

Grade 7 Montana Standards	Novice	Partially Proficient	Proficient	Advanced
	<p>A student who performed at this level did not meet grade-level expectations in this subject and needs considerable support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level partially met grade-level expectations in this subject and needs support to develop the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level met grade-level expectations in this subject. The student has demonstrated the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>	<p>A student who performed at this level exceeded grade-level expectations. The student has demonstrated mastery of the required knowledge, skills, and practices necessary for future coursework in this content area.</p> <p>A student at this level can:</p>
RL.7.1	Cite an explicit detail that supports a key idea expressed in the text.	Cite several pieces of explicit evidence from the text that supports an idea or an inference expressed in the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.7.1)	Make inferences from implicit textual evidence and cite several relevant examples to support an in-depth analysis of the text.
RL.7.2	Identify a theme or central idea of a text from explicit details in the text; identify key events and/or details that belong in a summary.	Determine a theme or central idea of a text from details in the text; provide a summary of the text.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (RL.7.2)	Analyze how implicit details in a text contribute to a theme or central idea and the development of ideas throughout the text; provide a succinct and objective summary of the text.
RL.7.3	Identify characters, settings, or events that change throughout a story or drama based on explicit details from the text.	Describe how characters, settings, or events in a story or drama develop over the course of the text based on explicit details.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)	Analyze how particular elements of a story or drama develop and interact throughout the text, citing implicit and explicit textual evidence.
RL.7.4	Determine the meaning of a word or phrase, including figurative and connotative meanings, as it is used in a text based on explicit context; identify the use of rhymes and other repetition of sounds in a stanza of a poem or section of a story or drama.	Determine the meaning of a word or phrase as they are used in a text, including figurative and connotative meanings, based on explicit context; identify the impact that rhymes and other repetition of sounds has on a stanza of a poem or section of a story or drama.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4)	Analyze the impact of words and phrases on the meaning of a text, including figurative language and connotative meanings; analyze and explain the impact of poetic devices on the meaning, mood, or tone of poems, stories, and/or dramas.

RL.7.5	Identify a drama's or poem's form or structure.	Describe a drama's or poem's form or structure (e.g., soliloquy, sonnet).	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (RL.7.5)	Analyze and explain how a drama's or poem's form or structural elements contribute to character development, theme, tone, or plot progression, and how these elements shape the overall meaning.
RL.7.6	Determine the point of view of the narrator, character, or speaker in a text.	Describe the points of view of different characters or narrators in a text.	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (RL.7.6)	Analyze and explain how the point of view of the narrator or the speaker in a text influences the overall meaning of a text, by comparing and contrasting how the points of view are developed by the author.
RL.7.7	Identify key techniques used in a written story, drama, or poem and its audio, filmed, staged, or multimedia version.	Describe similarities and differences of techniques used in a story, drama, or poem and those used in an audio, video, or live version of the text.	Compare and contrast 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). (RL.7.7)	Analyze how the experiences of reading a story, drama, or poem compares to experiencing an audio, video, or live version of the text, explaining how specific techniques affect understanding and interpretation.
RL.7.8	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>	<i>N/A to Literature</i>
RL.7.9	Understand that a fictional portrayals of a time, place, or character and a historical account of the same period differ, including texts that contain portrayals and/or accounts by and about American Indians.	Identify similarities and/or differences between a fictional portrayal of a time, place, or character and a historical account of the same period, including texts that contain portrayals and/or accounts by and about American Indians.	Compare and contrast 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 and include texts that contain portrayals and/or accounts by and about American Indians. (RL.7.9)	Analyze how a fictional portrayal of a time, place, or character and a historical account of the same period differ, including texts that contain portrayals and/or accounts by and about American Indians, and how the portrayals shape a reader's understanding of history.
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the low end of the Grades 6-8 text complexity band, with scaffolding as needed.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the low end of the Grades 6-8 text complexity band independently.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10)	By the end of the year, read, comprehend, and analyze literature, including stories, dramas, and poems, at the high end of the Grades 6-8 text complexity band independently and proficiently.

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RI.7.1	Identify an explicit detail that supports a key idea expressed in the text.	Identify evidence from the text that supports an explicitly stated idea or an inference expressed in the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1)	Quote accurately and use strong, implicit text evidence as support when analyzing and explaining what the text says explicitly and when drawing inferences from the text.
RI.7.2	Identify a central idea and supporting key details of a text; identify key details that belong in a summary.	Determine a central idea using key details in the text; provide a summary of a text.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (RI.7.2)	Analyze how central ideas are supported in a text, referring to relevant details and implicit evidence, and analyze their development over the course of the text; provide a succinct objective summary of the text.
RI.7.3	Identify how interactions between key individuals, events, or ideas are introduced in a text.	Identify how interactions between key individuals, events, or ideas are introduced or supported in a text.	Analyze 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). (RI.7.3)	Analyze how the interactions between individuals, events, ideas, or concepts are introduced, supported, or elaborated in a text based on implicit details in the text.
RI.7.4	Identify the meaning of words or phrases in context including figurative language.	Identify the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4)	Analyze the use of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and their impact on the meaning of the text, supporting their interpretations with clear, relevant evidence.

RI.7.5	Identify the structure an author uses to organize a text.	Determine how the structure an author uses to organize a text contributes to the overall structure of a text.	Analyze 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. (RI.7.5)	Evaluate the effectiveness of an author's strategic structural choices and logical organization enhance meaning, strengthen idea development, and contribute to the clarity and engagement of the text.
RI.7.6	Identify an author's point of view or purpose in a text, including those by and about American Indians.	Determine how an author's point of view or purpose in a text, including those by and about American Indians, distinguishes their position based on textual evidence.	Determine an author's point of view or purpose in a text, including those by and about American Indians, and analyze how the author distinguishes his or her position from that of others. (RI.7.6)	Analyze how an author's point of view or purpose, including in texts by and about American Indians, shapes the presentation of ideas by evaluating techniques used to distinguish the author's position from that of others and emphasizing the impact of those choices using relevant textual evidence.
RI.7.7	Identify information presented in a text to an audio, video, or multimedia version of the text.	Compare and contrast of a text to an audio, video, or multimedia version of the text.	Compare and contrast 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). (RI.7.7)	Analyze how a text compares to an audio, video, or multimedia version of the text, evaluating the effectiveness of each medium's portrayal of the subject and contributes to a deeper understanding of a complex topic, noting how each medium uniquely enhances meaning.
RI.7.8	Identify the argument in a text, including texts by and about American Indians, identifying explicit reasons and evidence that support the claim.	Identify which claims and evidence from the text provide adequate support for the argument presented in a text, including texts by and about American Indians.	Trace and evaluate 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 and include texts by and about American Indians. (RