces simple, compound, and complex sentences.	i. produces simple, compound, and complex sentences.	compound, and complex sentences.

Detailed	3.L.2	demonstrates basic	demonstrates understanding of	demonstrates command of	demonstrates strong
		understanding of the	the conventions of Standard	the conventions of Standard	command of the
		conventions of Standard English	English capitalization and	English capitalization and	conventions of Standard
		capitalization and punctuation	punctuation when writing:	punctuation when writing:	English capitalization and
		when writing:			punctuation when writing:
			a. generally capitalizes	a. capitalizes appropriate	
		a. inconsistently capitalizes	appropriate words in titles.	words in titles.	a. capitalizes appropriate
		appropriate words in titles.			words in titles.
			b. generally uses commas in	b. uses commas in addresses.	
		b. inconsistently uses commas in	addresses.		b. uses commas in
		addresses.		c. uses commas and	addresses.
			c. generally uses commas and	quotation marks in	
		c. inconsistently uses commas	quotation marks in dialogue.d.	dialogue.d. forms and uses	c. uses commas and
		and quotation marks in	forms and uses simple	possessives.	quotation marks in
		dialogue.d. inconsistently forms	possessives.		dialogue.d. forms and uses
		and uses possessives.			possessives.
Detailed	3.L.3	uses basic knowledge of	uses knowledge of language and	uses knowledge of language	uses comprehensive
		language and its conventions	its conventions when writing,	and its conventions when	knowledge of language and
		when writing, speaking, reading,	speaking, reading, or listening:	writing, speaking, reading, or	its conventions when
		or listening:		listening:	writing, speaking, reading,
			a. occasionally chooses words		or listening:
		a. inconsistently chooses words	and phrases for effect.	a. chooses words and	
		and phrases for effect.		phrases for effect.	a. strategically chooses
			b. recognizes differences		words and phrases for
		b. occasionally recognizes	between the conventions of	b. recognizes and observes	effect.
		differences between the	spoken and written Standard	differences between the	
		conventions of spoken and	English.	conventions of spoken and	b. recognizes and observes
		written Standard English.		written Standard English.	differences between the
					conventions of spoken and
					written Standard English.

Detailed	3.L.4	inconsistently determines or	determines or clarifies the	determines or clarifies the	authoritatively determines
		clarifies the meaning of unknown	meaning of unknown and	meaning of unknown and	or clarifies the meaning of
		and multiple-meaning words and	multiple-meaning words and	multiple-meaning words and	unknown and multiple-
		phrases, choosing from at least	phrases, choosing from one or	phrases, choosing flexibly	meaning words and phrases,
		one strategy:	more strategies:	from a range of strategies:	choosing flexibly from a
					range of strategies:
		a. determines the meaning of the	a. determines the meaning of the	a. determines the meaning of	
		new word formed when a below-	new word formed when a known	the new word formed when a	a. determines the meaning
		grade affix is added to a known	affix is added to a known word.	known affix is added to a	of the new word formed
		word (e.g.,		known word (e.g.,	when a known affix is added
		agreeable/disagreeable,	b. uses a known root word as a	agreeable/disagreeable,	to a known word (e.g.,
		comfortable/uncomfortable,	clue to the meaning of an	comfortable/uncomfortable,	agreeable/disagreeable,
		care/careless, heat/preheat).	unknown word with the same	care/careless, heat/preheat).	comfortable/uncomfortable,
			root.		care/careless,
		b. uses below-grade root words		b. uses a known root word as	heat/preheat).
		as a clue to the meaning of an	c. uses sentence-level context as	a clue to the meaning of an	
		unknown word with the same	a clue to the meaning of a word	unknown word with the	b. uses a known root word
		root (e.g., company, companion).	or phrase.	same root (e.g., company,	as a clue to the meaning of
				companion).	an unknown word with the
		c. uses sentence-level context as	d. uses glossaries or beginning		same root (e.g., company,
		a clue to the meaning of	dictionaries, both print and	c. uses sentence-level	companion).
		straightforward words or	digital, to determine or clarify	context as a clue to the	
		phrases.	the precise meaning of key words	meaning of a word or phrase.	c. uses sentence-level
			and phrases.		context as a clue to the
		d. uses glossaries or beginning		d. uses glossaries or	meaning of a word or
		dictionaries, both print and		beginning dictionaries, both	phrase.
		digital, to determine or clarify		print and digital, to	
		the precise meaning of key		determine or clarify the	d. uses glossaries or
		words and phrases.		precise meaning of key words	beginning dictionaries, both
				and phrases.	print and digital, to
					determine or clarify the
					precise meaning of key
					words and phrases.

Detailed	3.L.5	demonstrates limited	demonstrates basic	demonstrates understanding	demonstrates deep
		understanding of word	understanding of word	of word relationships and	understanding of word
		relationships and nuances in	relationships and nuances in	nuances in word meanings:	relationships and nuances in
		word meanings:	word meanings:		word meanings:
				a. distinguishes the literal	
		a. inconsistently recognizes the	a. recognizes the literal and	and nonliteral meanings of	a. distinguishes the literal
		literal and nonliteral meanings of	nonliteral meanings of words and	words and phrases in context	and nonliteral meanings of
		words and phrases in context	phrases in context (e.g., take	(e.g., take steps).	words and phrases in
		(e.g., take steps).	steps).		context (e.g., take steps).
				b. identifies real-life	
		b. inconsistently identifies real-	b. generally identifies real-life	connections between words	b. identifies real-life
		life connections between words	connections between words and	and their uses (e.g., describe	connections between words
		and their uses (e.g., describe	their uses (e.g., describe people	people who are friendly or	and their uses (e.g., describe
		people who are friendly or	who are friendly or helpful).	helpful).	people who are friendly or
		helpful).		a distinguish as she day of	helpful).
			c. recognizes shades of meaning	c. distinguishes shades of	a diationariah an aka dara af
		c. inconsistently recognizes	among related words that describe states of mind or	meaning among related words that describe states of	c. distinguishes shades of
		shades of meaning among related words that describe			meaning among related words that describe states
		states of mind or degrees of	degrees of certainty (e.g., knew, believed, suspected, heard, and	mind or degrees of certainty (e.g., knew, believed,	of mind or degrees of
		certainty (e.g., knew, believed,	wondered).	suspected, heard, and	certainty (e.g., knew,
		suspected, heard, and	wondered).	wondered).	believed, suspected, heard,
		wondered).		wonderedy.	and wondered).

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	4.RL.1	identifies details and examples from the text and draws simple inferences.	explains what the text says explicitly and draws simple inferences; identifies key details and examples in the text.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	4.RL.2	identifies an explicitly stated theme in a story, drama, or poem; identifies some details from the text.	recognizes a stated theme of a story, drama, or poem; determines the key details in the text.	determines a theme of a story, drama, or poem; summarizes the text.	determines an implicitly stated theme, or multiple themes, of a story, drama, or poem; comprehensively summarizes the text.
Detailed	4.RL.3	identifies aspects of a character, setting, or event in a story or drama, drawing on explicitly stated details in the text.	describes a character, setting, or event in a story or drama, using explicit details in the text.	describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	describes in depth and analyzes a complex character, setting, or event in a story or drama, drawing on implicit, specific details in the text.
Detailed	4.RL.4	identifies the meaning of familiar words, phrases, and figurative language as they are used in a text.	uses details from the text to understand the general meaning of words, phrases, and figurative language as they are used in a text, recognizing those that allude to significant characters.	determines the meaning of words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.	analyzes the meaning of unfamiliar words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.

Detailed	4.RL.5	identifies basic differences between poems, drama, and prose, and identifies common structural elements.	describes differences between poems, drama, and prose, and recognizes the structural elements.	explains major differences between poems, drama, and prose, and refers to the structural elements.	analyzes how major differences between poems, drama, and prose affect meaning, and refers to complex structural elements.
Detailed	4.RL.6	identifies the narrator's point of view in a story; identifies first- and third- person narrations.	determines the point of view from which different stories are narrated, including distinguishing between first- and third-person narrations.	compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	compares and contrasts, then analyzes, the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Detailed	4.RL.7	identifies obvious similarities between the text of a story or drama and the visual or oral presentation of the text.	makes simple connections between the text of a story or drama and the visual or oral presentation of the text.	makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	analyzes complex connections between the text of a story or drama and the visual or oral presentation of the text, determining where each version reflects specific descriptions and directions in the text.
Detailed	4.RL.9	identifies similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	describes the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	analyzes the different treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

	Reading Informational Text						
Detailed	4.RI.1	identifies details and examples from the text and draws simple inferences.	identifies key details and examples in the text; explains what the text says explicitly and draws simple inferences.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.		
Detailed	4.RI.2	identifies an explicitly stated main idea and key details of a text.	recognizes a stated main idea of a text and determines key details; provides a simple summary of the text.	determines the main idea of a text and explains how it is supported by key details; summarizes the text.	determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by key details; comprehensively summarizes the text.		
Detailed	4.RI.3	identifies events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	describes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation.		
Detailed	4.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words or phrases in a text.	determines and analyzes the meaning of academic and domain-specific words or phrases in a text.		
Detailed	4.RI.5	identifies the structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.	determines the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	analyzes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text, including how it contributes to the meaning of the text.		

Detailed	4.RI.6	identifies whether texts written on the same event or topic are a firsthand or secondhand account; determines the focus of the account.	determines the differences between a firsthand and secondhand account of the same event or topic; recognizes the difference in focus and the information provided.	compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided.	compares and contrasts, then analyzes, a firsthand and secondhand account of the same event or topic, including the difference in focus and the information provided.
Detailed	4.RI.7	identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).	identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and recognizes how the information contributes to an understanding of the text in which it appears.	interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears.	analyzes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to the overall understanding of the text in which it appears.
Detailed	4.RI.8	identifies reasons and evidence an author includes in a text.	describes how an author uses reasons and evidence to support the overall point in a text.	explains how an author uses reasons and evidence to support particular points in a text.	analyzes how an author uses reasons and evidence to support particular points in a text.
Detailed	4RI.9	identifies information from two texts on the same topic in order to answer questions, orally or in writing, about the subject.	utilizes information from two texts on the same topic to write or speak about the subject knowledgeably.	integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	synthesizes complex information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably.

			Writing		
Detailed	4.W.1	writes opinion pieces that	writes moderately organized	writes opinion pieces on	writes well-organized opinion
		lack organization and a	opinion pieces on topics or	topics or texts, supporting	pieces on topics or texts, fully
		clear point of view:	texts:	a point of view with	supporting a point of view
				reasons and information:	with reasons and
		a. states an opinion but	a. introduces a topic or text		information:
		uses an ineffective or	by stating an opinion, and	a. introduces a topic or	
		inappropriate	generally groups ideas	text clearly, states an	a. effectively introduces a
		organizational structure to	together in a way that	opinion, and creates an	topic or text clearly, states an
		present ideas.	supports the writer's purpose.	organizational structure in which related ideas are	opinion, and creates an organizational structure in
		b. provides facts and	b. provides both relevant and	grouped to support the	which related ideas are
		details that are not	irrelevant facts and details.	writer's purpose.	logically grouped to support
		relevant to the topic.			the writer's purpose.
			c. links opinion and reasons	b. provides reasons that	
		c. opinion and reasons are	using basic transitional words.	are supported by facts and	b. provides logically ordered
		not linked with transitions.		details.	reasons that are supported
			d. provides a concluding		by facts and details.
		d. includes an ineffective	statement.	c. links opinion and	
		concluding statement.		reasons using words and	c. smoothly links opinion and
				phrases (e.g., for instance,	reasons using words and
				in order to, in addition).	phrases (e.g., for instance, in
					order to, in addition).
				d. provides a concluding	
				statement or section	d. provides a relevant and
				related to the opinion	effective concluding
				presented.	statement or section related
					to the opinion presented.

Detailed	4.W.2	writes	writes moderately organized	writes	writes
		informative/explanatory	informative/explanatory texts	informative/explanatory	informative/explanatory texts
		texts to discuss a topic:	to discuss a topic and convey	texts to examine a topic	to thoroughly examine a topic
			ideas and information:	and convey ideas and	and convey ideas and
		a. states the topic and		information clearly:	information clearly and
		groups information in an	a. introduces the topic and		completely:
		illogical or unrelated	groups related information	a. introduces a topic	
		manner; includes	logically; includes formatting	clearly and groups related	a. clearly and effectively
		irrelevant or distracting	(e.g., headings), illustrations,	information in paragraphs	introduces the topic and
		formatting, illustrations,	and multimedia.	and sections; includes	groups related information
		and multimedia.		formatting (e.g., headings),	logically in paragraphs and
			b. supports the topic with	illustrations, and	sections; includes effective
		b. provides irrelevant or	facts, definitions, concrete	multimedia when useful to	formatting (e.g., headings),
		unreliable facts,	details, quotations, or other	aid comprehension.	illustrations, and multimedia
		definitions, details,	information and examples.		that enhance comprehension.
		quotations, or other		b. develops the topic with	
		information and examples.	c. links ideas within categories	facts, definitions, concrete	b. fully develops the topic
			of information using simple	details, quotations, or	with relevant facts,
		c. ideas are not clearly or	transitional words or phrases.	other information and	definitions, concrete details,
		effectively linked.		examples related to the	quotations, or other
			d. uses domain-specific	topic.	information and examples
		d. uses simple vocabulary	vocabulary in an attempt to		related to the topic.
		when explaining the topic.	explain the topic.	c. links ideas within	
				categories of information	c. smoothly links ideas within
		e. provides an incomplete	e. provides a concluding	using words and phrases	categories of information
		concluding statement.	statement.	(e.g., another, for example,	using purposeful transitional
				also, because).	words and phrases.
				d. uses precise language	d. uses precise language and
				and domain-specific	domain-specific vocabulary
				vocabulary to inform about	efficiently and effectively to
				or explain the topic.	inform or explain about the
				e. provides a concluding	topic. e. provides a relevant and
				statement or section	effective concluding
				related to the information	statement related to the
				or explanation presented.	information or explanation
				or explanation presented.	
				or explanation presented.	presented.

Detailed	4.W.4-6	produces writing with guidance and support in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; with guidance and support, develops writing by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with guidance and support, develops and strengthens writing by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well- developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	4.W.7-8	conducts short research projects about a topic; recalls some information from experiences and sources; provides notes regarding information.	conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides brief notes about information.	conducts short research projects that build knowledge through investigation of different aspects of a topic; recalls relevant information from experiences or gathers relevant information from print and digital sources; takes notes and categorizes information.	conducts research projects that use several high-quality sources to build knowledge by fully investigating a topic; uses relevant information from experiences and gathered from print and digital sources; fully summarizes or paraphrases information in notes and efficiently categorizes information.

			Listening		
Detailed	4.SL.2	identifies key details from a text read aloud or information presented in a single media format, including visually, quantitatively, and orally.	describes key details from a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly, coherently, and efficiently paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	4.SL.3	identifies the points a speaker makes.	identifies the points a speaker makes and key details about the topic.	identifies the reasons and evidence a speaker provides to support particular points.	evaluates the reasons and evidence a speaker provides to support particular points.

			Language		
Detailed	4.L.1	demonstrates a basic	demonstrates an	demonstrates command of	demonstrates strong
		understanding of the	understanding of the	the conventions of	command of the conventions
		conventions of standard	conventions of standard	Standard English grammar	of standard English grammar
		English grammar and	English grammar and usage	and usage when writing or	and usage when writing or
		usage when writing or	when writing or speaking:	speaking:	speaking:
		speaking:			
			a. occasionally uses	a. uses relative pronouns	a. uses relative pronouns
		a. inconsistently uses	straightforward relative	(who, whose, whom,	(who, whose, whom, which,
		relative pronouns (who,	pronouns (who, whose,	which, that) and relative	that) and relative adverbs
		whose, whom, which,	whom, which, that) and	adverbs (where, when,	(where, when, why).
		that) and relative adverbs	relative adverbs (where,	why).	
		(where, when, why).	when, why).		b. forms and uses the
				b. forms and uses the	progressive verb tenses (e.g.,
		b. inconsistently forms and	b. occasionally forms and uses	progressive verb tenses	I was walking; I am walking; I
		uses the progressive verb	the progressive verb tenses	(e.g., I was walking; I am	will be walking).
		tenses (e.g., I was walking;	(e.g., I was walking; I am	walking; I will be walking).	
		I am walking; I will be	walking; I will be walking).		c. uses modal auxiliaries (e.g.,
		walking).		c. uses modal auxiliaries	can, may, must) to convey
			c. occasionally uses modal	(e.g., can, may, must) to	various conditions.
		c. inconsistently uses	auxiliaries (e.g., can, may,	convey various conditions.	
		modal auxiliaries (e.g., can,	must) to convey various		d. orders adjectives within
		may, must) to convey	conditions.	d. orders adjectives within	sentences according to
		various conditions.		sentences according to	conventional patterns (e.g., a
			d. generally orders adjectives	conventional patterns	small red bag rather than a
		d. inconsistently orders	within sentences according to	(e.g., a small red bag rather	red small bag).
		adjectives within	conventional patterns (e.g., a	than a red small bag).	
		sentences according to	small red bag rather than a	с I	e. forms and uses
		conventional patterns	red small bag).	e. forms and uses	prepositional phrases.
		(e.g., a small red bag		prepositional phrases.	f and have a second sta
		rather than a red small	e. generally forms and uses	f muchuses complete	f. produces complete
		bag).	simple prepositional phrases.	f. produces complete	sentences, recognizing and
		e. inconsistently forms and	f. generally produces	sentences, recognizing and correcting inappropriate	correcting inappropriate
		uses simple prepositional	complete sentences,	fragments and run-ons.	fragments and run-ons.
		phrases.	recognizing and correcting		g. correctly uses frequently
			inappropriate fragments and		confused words (e.g., to, too,
			run-ons.		two; there, their).
L					two, mere, menj.

f. inconsistently produces complete sentences, recognizing inappropriate fragments and run-ons. g. inconsistently uses frequently confused words correctly (e.g., to, too, two; there, their). h. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing	g. correctly uses frequently confused words (e.g., to, too, two; there, their). h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.
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	44.2				
Detailed	4.L.2	demonstrates a basic	demonstrates understanding	demonstrates command of	demonstrates strong
		understanding of the	of the conventions of	the conventions of	command of the conventions
		conventions of standard	standard English	Standard English	of standard English
		English capitalization,	capitalization, punctuation,	capitalization, punctuation,	capitalization, punctuation,
		punctuation, and spelling when writing:	and spelling when writing:	and spelling when writing:	and spelling when writing:
		when whiting.	a gaparally uses correct		a uses correct conitalization
			a. generally uses correct	a. uses correct	a. uses correct capitalization.
		a. inconsistently uses	capitalization.	capitalization.	b. uses commas and
		correct capitalization.	h	h	
		h in an cist with success	b. occasionally uses commas	b. uses commas and	quotation marks to mark
		b. inconsistently uses	and quotation marks to mark	quotation marks to mark	direct speech and quotations
		commas and quotation	direct speech and quotations	direct speech and	from a text.
		marks to mark direct	from a text.	quotations from a text.	
		speech and quotations			c. uses a comma before a
		from a text.	c. occasionally uses a comma	c. uses a comma before a	coordinating conjunction in a
			before a coordinating	coordinating conjunction	compound sentence.
		c. inconsistently uses a	conjunction in a compound	in a compound sentence.	
		comma before a	sentence.		d. spells above-grade-
		coordinating conjunction		d. spells grade-appropriate	appropriate words correctly,
		in a compound sentence.	d. generally spells grade-	words correctly, consulting	consulting references as
			appropriate words correctly,	references as needed.	needed.
		d. inconsistently spells	consulting references as		
		grade-appropriate words	needed.		
		correctly, consulting			
		references as needed.			
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Detailed	4.L.3	uses a basic knowledge of	uses a basic knowledge of	uses knowledge of	uses deep knowledge of
		language and its	language and its conventions	language and its	language and its conventions
		conventions when writing,	when writing, speaking,	conventions when writing,	when writing, speaking,
		speaking, reading, or	reading, or listening:	speaking, reading, or	reading, or listening; chooses
		listening:		listening:	words and phrases to convey
			a. occasionally chooses words		ideas precisely:
		a. inconsistently chooses	and phrases to convey ideas	a. chooses words and	
		words and phrases to	precisely.	phrases to convey ideas	a. chooses words and phrases
		convey ideas.		precisely.	to convey ideas precisely.
			b. occasionally chooses		
		b. inconsistently chooses	punctuation for effect.	b. chooses punctuation for	b. chooses punctuation for
		punctuation for effect.		effect.	effect.
			c. occasionally recognizes the		
		c. inconsistently	differences between contexts	c. differentiates between	c. differentiates between
		recognizes the differences	that call for formal English	contexts that call for	contexts that call for formal
		between contexts that call	(e.g., presenting ideas) and	formal English (e.g.,	English (e.g., presenting
		for formal English (e.g.,	situations where informal	presenting ideas) and	ideas) and situations where
		presenting ideas) and	discourse is appropriate (e.g.,	situations where informal	informal discourse is
		situations where informal	small-group discussion).	discourse is appropriate	appropriate (e.g., small-group
		discourse is appropriate		(e.g., small-group	discussion).
		(e.g., small-group		discussion).	
		discussion).			

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Detailed	4.L.4	clarifies the meaning of unknown words and phrases, choosing from at least one strategy:	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies:	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of	determines or clarifies and applies the meaning of unknown and multiple- meaning words and phrases, choosing strategically from a
		a. uses common, below- grade level Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	a. uses common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	strategies: a.uses common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph,	range of strategies: a. uses common, grade- appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph,
		b. uses explicit context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a straightforward word or phrase.	 b. uses immediate context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. c. consults reference 	photograph, autograph). b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	autograph). b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
		c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Detailed	4.L.5	recognizes simple	demonstrates understanding	demonstrates	demonstrates understanding
Detaneu	7.2.5	figurative language, simple	of simple figurative language,	understanding of figurative	of complex figurative
		word relationships, and	simple word relationships,	language, word	language, complex word
		nuances in word	and nuances in word	relationships, and nuances	relationships, and subtle
		meanings:	meanings:	in word meanings:	nuances in word meanings:
		incumigs.	incurings.	in word meanings.	numees in word meanings.
		a. inconsistently	a. generally explains the	a. explains the meaning of	a. explains the meaning of
		recognizes simple similes	meaning of simple similes and	simple similes and	simple similes and metaphors
		and metaphors (e.g., as	metaphors (e.g., as pretty as a	metaphors (e.g., as pretty	(e.g., as pretty as a picture) in
		pretty as a picture) in	picture) in context.	as a picture) in context.	context.
		context.			
			b. generally recognizes and	b. recognizes and explains	b. recognizes and explains the
		b. inconsistently	explains the meaning of	the meaning of common	meaning of common idioms,
		recognizes simple idioms,	simple idioms, adages, and	idioms, adages, and	adages, and proverbs.
		adages, and proverbs.	proverbs.	proverbs.	
					c. demonstrates
		c. inconsistently	c. generally demonstrates	c. demonstrates	understanding of words by
		demonstrates	understanding of words by	understanding of words by	relating them to their
		understanding of words by	relating them to their	relating them to their	synonyms and antonyms.
		relating them to their	synonyms and antonyms.	synonyms and antonyms.	synonyms and antonyms.
		synonyms and antonyms.	synonyms and antonyms.	synonyms and antonyms.	
		synonyms and antonyms.			

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 Reading: Literature	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Detailed	5.RL.1	explains what the text says explicitly and draws simple inferences.	paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	5.RL.2	identifies an explicitly stated theme of a story, drama, or poem; provides a basic list of events in a text.	identifies a theme of a story, drama, or poem; identifies the key events or details in a text.	determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text.	determines implicitly stated themes of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; comprehensively summarizes the text.
Detailed	5.RL.3	identifies differences or similarities between two characters, settings, or events in a story or drama, drawing on simple, explicit details in the text.	determines differences or similarities between two or more characters, settings, or events in a story or drama, using explicit details in the text.	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	analyzes the similarities and differences between two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text (e.g., how characters interact).
Detailed	5.RL.4	identifies the literal meaning of familiar words and phrases as they are used in a text.	distinguishes between literal and figurative meanings of words and phrases as they are used in a text, including recognizing figurative language such as metaphors and similes.	determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	analyzes the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Detailed	5.RL.5	identifies a particular chapter, scene, or stanza that provides structure to a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas affects the basic structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	analyzes how a series of chapters, scenes, or stanzas fits together and interacts to provide the overall structure of a particular story, drama, or poem.
Detailed	RL.5.6	identifies a narrator's or speaker's point of view.	describes how a narrator or speaker describes events in a text.	describes how a narrator's or speaker's point of view influences how events are described.	analyzes how a narrator's or speaker's point of view influences how complex events are developed.
Detailed	5.RL.7	identifies how visual and multimedia elements support the meaning of a portion of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	describes how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	analyzes how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	analyzes, then evaluates, how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Detailed	5.RL.9	identifies various genre- specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), but with little or no connection to the themes and topics.	determines various genre- specific characteristics of stories in the same genre (e.g., mysteries and adventure stories) with similar themes and topics.	compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	compares, contrasts, and analyzes/evaluates stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

			Reading: Informational T	ext	
Detailed	5.RI.1	explains what the text says explicitly and draws simple inferences.	paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	5.RI.2	identifies two or more explicitly stated main ideas of a text; identifies relevant details from the text; provides a basic list of events or facts from the text.	determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.	determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	analyzes the relationship between two or more main ideas of a text and explains how they are supported by key details; provides a comprehensive summary of the text.
Detailed	5.RI.3	identifies straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	describes the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on a general understanding of the text.	explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	analyzes complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
Detailed	5.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words and phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines and analyzes the meaning and effect of advanced academic and domain-specific words and phrases in a text.

Detailed	5.RI.5	identifies the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	explains the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	compares and contrasts, then analyzes, the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts, including how that structure contributes to the overall meaning.
Detailed	5.RI.6	identifies the point of view in multiple accounts of the same event or topic.	determines similarities and differences in the points of view in multiple accounts of the same event or topic.	analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	analyzes multiple accounts of the same event or topic, explains important similarities and differences in the point of view they represent, and evaluates the effectiveness of the accounts.
Detailed	5.RI.7	identifies explicit information within print or digital sources in order to locate an answer to a basic question or solve a basic problem.	draws on information from multiple print or digital sources, demonstrating the ability to locate a simple answer to an explicit question or to solve an explicit problem.	draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	draws on relevant information from reliable multiple print or digital sources, demonstrating the ability to fully answer complex questions or to solve a complex problem efficiently.

Detailed	5.RI.8	identifies which reasons or evidence support a particular point in a text.	describes how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.	explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	evaluates the strength of the reasons and evidence an author uses to support particular points in a text, explaining how the reasons and evidence support the point(s).
Detailed	5.RI.9	identifies information from one or two texts and provides an incomplete response when writing or speaking about the subject.	finds relevant information from several texts on the same topic in order to write or speak about the subject.	integrates information from several texts on the same topic in order to write or speak about the subject knowledgably.	integrates complex or inferred information from several texts on the same topic in order to write or speak about the subject knowledgably, using textual evidence as support.

			Writing		
Detailed	5.W.1	 writes opinion pieces that lack organization and a clear point of view: a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas. b. provides facts and details that are not relevant to the topic. c. opinions and reasons are not linked with transitions. d. includes an ineffective concluding statement. 	 Writing writes moderately organized opinion pieces on topics or texts, providing a clear point of view: a. introduces a topic or text by stating an opinion and organizes ideas in a generally effective organizational structure. b. provides both relevant and irrelevant reasons that are logically ordered. c. links opinions and reasons using basic transitional words. d. provides a concluding statement. 	 writes opinion pieces on topics or texts, supporting a point of view with reasons and information: a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose. b. provides logically ordered reasons that are supported by facts and details. c. links opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. provides a concluding statement or section related to the opinion presented. 	 writes well-organized, multiparagraph opinion pieces, supporting a point of view with effective reasons and relevant information: a. effectively introduces a topic or text clearly, states an opinion, and creates an effective organizational structure in which ideas are logically and effectively grouped, emphasizing the writer's purpose. b. provides effective, relevant reasons that are logically and purposefully ordered and supported by facts and details. c. smoothly links opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).
					d. provides a relevant and effective concluding statement or section related to the opinion presented.

Detailed	5.W.2	writes	writes	writes	writes
2 ottailed	0	informative/explanatory	informative/explanatory	informative/explanatory texts	informative/explanatory texts
		texts to discuss a topic:	texts to discuss a topic and	to examine a topic and	to thoroughly examine a topic
			convey ideas and	convey ideas and information	and convey complex ideas and
		a. states the topic, writes	information:	clearly:	information clearly:
		with little focus, and groups			
		information in an illogical or	a. introduces the topic,	a. introduces a topic clearly,	a. clearly and effectively
		unrelated manner; includes	provides a general	provides a general	introduces the topic, provides
		irrelevant or distracting	observation with a loose	observation and focus, and	a specific observation and
		formatting, illustrations, and	focus, and groups related	groups related information	clear focus, and groups related
		multimedia.	information logically;	logically; includes formatting	information logically; includes
			includes formatting (e.g.,	(e.g., headings), illustrations,	effective and purposeful
		b. provides irrelevant or	headings), illustrations, and	and multimedia when useful	formatting (e.g., headings),
		unreliable facts, definitions,	multimedia.	to aiding comprehension.	illustrations, and multimedia
		details, quotations, or other			to enhance comprehension.
		information and examples.	b. supports the topic with	b. develops the topic with	
			facts, definitions, concrete	facts, definitions, concrete	b. fully develops the topic with
		c. ideas are not clearly or	details, quotations, or other	details, quotations, or other	relevant facts, definitions,
		effectively linked.	information and examples.	information and examples	concrete details, quotations,
				related to the topic.	or other information and
		d. uses simple vocabulary	c. links ideas within		examples related to the topic.
		when explaining the topic.	categories of information	c. links ideas within and	
			using simple transitional	across categories of	c. smoothly links supported
		e. provides an incomplete	words or phrases.	information using words,	ideas within and across
		concluding statement.		phrases, and clauses (e.g., in	categories of information
			d. uses domain-specific	contrast, especially).	using purposeful transitional
			vocabulary in an attempt to		phrases and clauses.
			explain the topic.	d. uses precise language and	
				domain-specific vocabulary to	d. uses precise language and
			e. provides a concluding	inform about or explain the	domain-specific vocabulary
			statement.	topic.	efficiently and effectively to
					inform or explain about the
				e. provides a concluding statement or section related	topic.
				to the information or	e. provides a relevant and
				explanation presented.	effective concluding statement related to the information or
					explanation presented.

Detailed	5.W.4-6	produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with guidance and support, develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well- developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	5.W.7-8	conducts short research projects about a topic; recalls some information from experiences and sources; provides an incomplete summary or list of information in notes.	conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides a brief summary of information in notes and finished work.	conducts short research projects that use several sources to investigate a topic; recalls relevant information from experiences and gathers relevant information from sources; summarizes or paraphrases information in notes and finished work.	conducts research projects that use several high-quality sources to fully investigate a topic; uses relevant information from experiences and gathered from sources; fully summarizes or paraphrases information in notes and finished work.

			Listening		
Detailed	5.SL.2	identifies details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly and coherently summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	5.SL.3	identifies the points a speaker makes.	determines the points a speaker makes and identifies key details that support the points.	summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.	provides a comprehensive summary of the points a speaker makes and evaluates how each claim is supported by reasons and evidence.
			Language		
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Detailed	5.L.1	demonstrates a basic	demonstrates an	demonstrates command of	demonstrates strong
		understanding of the	understanding of the	the conventions of Standard	command of the conventions
		conventions of standard	conventions of standard	English grammar and usage	of standard English grammar
		English grammar and usage	English grammar and usage	when writing or speaking:	and usage when writing or
		when writing or speaking:	when writing or speaking:		speaking:
				a. explains the function of	
		a. recognizes the function of	a. identifies the function of	conjunctions, prepositions,	a. explains the function of
		conjunctions, prepositions,	conjunctions, prepositions,	and interjections in general	conjunctions, prepositions,
		and interjections in general	and interjections in general	and their function in	and interjections in general
		and their function in simple	and their function in	particular sentences.	and their function in particular
		sentences.	particular sentences.		sentences.
				b. forms and uses the perfect	
		b. inconsistently forms and	b. generally forms and uses	(e.g., I had walked; I have	b. forms and uses the perfect
		uses the perfect (e.g., I had	the perfect (e.g., I had	walked; I will have walked)	(e.g., I had walked; I have
		walked; I have walked; I will	walked; I have walked; I will	verb tenses.	walked; I will have walked)
		have walked) verb tenses.	have walked) verb tenses.		verb tenses.
				c. uses verb tense to convey	
		c. inconsistently uses verb	c. generally uses verb tense	various times, sequences,	c. uses verb tense to convey
		tense to convey various	to convey various times,	states, and conditions.	various times, sequences,
		times, sequences, states,	sequences, states, and		states, and conditions.
		and conditions.	conditions.	d. recognizes and corrects	
				inappropriate shifts in verb	d. recognizes and corrects
		d. inconsistently recognizes	d. generally identifies	tense.	inappropriate shifts in verb
		inappropriate shifts in verb	inappropriate shifts in verb		tense.
		tense.	tense.	e. uses correlative	
				conjunctions (e.g., either/or,	e. uses correlative
		e. inconsistently uses	e. generally uses correlative	neither/nor).	conjunctions (e.g., either/or,
		correlative conjunctions	conjunctions (e.g., either/or,		neither/nor).
		(e.g., either/or,	neither/nor).	f. writes and organizes one or	
		neither/nor).		more paragraphs that	f. writes and organizes one or
		f. inconsistently writes and	f. generally writes and	contain: a topic sentence,	more paragraphs that contain:
		organizes one or more	organizes one or more	supporting details, and a	a topic sentence, supporting
		paragraphs that contain: a	paragraphs that contain: a	conclusion that is appropriate	details, and a conclusion that
		topic sentence, supporting	topic sentence, supporting	to the writing task	is appropriate to the writing
		details, and a conclusion	details, and a conclusion		task
		that is appropriate to the	that is appropriate to the		
		writing task.	writing task		

Detailed	5.L.2	demonstrates limited	demonstrates an	demonstrates command of	demonstrates strong
		understanding of the	understanding of the	the conventions of Standard	command of the conventions
		conventions of standard	conventions of standard	English capitalization,	of standard English
		English capitalization,	English capitalization,	punctuation, and spelling	capitalization, punctuation,
		punctuation, and spelling	punctuation, and spelling	when writing:	and spelling when writing:
		when writing:	when writing:		
				a. uses punctuation to	a. uses punctuation to
		a. inconsistently uses	a.generally uses punctuation	separate items in a series.	separate items in a series.
		punctuation to separate	to separate items in a series		
		items in a series.		b. uses a comma to separate	b. uses a comma to separate
			b. generally uses a comma to	an introductory element from	an introductory element from
		b. inconsistently uses a	separate an introductory	the rest of the sentence.	the rest of the sentence.
		comma to separate an	element from the rest of the		
		introductory element from	sentence.	c. uses a comma to set off the	c. uses a comma to set off the
		the rest of the sentence.		words yes and no (e.g., Yes,	words yes and no (e.g., Yes,
			c. generally uses a comma to	thank you), to set off a tag	thank you), to set off a tag
		c. inconsistently uses a	set off the words yes and no	question from the rest of the	question from the rest of the
		comma to set off the words	(e.g., Yes, thank you), to set	sentence (e.g., It's true, isn't	sentence (e.g., It's true, isn't
		yes and no (e.g., Yes, thank	off a tag question from the	it?), and to indicate direct	it?), and to indicate direct
		you), to set off a tag	rest of the sentence (e.g.,	address (e.g., Is that you,	address (e.g., Is that you,
		question from the rest of	It's true, isn't it?), and to	Steve?).	Steve?).
		the sentence (e.g., It's true,	indicate direct address (e.g.,		
		isn't it?), and to indicate	Is that you, Steve?).	d. uses underlining, quotation	d. uses underlining, quotation
		direct address (e.g., Is that		marks, or italics to indicate	marks, or italics to indicate
		you, Steve?).	d. generally uses	titles of works.	titles of works.
			underlining, quotation		
		d. inconsistently uses	marks, or italics to indicate	e. spells grade-appropriate	e. spells above-grade-
		underlining, quotation	titles of works.	words correctly, consulting	appropriate words correctly,
		marks, or italics to indicate		references as needed.	consulting references as
		titles of works.	e. generally spells grade-		needed.
			appropriate words correctly,		
		e. inconsistently spells	consulting references as		
		grade-appropriate words	needed.		
		correctly, consulting			
		references as needed.			

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Detailed	5.L.3	uses a basic knowledge of	uses knowledge of language	uses knowledge of language	uses deep knowledge of
		language and its	and its conventions when	and its conventions when	language and its conventions
		conventions when writing,	writing, speaking, reading, or	writing, speaking, reading, or	when writing, speaking,
		speaking, reading, or	listening:	listening:	reading, or listening:
		listening:			
			a. generally expands,	a. expands, combines, and	a. expands, combines, and
		a. inconsistently expands,	combines, and reduces	reduces sentences for	reduces sentences for
		combines, and reduces	sentences for meaning,	meaning, reader/listener	meaning, reader/listener
		sentences for meaning,	reader/listener interest, and	interest, and style.	interest, and style.
		reader/listener interest, and	style.		
		style.		b. compares and contrasts the	b. compares and contrasts the
			b. generally recognizes the	varieties of English (e.g.,	varieties of English (e.g.,
		b. inconsistently identifies	varieties of English (e.g.,	dialects, registers) used in	dialects, registers) used in
		the varieties of English (e.g.,	dialects, registers) used in	stories, dramas, or poems.	stories, dramas, or poems.
		dialects, registers) used in	stories, dramas, or poems.		
		stories, dramas, or poems.			
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Detailed	5.L.4	clarifies the meaning of	determines or clarifies the	determines or clarifies the	determines or clarifies and
		unknown words and	meaning of unknown and	meaning of unknown and	applies the meaning of
		phrases, choosing from a	multiple-meaning words and	multiple-meaning words and	unknown and multiple-
		limited range of strategies:	phrases, choosing flexibly	phrases, choosing flexibly	meaning words and phrases,
			from a range of strategies:	from a range of strategies:	choosing strategically from a
		a. uses common, below-			range of strategies:
		grade Greek and Latin	a. uses common, grade-	a. uses common, grade-	
		affixes and roots as clues to	appropriate Greek and Latin	appropriate Greek and Latin	a. uses common, grade-
		the meaning of a word (e.g.,	affixes and roots as clues to	affixes and roots as clues to	appropriate Greek and Latin
		photograph,	the meaning of a	the meaning of a word (e.g.,	affixes and roots as clues to
		photosynthesis).	straightforward word (e.g.,	photograph, photosynthesis).	the meaning of a word (e.g.,
		· · · · · · · · · · · · · · · · · · ·	photograph,		photograph, photosynthesis).
		b. uses explicit context (e.g.,	photosynthesis).	b. uses context (e.g.,	[
		cause/effect relationships	· · · · · · · · · · · · · · · · · · ·	cause/effect relationships and	b. uses context (e.g.,
		and comparisons in text) as	b. uses immediate context	comparisons in text) as a clue	cause/effect relationships and
		a clue to the meaning of a	(e.g., cause/effect	to the meaning of a word or	comparisons in text) as a clue
		word or phrase.	relationships and	phrase.	to the meaning of a word or
			comparisons in text) as a		phrase.
		c. consults reference	clue to the meaning of a	c. consults reference	·
		materials (e.g., dictionaries,	word or phrase.	materials (e.g., dictionaries,	c. consults reference materials
		glossaries, thesauruses),	·	glossaries, thesauruses), both	(e.g., dictionaries, glossaries,
		both print and digital, to	c. consults reference	print and digital, to find the	thesauruses), both print and
		find the pronunciation and	materials (e.g., dictionaries,	pronunciation and determine	digital, to find the
		determine or clarify the	glossaries, thesauruses),	or clarify the precise meaning	pronunciation and determine
		precise meaning of key	both print and digital, to find	of key words and phrases.	or clarify the precise meaning
		words and phrases.	the pronunciation and	, ,	of key words and phrases.
			determine or clarify the		
			precise meaning of key		
			words and phrases.		
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Detailed	5.L.5	recognizes figurative	demonstrates understanding	demonstrates understanding	demonstrates a strong
Detailed	J.L.J	language, basic word	of basic figurative language,	of figurative language, word	understanding of complex
		relationships, and nuances	basic word relationships,	relationships, and nuances in	
		•	•		figurative language, complex
		in word meanings:	and nuances in word	word meanings:	word relationships, and subtle
			meanings:		nuances in word meanings:
		a. recognizes figurative		a. interprets figurative	
		language, including similes	a. interprets figurative	language, including similes	a. interprets figurative
		and metaphors, in context.	language, including similes and metaphors, in context.	and metaphors, in context.	language, including similes and metaphors, in context.
		b. recognizes common		b. recognizes and explains the	
		idioms, adages, and	b. recognizes the meaning of	meaning of common idioms,	b. recognizes and explains the
		proverbs.	common idioms, adages,	adages, and proverbs.	meaning of common idioms,
			and proverbs.		adages, and proverbs.
		c. understands the		c. uses the relationship	
		relationship between	c. recognizes the	between particular words	c. uses the relationship
		particular words (e.g.,	relationship between	(e.g., synonyms, antonyms,	between particular words
		synonyms, antonyms,	particular words (e.g.,	homographs) to better	e.g., synonyms, antonyms,
		homographs) to better	synonyms, antonyms,	understand each of the	homographs) to better
		understand each of the	homographs) to better	words.	understand each of the words.
		words.	understand each of the		
		words.	words.		
			words.		

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	6.RL.1	refers to the text generally to support analysis of what the text says explicitly.	identifies textual evidence that supports analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies strong textual evidence in supporting a complex inference or analysis of the text.
Detailed	6.RL.2	identifies a theme or central idea of a text; provides a basic list of events in a text.	identifies a theme or central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates themes or central ideas in regard to major/minor themes and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments.
Detailed	6.RL.3	identifies a basic plot of a particular story or drama and recognizes that the characters change during the story.	describes how the plot of a particular story or drama unfolds and how the characters change overall.	describes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	analyzes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.
Detailed	6.RL.4	identifies the literal meaning of simple words and phrases as they are used in a text.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; identifies the impact of specific word choice on meaning and tone.	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 choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.

Detailed	6.RL.5	identifies a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text.	describes how a particular sentence, chapter, scene, or stanza contributes to the overall structure and development of a text.	analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	articulates why the author includes a particular sentence, chapter, scene, or stanza, and analyzes how it affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text.
Detailed	6.RL.6	identifies the point of view of the narrator or speaker in a text.	describes the point of view of the narrator or speaker in a text.	explains how an author develops the point of view of the narrator or speaker in a text.	analyzes how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis.
Detailed	6.RL.7	determines the similarities in the experience of reading a story, drama, or poem and listening to or viewing an audio, video, or live version of the text.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what he or she "sees" and "hears" when reading the text with what he or she perceives when listening or watching.	compares and contrasts, then analyzes, the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. Analyzes what he or she "sees" and "hears" when reading the text compared to what he or she perceives when listening or watching.
Detailed	6.RL.9	identifies various textual elements in different forms or genres with similar themes or topics.	determines differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics.	compares and contrasts texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	compares, contrasts, and analyzes/evaluates texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

	Reading: Informational Text								
Detailed	6.RI.1	refers to the text generally to support analysis of what the text says explicitly.	identifies textual evidence that supports analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies strong textual evidence in supporting a complex inference or analysis of the text.				
Detailed	6.RI.2	identifies a central idea of a text; provides a basic list of events in a text.	identifies a central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates central ideas and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments.				
Detailed	6.RI.3	identifies how a key individual, event, or idea is introduced and illustrated in a text.	explains how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes) and analyzes relationships among key individuals, events, or ideas.				
Detailed	6.RI.4	identifies the literal meaning of simple words and phrases as they are used in a text.	distinguishes between some literal, figurative, and connotative meanings of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the impact of specific word choice.				
Detailed	6.RI.5	locates a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text.	explains how a particular sentence, paragraph, chapter, or section contributes to the overall structure of a text and contributes to the development of the ideas.	analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	articulates why the author uses a particular sentence, paragraph, chapter, or section, and analyzes how it affects the overall structure of a text and contributes to the development of the ideas.				

Detailed	6.RI.6	identifies an author's explicit point of view or purpose in a text.	identifies an author's point of view or purpose in a text and identifies an example of where it is conveyed in the text.	determines an author's point of view or purpose in a text and explains how it is conveyed in the text.	analyzes an author's point of view and purpose in a text; provides textual evidence to show how the author's point of view and purpose are conveyed in the text.
Detailed	6.RI.7	identifies key information presented in different media or formats (e.g., visually, quantitatively) as well as in words.	integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partially developed understanding of a topic or issue.	integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	evaluates and synthesizes information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a comprehensive understanding of a topic or issue.
Detailed	6.RI.8	identifies specific claims, reasoning, and evidence in a text.	determines the argument and specific claims, reasoning, and evidence in a text.	traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	traces and evaluates the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claim.
Detailed	6.RI.9	identifies explicit similarities or differences between two authors' presentations of events.	compares and contrasts the ways in which two authors present events differently.	compares and contrasts one author's presentation of events with that of another.	compares and contrasts one author's presentation of events with that of another; evaluates the effect and impact of the different presentations.

			Writing		
Detailed	6.W.1	 writes arguments to support claims: a. introduces claim(s). b. supports claim(s) with reasons, using sources or non- textual evidence and demonstrating a basic understanding of the topic or text. c. uses words, phrases, and clauses to state the claim(s) and reasons. d. uses an informal style. e. provides a concluding statement or section that illogically follows from the argument presented. 	Writingwrites arguments to supportclaims with clear reasons andevidence:a. introduces claim(s) andorganizes the reasons andevidence with purpose.b. supports claim(s) with reasonsand evidence, using appropriatesources and demonstrating ageneral understanding of thetopic or text.c. uses words, phrases, andclauses to state the relationshipsamong claim(s) and reasons.d. establishes a formal style butdoes not consistently maintain it.e. provides a concludingstatement or section that	 writes arguments to support claims with clear reasons and relevant evidence: a. introduces claim(s) and organizes the reasons and evidence clearly. b. supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. establishes and maintains a formal style. e. provides a concluding 	 writes arguments to support claims with clear reasons and relevant evidence: a. introduces solid claim(s) and organizes the reasons and evidence clearly and logically. b. supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a thorough understanding of the topic or text. c. uses words, phrases, and clauses to clarify and elaborate on the relationships among claim(s) and reasons. d. establishes and maintains a formal style.

Detailed	6.W.2	writes	writes informative/explanatory	writes informative/explanatory	writes informative/explanatory
Detailed	0.00.2	informative/explanatory texts	texts to explain a topic and	texts to examine a topic and	texts to examine a topic and
			convey ideas, concepts, and	convey ideas, concepts, and	-
		to restate a topic and convey			convey ideas, concepts, and
		ideas, concepts, and	information through the	information through the	information through the
		information through the	selection and organization of	selection, organization, and	selection, organization, and
		selection and organization of content:	relevant content:	analysis of relevant content:	analysis of relevant content:
			a. introduces a topic; organizes	a. introduces a topic; organizes	a. clearly introduces a topic;
		a. partially introduces a topic;	ideas, concepts, and	ideas, concepts, and	logically organizes ideas,
		organizes ideas, concepts, and	information, using strategies	information, using strategies	concepts, and information,
		information, but	such as definition, classification,	such as definition, classification,	using strategies such as
		inconsistently applies	comparison/contrast, and	comparison/contrast, and	definition, classification,
		strategies such as definition,	cause/effect; includes formatting	cause/effect; includes formatting	comparison/contrast, and
		classification,	(e.g., headings), graphics (e.g.,	(e.g., headings) and graphics	cause/effect; includes
		comparison/contrast, and	charts, tables) when useful to	(e.g., charts, tables) and	formatting (e.g., headings) and
		cause/effect.	aiding comprehension.	multimedia when useful to	graphics (e.g., charts, tables) in
				aiding comprehension.	a way that enhances the
		b. develops the topic with	b. develops the topic with facts,		explanation.
		facts.	definitions, details, quotations,	b. develops the topic with	
			or other information and	relevant facts, definitions,	b. develops the topic with
		c. uses basic transitions to	examples.	concrete details, quotations, or	significant facts, definitions,
		connect ideas and concepts.		other information and examples.	concrete details, insightful
			c. uses appropriate transitions to		quotations, or other
		d. uses some domain-specific	connect ideas and concepts.	c. uses appropriate transitions to	information and examples.
		vocabulary to inform about or		clarify the relationships among	
		explain the topic.	d. uses some precise language	ideas and concepts.	c. uses appropriate transitions
			and domain-specific vocabulary		to clarify and elaborate on the
		e. uses an informal style.	to inform about or explain the	d. uses precise language and	relationships among ideas and
			topic.	domain-specific vocabulary to	concepts.
		f. provides a concluding		inform about or explain the	
		statement or section that	e. establishes a formal style but	topic.	d. uses precise language and
		illogically follows from the	does not consistently maintain it.		domain-specific vocabulary to
		information or explanation		e. establishes and maintains a	enhance the explanation of the
		presented.	f. provides a basic concluding	formal style.	topic.
			statement or section that		
			partially follows from the		e. establishes and maintains a
			information or explanation		formal style.
			presented.		

	f. provides a concluding statement or section that follows from the information or explanation presented.	f. provides a well-developed concluding statement or section that clearly and logically follows from the information or
		explanation presented.

Detailed	6.W.4-6	produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for	produces clear and well- developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, editing, rewriting, or trying a new
			command of keyboarding skills to complete a writing task.	conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	6.W.7-8	conducts short research projects to answer a question, drawing on one or two sources; uses information from one or two sources; paraphrases the conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; uses information from multiple sources; assesses the credibility of some sources; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts research projects to answer an important question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant, high-quality information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation.

			Listening		
Detailed	6.SL.2	recalls information presented in diverse media and formats and identifies a topic, text, or issue under study.	recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study.	interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study.	interprets and evaluates information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study.
Detailed	6.SL.3	identifies a speaker's argument and specific claims.	identifies a speaker's argument and specific claims and recognizes that some claims are not supported by reasons and evidence.	delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	delineates a speaker's argument and specific claims, critiquing claims and evaluating whether or not they are supported by reasons and evidence.

understanding of the conventions of Standard English grammar and usage when writing or speaking:the conventions of Standard English grammar and usage when writing or speaking:conventions of Standard English grammar and usage when writing or speaking:of the conventions of Standard English grammar and usage when writing or speaking:a. identifies pronouns in the pronouns in the proper case (subjective, objective, and possessive) and inconsistentlya. identifies pronouns in the proper case (subjective, objective, and possessive) and appropriately.a. ensures that pronouns are in the proper case (subjective, objective, and possessive) and gossessive).a. consistently ensures that pronouns (e.g.,				Language		
c. sometimes recognizes and corrects inappropriate shifts in pronoun number andc. generally recognizes and corrects inappropriate shifts in pronoun number and person.number and person.inappropriate shifts in number and corrects vague pronouns (i.e., ones with unclear	Detailed	6.L.1	understanding of the conventions of Standard English grammar and usage when writing or speaking: a. can sometimes identify pronouns in the proper case (subjective, objective, and possessive) and inconsistently uses them. b. sometimes uses intensive pronouns (myself, ourselves). c. sometimes recognizes and corrects inappropriate shifts in pronoun number and person. d. inconsistently recognizes and corrects vague pronouns (i.e., ones with unclear or	 the conventions of Standard English grammar and usage when writing or speaking: a. identifies pronouns in the proper case (subjective, objective, and possessive) and generally ensures they are used appropriately. b. generally uses intensive pronouns (myself, ourselves). c. generally recognizes and corrects inappropriate shifts in pronoun number and person. d. generally recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous 	 conventions of Standard English grammar and usage when writing or speaking: a. ensures that pronouns are in the proper case (subjective, objective, and possessive). b. uses intensive pronouns (e.g., myself, ourselves). c. recognizes and corrects inappropriate shifts in pronoun number and person. d. recognizes and corrects vague pronouns (i.e., ones with unclear 	 b. uses intensive pronouns (e.g., myself, ourselves). c. recognizes and corrects inappropriate shifts in pronoun number and person. d. recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous

Detailed	6.L.2	demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. inconsistently uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spells below-grade-level words correctly.	demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. generally uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spells most grade-level words correctly.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spells grade-level words correctly.	 demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. spells above-grade-level words correctly.
Detailed	6.L.3	uses basic knowledge of language and its conventions when writing, speaking, reading, or listening: a. inconsistently varies sentence patterns for meaning, reader/listener interest, and style. b. occasionally maintains consistent style and tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. occasionally varies sentence patterns for meaning, reader/listener interest, and style. b. generally maintains consistent style and tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening: a. varies sentence patterns for meaning, reader/listener interest, and style. b. maintains consistent style and tone.	uses strong knowledge of language and its conventions when writing, speaking, reading, or listening: a. varies sentence patterns for meaning, reader/listener interest, and style. b. maintains consistent style and tone.

Detailed	6.L.4	inconsistently determines or	determines or clarifies the	determines or clarifies the	authoritatively determines or
Betaneu	0.2.4	clarifies the meaning of	meaning of unknown and	meaning of unknown and	clarifies the meaning of
		unknown and multiple-	multiple-meaning words and	multiple-meaning words and	unknown and multiple-meaning
		meaning words and phrases,	phrases, choosing flexibly from	phrases, choosing flexibly from a	words and phrases, choosing
		choosing flexibly from at least	one or more strategies:	range of strategies:	flexibly from a range of
		one strategy:	one of more strategies.	Talige of strategies.	strategies:
		one strategy.	a. uses common, grade-	a. uses common, grade-	strategies.
		a. uses below-grade Greek or	appropriate Greek or Latin	appropriate Greek or Latin	a usos common grado
		Latin affixes and roots as clues	affixes and roots as clues to the	affixes and roots as clues to the	a. uses common, grade-
					appropriate Greek or Latin affixes and roots as clues to the
		to the meaning of a word	meaning of a word (e.g.,	meaning of a word (e.g.,	
		(e.g., audience, auditory,	audience, auditory, audible).	audience, auditory, audible).	meaning of a word (e.g.,
		audible).			audience, auditory, audible).
			b. uses context (e.g., the overall	b. uses context (e.g., the overall	
		b. uses context (e.g., the	meaning of a sentence or	meaning of a sentence or	b. uses context (e.g., the overall
		overall meaning of a sentence	paragraph; a word's position or	paragraph; a word's position or	meaning of a sentence or
		or paragraph; a word's	function in a sentence) as a clue	function in a sentence) as a clue	paragraph; a word's position or
		position or function in a	to the meaning of a word or	to the meaning of a word or	function in a sentence) as a clue
		sentence) as a clue to the	phrase.	phrase.	to the meaning of a word or
		meaning of a straightforward			phrase.
		word or phrase.	c. consults reference materials	c. consults reference materials	
			(e.g., dictionaries, glossaries,	(e.g., dictionaries, glossaries,	c. consults reference materials
		c. consults reference	thesauruses), both print and	thesauruses), both print and	(e.g., dictionaries, glossaries,
		materials (e.g., dictionaries,	digital, to find the pronunciation	digital, to find the pronunciation	thesauruses), both print and
		glossaries, thesauruses), both	of a word or determine or clarify	of a word or determine or clarify	digital, to find the
		print and digital, to find the	its precise meaning or its part of	its precise meaning or its part of	pronunciation of a word or
		pronunciation of a word or	speech.	speech.	determine or clarify its precise
		determine or clarify its precise			meaning or its part of speech.
		meaning or its part of speech.	d. verifies the preliminary	d. verifies the preliminary	
			determination of the meaning of	determination of the meaning of	d. verifies the preliminary
		d. verifies the preliminary	a word or phrase.	a word or phrase.	determination of the meaning
		determination of the meaning			of a word or phrase.
		of a below-grade word or			
		phrase.			

Detailed	6.L.5	demonstrates limited	demonstrates basic	demonstrates understanding of	demonstrates deep
		understanding of figurative	understanding of figurative	figurative language, word	understanding of figurative
		language, word relationships,	language, word relationships,	relationships, and nuances in	language, word relationships,
		and nuances in word	and nuances in word meanings:	word meanings:	and nuances in word meanings
		meanings:		_	_
			a. recognizes figures of speech	a. interprets figures of speech	a. interprets figures of speech
		a. inconsistently recognizes	(e.g., personification) in context.	(e.g., personification) in context.	(e.g., personification) in
		figures of speech (e.g.,			context.
		personification) in context.	b. generally uses the relationship	b. uses the relationship between	
			between particular words (e.g.,	particular words (e.g.,	b. uses the relationship
		b. inconsistently uses the	cause/effect, part/whole,	cause/effect, part/whole,	between particular words (e.g.
		relationship between	item/category) to better	item/category) to better	cause/effect, part/whole,
		particular words (e.g.,	understand each of the words.	understand each of the words.	item/category) to better
		cause/effect, part/whole,			understand each of the words.
		item/category) to better	c. recognizes the connotations	c. distinguishes among the	
		understand each of the	(associations) of words with	connotations (associations) of	c. distinguishes among the
		words.	similar denotations (definitions)	words with similar denotations	connotations (associations) of
			(e.g., stingy, scrimping,	(definitions) (e.g., stingy,	words with similar denotations
		c. inconsistently recognizes	economical, unwasteful, thrifty).	scrimping, economical,	(definitions) (e.g., stingy,
		the connotations		unwasteful, thrifty).	scrimping, economical,
		(associations) of words with			unwasteful, thrifty).
		similar denotations			
		(definitions) (e.g., stingy,			
		scrimping, economical,			
		unwasteful, thrifty).			

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate	For grade-appropriate texts,	For grade-appropriate texts, the	For grade-appropriate texts, the
		texts, the Minimally	the Partially Proficient student	Proficient student	Highly Proficient student
		Proficient student			
			Reading: Literatur		
Detailed	7.RL.1	refers to the text generally	identifies some textual	cites several pieces of textual	applies numerous, strong pieces
		to support analysis of what	evidence that supports	evidence to support analysis of	of textual evidence in supporting a
		the text says explicitly.	analysis of what the text says	what the text says explicitly as	complex inference or analysis of
			explicitly.	well as inferences drawn from	the text.
				the text.	
Detailed	7.RL.2	identifies a theme or	identifies a theme or central	determines a theme or central	evaluates themes or central ideas
		central idea of a text;	idea of a text; provides a	idea of a text and analyzes its	of a text and analyzes their
		provides a sequence of	simple objective summary of a	development over the course of	development over the course of a
		events in a text.	text.	a text; provides an objective	text; provides a comprehensive,
				summary of a text.	objective summary of a text.
Detailed	7.RL.3	identifies particular	explains how particular	analyzes how particular	evaluates the relationships
		elements of a story or	elements of a story or drama	elements of a story or drama	between particular elements of a
		drama (e.g., setting or	interact (e.g., how setting	interact (e.g., how setting	story or drama (e.g., how setting
		characters).	shapes the characters or plot).	shapes the characters or plot).	shapes the characters or plot) and
Detelled	7.01.4				analyzes the impact.
Detailed	7.RL.4	identifies the literal or	distinguishes between literal,	determines the meaning of	determines the meaning and
		figurative meaning of words	figurative, and connotative	words and phrases as they are	analyzes the impact of words and
		and phrases as they are used in a text; identifies	meanings of words and phrases as they are used in a	used in a text, including figurative and connotative	phrases as they are used in a text, including figurative and
		rhymes and other	text; describes the impact of	meanings; analyzes the impact	connotative meanings, and
		repetitions of sounds in a	specific word choices on	of specific word choices on	assesses their effectiveness;
		specific verse or stanza of a	meaning and tone, including	meaning and tone, including	analyzes and evaluates the impact
		poem or section of a story	rhymes and other repetitions	rhymes and other repetitions of	of specific word choices on
		or drama.	of sounds (e.g., alliteration) in	sounds (e.g., alliteration) in a	meaning and tone, including
			a specific verse or stanza of a	specific verse or stanza of a	rhymes and other repetitions of
			poem or section of a story or	poem or section of a story or	sounds (e.g., alliteration) in a
			drama.	drama.	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.

			Writing		
Detailed	7.W.1	writes arguments that include a claim supported by extratextual evidence:	writes arguments to support claims with reasons and evidence:	writes arguments to support claims with clear reasons and relevant evidence:	writes clear arguments to support claims with logical reasoning and relevant evidence:
		 a. introduces claim(s) and organizes the reasons and evidence. b. supports claim(s), 	 a. introduces claim(s) and organizes the reasons and evidence logically. b. supports claim(s) with 	a. introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence logically.	a. introduces supportable claim(s), acknowledges and evaluates alternate or opposing claim(s), and organizes the reasons and evidence logically.
		demonstrating a basic understanding of the topic or text. c. uses transitional words to link claim(s), reasons, and	reasoning and evidence from the text (extratextual evidence may occasionally be present) that demonstrate an understanding of the topic or text.	b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding	b. supports claim(s) with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an acute understanding of the topic or text.
		evidence. d. writes in an informal style.	c. uses words, phrases, and clauses to link claim(s), reasons, and evidence. d. establishes a formal style,	of the topic or text. c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	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
		e. provides a concluding statement or section.	e. provides a concluding statement or section that	d. establishes and maintains a formal style.	evidence. d. establishes and maintains a formal style and an objective
			follows from the argument presented.	e. provides a concluding statement or section that follows from and supports the argument presented.	tone. e. provides a compelling concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.

Detailed	7 \\/ 2	writes	writes informative/explanatory	writes informative (evelopeters)	writes informative levelanatory
Detailed	7.W.2	writes informative/explanatory		writes informative/explanatory	writes informative/explanatory
			text to explain a topic through	texts to examine a topic and	texts to examine a topic and
		text to describe a topic	the selection and organization	convey ideas, concepts, and	convey complex ideas, concepts,
		through the selection and	of relevant content:	information through the	and information with a strongly
		organization of content:		selection, organization, and	developed focus through the
			a. introduces a topic clearly;	analysis of relevant content:	selection, organization, and
		a. introduces a topic;	organizes ideas, concepts, and		analysis of relevant content:
		attempts an organization of	information, using strategies	a. introduces a topic clearly,	
		ideas, concepts, and	such as definition,	previewing what is to follow;	a. introduces a topic with a
		information using strategies	classification,	organizes ideas, concepts, and	strongly developed focus using
		such as definition,	comparison/contrast, and	information, using strategies	appropriate strategies such as
		classification,	cause/effect; includes	such as definition, classification,	definition, classification,
		comparison/contrast, and	formatting (e.g., headings) and	comparison/contrast, and	comparison/contrast, and cause
		cause/effect.	graphics (e.g., charts, tables)	cause/effect; includes	and effect; includes formal
			when useful to aid	formatting (e.g., headings) and	formatting (e.g., headings) and
		b. describes the topic with	comprehension.	graphics (e.g., charts, tables)	graphics (e.g., charts, tables) to
		facts, definitions, concrete		when useful to aiding	enhance comprehension.
		details, quotations, or other	b. develops the topic with	comprehension.	
		information and examples.	facts, definitions, concrete		b. develops the topic with analysis
			details, quotations, or other	b. develops the topic with	of relevant facts, complex ideas,
		c. uses basic transitions to	information and examples.	relevant facts, definitions,	definitions, concrete details,
		link ideas and concepts.		concrete details, quotations, or	quotations, or other information
			c. uses appropriate transitions	other information and examples.	and examples appropriate to the
		d. uses topic-appropriate	to create cohesion.		audience's knowledge of the
		language and vocabulary to		c. uses appropriate transitions to	topic.
		inform about or describe	d. uses topic-appropriate	create cohesion and clarify the	
		the topic.	language and vocabulary to	relationships among ideas and	c. uses appropriate and varied
		r -	inform about or explain the	concepts.	transitions to create cohesion and
		e. uses an informal style.	topic.		clarify the relationships among
				d. uses precise language and	ideas and concepts.
		f. provides a concluding	e. establishes a formal style,	domain-specific vocabulary to	
		statement or section.	but does not consistently	inform about or explain the	d. uses precise language and
			maintain it.	topic.	domain-specific vocabulary to
					manage the complexity of the
			f. provides a concluding	e. establishes and maintains a	topic.
			statement or section that	formal style.	
			follows from the information		
			or explanation presented.	l	

		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	Language 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.	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.	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.
		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.	 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. 	 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. 	 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 basicunderstanding of theconventions of StandardEnglish capitalization,punctuation, and spellingwhen writing:a. inconsistently uses acomma to separatecoordinate adjectives.b. spells below-grade-levelwords 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	uses knowledge of language	uses knowledge of language and	uses comprehensive knowledge of
		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:		5	5
		U U	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
		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	strategies:	range of strategies:	range of strategies:
		strategy:			
			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			b. uses common, grade-
		phrase.	b. uses common, grade-	b. uses common, grade-	appropriate Greek or Latin affixes
		P	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.	
				speccin	

c. consults general and	d. verifies the preliminary	d. verifies the preliminary	d. verifies the preliminary
specialized reference	determination of the meaning	determination of the meaning of	determination of the meaning of a
materials (e.g., dictionaries,	of a word or phrase.	a word or phrase.	word or phrase.
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.			

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

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: Literary Text		
Detailed	8.RL.1	cites textual evidence to support an analysis of what the text says explicitly.	cites textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	applies thorough textual evidence to strongly support a deep analysis of the text as well as complex inferences drawn from the text.
Detailed	8.RL.2	identifies a theme or central idea of a text; identifies characters, setting, and plot; provides a list of events from the text.	identifies a theme or central idea of a text and determines details or events that develop it; explains characters, setting, and plot; provides a simple, objective summary of the text.	determines a theme or central idea of a text and analyzes its development over the course of a text, including its relationship to the characters, setting, and plot; provides an objective summary of the text.	determines two or more themes or central ideas and analyzes their development over the course of a text; evaluates the theme(s) or central idea(s) and the relationship to narrative elements; provides a concise and comprehensive objective summary of the text.
Detailed	8.RL.3	identifies specific lines of dialogue or incidents in a story or drama that propel the action and reveal aspects of the character.	describes how specific lines of dialogue or incidents in a story or drama propel the action and reveal aspects of the character.	analyzes how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision.	analyzes and evaluates the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal aspects of the character, or provoke a decision.

Detailed	8.RL.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies words that impact meaning and tone.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; determines the effect of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning and evaluates the impact of words and phrases, including figurative and connotative meanings; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Detailed	8.RL.5	compares and contrasts the structure of two texts.	compares and contrasts the structure of two or more texts, describing the connection to their meaning and style.	compares and contrasts the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.	compares and contrasts, then evaluates for effectiveness, the structure of two or more texts, analyzing how the differing structure of each text contributes to meaning and style.
Detailed	8.RL.6	identifies that differences in the points of view of the characters or the reader affect the meaning of the text.	describes how differences in the points of view of the characters or the reader contribute to an understanding of the text.	analyzes how differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text.	evaluates the impact of differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) and the effectiveness of creating suspense or humor in the text.
Detailed	8.RL.7	identifies the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	describes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, identifying the choices made by the director or actors.	analyzes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	evaluates the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script; critiques the choices made by the director or actors and proposes alternate treatments.

Detailed	8.RL.9	identifies a relationship between a modern work of	determines how a modern work of fiction draws on	analyzes how a modern work of fiction draws on themes, patterns	evaluates how a modern work of fiction draws on themes,
		fiction and patterns of events	explicit themes, patterns of	of events, or character types	patterns of events, or
		or character types from	events, or character types from	from myths, traditional stories, or	character types from myths,
		myths, traditional stories, or	myths, traditional stories, or	religious works, describing how	traditional stories, or religious
		religious works.	religious works, describing how the material is rendered new.	the material is rendered new.	works; evaluates the impact
			the material is rendered new.		of the newly rendered
					material.

			Reading: Informational Te	ext	
Detailed	8.RI.1	cites textual evidence to support an analysis of what the text says explicitly.	cites textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	applies thorough textual evidence to strongly support a deep analysis of the text as well as complex inferences drawn from the text.
Detailed	8.RI.2	identifies a central idea of a text; provides a list of events or details from the text.	identifies a central idea of a text and describes its development over the course of a text; provides a simple, objective summary of the text.	determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; provides an objective summary of the text.	determines and analyzes the central ideas of a text and analyzes their development over the course of a text; evaluates the strength of the supporting ideas; provides a comprehensive objective summary of the text.
Detailed	8.RI.3	identifies that a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	describes how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	evaluates how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Detailed	8.RI.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone.	determines the meaning of basic words and phrases as they are used in a text, including common figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of specific word choices on meaning and tone, including analogies or allusions to other texts.

Detailed	8.RI.5	identifies the structure of a	describes the structure of a	analyzes in detail the structure of	evaluates the effect of the
		specific paragraph in a text;	specific paragraph in a text and	a specific paragraph in a text,	structure of a specific
		describes the role of	describes its effect on a text;	including the role of particular	paragraph in a text and its
		particular sentences in	describes the role of particular	sentences in developing and	role in the text as a whole,
		creating that structure.	sentences in developing and	refining a key concept.	including the role of particular
			refining a key concept.		sentences in developing and
					refining a key concept.
Detailed	8.RI.6	identifies an author's point of	identifies an author's point of	determines an author's point of	analyzes an author's point of
		view, perspective, and	view, perspective, and purpose	view, perspective, and purpose in	view, perspective, and
		purpose in a text; identifies	in a text and describes how the	a text and analyzes how the	purpose in a text and
		examples where the author	author acknowledges and	author acknowledges and	evaluates the effect of how
		acknowledges or responds to	responds to conflicting	responds to conflicting evidence	the author acknowledges and
		conflicting evidence or	evidence or viewpoints.	or viewpoints.	responds to conflicting
		viewpoints.			evidence or viewpoints.
Detailed	8.RI.7	identifies differences or	compares and contrasts the	evaluates the advantages and	evaluates and critiques the
		similarities in the	use of different media (e.g.,	disadvantages of using different	use of different media (e.g.,
		presentation of a particular	print or digital text, video,	media (e.g., print or digital text,	print or digital text, video,
		topic or idea as presented in	multimedia) in presenting a	video, multimedia) to present a	multimedia) to present a
		different media (e.g., print or	particular topic or idea.	particular topic or idea.	particular topic or idea,
		digital text, video,			providing specific evidence as
		multimedia).			support.
Detailed	8.RI.8	identifies the argument or	describes the argument and	delineates and evaluates the	synthesizes the argument and
		specific claims in a text,	specific claims in a text,	argument and specific claims in a	specific claims in a text, citing
		describing the reasoning and	discussing whether the	text, assessing whether the	specific language to evaluate
		evidence used to support the	reasoning is sound and the	reasoning is sound and the	whether the reasoning is
		argument or claims.	evidence is relevant and	evidence is relevant and	sound and the evidence is
			sufficient.	sufficient; recognizes when	relevant and sufficient;
				irrelevant evidence is introduced.	recognizes irrelevant evidence
					and proves its irrelevancy.
Detailed	8.RI.9	identifies a case in which two	describes a case in which two	analyzes a case in which two or	analyzes and evaluates a case
		or more texts provide	or more texts provide	more texts provide conflicting	in which two or more texts
		conflicting information on the	conflicting information on the	information on the same topic,	provide conflicting
		same topic, and identifies	same topic, and identifies	and identifies where the texts	information on the same
		where the texts disagree.	where the texts disagree on	disagree on matters of fact or	topic, and identifies where
			matters of fact.	interpretation.	the texts disagree on matters
					of fact or interpretation,
					evaluating the strength or
					reliability of each.

			Writing		
Detailed	8.W.1	writes arguments to support	writes arguments to support	writes arguments to support	writes arguments to support
		claims with reasons and	claims with reasons and	claims with clear reasons and	claims with clear reasons and
		evidence:	relevant evidence:	relevant evidence:	analysis of relevant evidence:
		a. introduces claim(s), states	a. introduces claim(s), states	a. introduces claim(s),	a. introduces claims;
		opposing claims, and	alternate or opposing claims,	acknowledges and distinguishes	acknowledges and
		organizes reasons and	and organizes the reasons and	the claim(s) from alternate or	distinguishes the claims from
		evidence.	evidence logically.	opposing claims, and organizes	alternate or opposing claims,
				the reasons and evidence	evaluating their validity; and
		b. supports claims with	b. supports claims with	logically.	organizes the reasons and
		extratextual evidence,	reasoning and evidence, using		evidence logically.
		demonstrating a basic	sources and demonstrating an	b. supports claim(s) with logical	
		understanding of the topic or	understanding of the topic or	reasoning and relevant evidence,	b. supports claims with a clear
		text.	text.	using accurate, credible sources	position based on logical
		c. uses transition words to	c. uses words, phrases, and	and demonstrating an understanding of the topic or	reasoning and relevant evidence using accurate,
		link claim(s), counterclaims,	clauses to clarify the	text.	credible sources and
		reasons, and evidence.	relationships among claim(s),		demonstrating a deep
		reasons, and evidence.	counterclaims, reasons, and	c. uses words, phrases, and	understanding of the topic or
		d. attempts to establish a	evidence.	clauses to create cohesion and	text.
		formal style.		clarify the relationships among	
		,	d. establishes a formal style.	claim(s), counterclaims, reasons,	c. uses a variety of words,
		e. provides a concluding		and evidence.	phrases, and clauses to create
		statement or section.	e. provides a concluding		cohesion and clarify the
			statement or section that	d. establishes and maintains a	relationships among claim(s),
			supports the argument	formal style.	counterclaims, reasons, and
			presented.		evidence.
				e. provides a concluding	
				statement or section that follows	d. establishes and maintains a
				from and supports the argument	formal style and objective
				presented.	tone that enhances the
					argument.
					e. provides a compelling
					concluding statement or section that follows from and
					supports the argument presented.
					presenteu.

Detailed	8.W.2	writes	writes informative/explanatory	writes informative/explanatory	writes
		informative/explanatory text	texts to explain a topic and	texts to examine a topic and	informative/explanatory texts
		to describe a topic through	convey ideas, concepts, and	convey ideas, concepts, and	to examine a topic and convey
		the selection and organization	information through the	information through the	ideas, concepts, and
		of content:	selection and organization of	selection, organization, and	information with a strongly-
			content:	analysis of relevant content:	developed focus through the
		a. introduces a topic;			selection, organization, and
		attempts an organization of	a. introduces a topic clearly,	a. introduces a topic clearly,	analysis of highly relevant
		ideas, concepts, and	previewing what is to follow;	previewing what is to follow;	content:
		information.	organizes ideas, concepts, and	organizes ideas, concepts, and	
			information into broader	information into broader	a. introduces a complex topic
		b. summarizes the topic with	categories.	categories; includes formatting	clearly, previewing what is to
		facts, definitions, concrete	_	(e.g., headings) and graphics	follow; organizes ideas,
		details, quotations, or other	b. develops the topic with	(e.g., charts, tables), when useful	concepts, and information
		information and examples.	facts, definitions, concrete	to aid comprehension.	into broader categories;
			details, quotations, or other		includes formatting (e.g.,
		c. uses appropriate transitions	information and examples.	b. develops the topic with	headings) and graphics (e.g.,
		to create cohesion.		relevant, well-chosen facts,	charts, tables) when useful to
			c. uses appropriate transitions	definitions, concrete details,	enhance comprehension.
		d. uses topic-appropriate	to create cohesion and clarify	quotations, or other information	
		language and vocabulary to	the relationships among ideas	and examples.	b. develops and analyzes the
		inform.	and concepts.		topic with relevant, well-
				c. uses appropriate and varied	chosen facts, definitions,
		e. attempts a formal style.	d. uses topic-appropriate	transitions to create cohesion	concrete details, quotations,
			language and domain-specific	and clarify the relationships	or other information and
		f. provides a concluding	vocabulary to inform about or	among ideas and concepts.	examples appropriate to the
		statement or section.	explain the topic.		audience's knowledge of the
				d. uses precise language and	topic.
			e. establishes a formal style.	domain-specific vocabulary to	
				inform about or explain the topic.	c. effectively uses appropriate
			f. provides a concluding		and varied transitions to
			statement or section that	e. establishes and maintains a	create cohesion and clarify
			follows from the information	formal style.	the relationships among
			or explanation presented.		complex ideas and concepts.

		f. provides a concluding statement or section that follows from and supports the information or explanation presented.	 d. uses precise language and domain-specific vocabulary to manage the complexity of the topic. e. establishes and maintains a formal style and objective tone while attending to the conventions of the discipline in which he or she is writing. f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.

Detailed	8.W.4-6	produces 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 purpose and audience; 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 and present the relationships between information and ideas.	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 and present the relationships between information and ideas efficiently.	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 and present the relationships between information and ideas in a dynamic way.
Detailed	8.W.7-8	conducts short research projects to answer a question, drawing on minimal sources; gathers relevant information from sources and redirects inquiry as appropriate; assesses the credibility of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism. Attempts to follow a standard format for citation.	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; 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 a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration; 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 a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and evaluation; gathers and synthesizes relevant information from multiple sources; assesses 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	8.SL.2	identifies the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally).	determines the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and describes the motives (e.g., social, commercial, political) behind its presentation.	analyzes the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluates the motives (e.g., social, commercial, political) behind its presentation.	analyzes and evaluates the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) to critique the motives and evaluate the impact of the presentation.
Detailed	8.SL.3	identifies a speaker's argument and specific claims.	explains a speaker's argument and specific claims, identifying whether the reasoning is sound.	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	traces and analyzes the argument and specific claims of a speaker, citing specific examples to evaluate whether the reasoning is sound and the evidence is relevant and sufficient; recognizes irrelevant evidence and proves its irrelevancy.

Detailed	8.L.2	demonstrates awareness of	demonstrates basic	demonstrates command of the	demonstrates strong and
		the conventions of Standard	understanding of the	conventions of Standard English	purposeful command of the
		English capitalization,	conventions of Standard	capitalization, punctuation, and	conventions of Standard
		punctuation, and spelling	English capitalization,	spelling when writing:	English capitalization,
		when writing:	punctuation, and spelling when		punctuation, and spelling
			writing:	a. uses punctuation (comma,	when writing:
		a. inconsistently uses		ellipsis, dash) to indicate a pause	
		punctuation (comma, ellipsis,	a. generally uses punctuation	or break.	a. judiciously uses
		dash) to indicate a pause or	(comma, ellipsis, dash) to		punctuation (comma, ellipsis,
		break.	indicate a pause or break.	b. uses an ellipsis to indicate an omission.	dash) to indicate a pause or break.
		b. inconsistently uses an	b. uses an ellipsis to indicate an		
		ellipsis to indicate an	omission.	c. spells grade-level words	b. uses an ellipsis to indicate
		omission.		correctly.	an omission.
			c. spells most grade-level		
		c. spells below-grade-level	words correctly.		c. spells unfamiliar and above-
		words correctly.			grade level words correctly.
Detailed	8.L.3	attempts to apply the	demonstrates basic knowledge	uses knowledge of language and	uses comprehensive
		conventions of language	of language and its	its conventions when writing,	knowledge of language and its
		when writing, speaking,	conventions when writing,	speaking, reading, or listening:	conventions when writing,
		reading, or listening:	speaking, reading, or listening:		speaking, reading, or listening
				a. uses verbs in the active and	
		a. inconsistently uses verbs in	a. uses verbs in the active and	passive voice and in the	a. strategically uses verbs in
		the active and passive voice	passive voice and in the	conditional and subjunctive mood	the active and passive voice
		and in the conditional and	conditional and subjunctive	to achieve particular effects (e.g.,	and in the conditional and
		subjunctive mood to achieve	mood to achieve particular	emphasizing the actor or the	subjunctive mood to achieve
		particular effects (e.g.,	effects (e.g., emphasizing the	action; expressing uncertainty or	particular effects (e.g.,
		emphasizing the actor or the	actor or the action; expressing	describing a state contrary to	emphasizing the actor or the
		action; expressing uncertainty	uncertainty or describing a	fact).	action; expressing uncertainty
		or describing a state contrary	state contrary to fact).		or describing a state contrary

Detailed	8.L.4	inconsistently determines or	generally determines or	determines or clarifies the	authoritatively determines or
		clarifies the meaning of	clarifies the meaning of	meaning of unknown and	clarifies the meaning of
		unknown and multiple-	unknown and multiple-	multiple-meaning words or	unknown and multiple-
		meaning words or phrases,	meaning words or phrases,	phrases, choosing flexibly from a	meaning words or phrases,
		using at least one strategy:	using one or more strategies:	range of strategies:	choosing flexibly from a range
					of strategies:
		a. uses context (e.g., the	a. uses context (e.g., the	a. uses context (e.g., the overall	
		overall meaning of a sentence	overall meaning of a sentence	meaning of a sentence or	a. uses context (e.g., the
		or paragraph; a word's	or paragraph; a word's position	paragraph; a word's position or	overall meaning of a sentence
		position or function in a	or function in a sentence) as a	function in a sentence) as a clue	or paragraph; a word's
		sentence) as a clue to the	clue to the meaning of a word	to the meaning of a word or	position or function in a
		meaning of a word or phrase.	or phrase.	phrase.	sentence) as a clue to the
					meaning of a word or phrase.
		b. uses common, below-grade	b. uses common, grade-	b. uses common, grade-	
		Greek or Latin affixes and	appropriate Greek or Latin	appropriate Greek or Latin affixes	b. uses common, grade-
		roots as clues to the meaning	affixes and roots as clues to the	and roots as clues to the meaning	appropriate Greek or Latin
		of a word.	meaning of a word (e.g.,	of a word (e.g., precede, recede,	affixes and roots as clues to
			precede, recede, secede).	secede).	the meaning of a word (e.g.,
		c. consults general and			precede, recede, secede).
		specialized reference	c. consults general and	c. consults general and	
		materials (e.g., dictionaries,	specialized reference materials	specialized reference materials	c. consults general and
		glossaries, thesauruses), both	(e.g., dictionaries, glossaries,	(e.g., dictionaries, glossaries,	specialized reference
		print and digital, to find the	thesauruses), both print and	thesauruses), both print and	materials (e.g., dictionaries,
		pronunciation of a word or	digital, to find the	digital, to find the pronunciation	glossaries, thesauruses), both
		determine or clarify its	pronunciation of a word or	of a word or determine or clarify	print and digital, to find the
		precise meaning or its part of	determine or clarify its precise	its precise meaning or its part of	pronunciation of a word or
		speech.	meaning or its part of speech.	speech.	determine or clarify its precise
					meaning or its part of speech.
		d. verifies the preliminary	d. verifies the preliminary	d. verifies the preliminary	
		determination of the meaning	determination of the meaning	determination of the meaning of	d. verifies the preliminary
		of a word or phrase.	of a word or phrase.	a word or phrase.	determination of the meaning
					of a word or phrase.

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Detailed	8.L.5	demonstrates limited	demonstrates basic	demonstrates understanding of	demonstrates deep
		understanding of figurative	understanding of figurative	figurative language, word	understanding of figurative
		language, word relationships,	language, word relationships,	relationships, and nuances in	language, word relationships,
		and nuances in word	and nuances in word	word meanings:	and nuances in word
		meanings:	meanings:		meanings:
				a. interprets figures of speech	
		a. identifies figures of speech	a. interprets figures of speech	(e.g., verbal irony, puns) in	a. interprets figures of speech
		(e.g., verbal irony, puns) in	(e.g., verbal irony, puns) in	context.	(e.g., verbal irony, puns) in
		context.	context.		context.
				b. uses the relationship between	
		b. uses the relationship	b. uses the relationship	particular words to better	b. uses the relationship
		between particular basic	between particular words to	understand each of the words.	between particular words to
		words to better understand	better understand each of the		better understand each of the
		each of the words.	words.	c. distinguishes among the	words.
				connotations (associations) of	
				words with similar denotations	
		c. generally distinguishes	c. distinguishes among the	(definitions) (e.g., bullheaded,	c. distinguishes and evaluates
		among the connotations	connotations (associations) of	willful, firm, persistent, resolute).	the connotations
		(associations) of words with	words with similar denotations	-, ,,,	(associations) of words with
		similar denotations	(definitions) (e.g., bullheaded,		similar denotations
		(definitions) (e.g., bullheaded,	willful, firm, persistent,		(definitions) (e.g., bullheaded,
		willful, firm, persistent,	resolute).		willful, firm, persistent,
		resolute).			resolute).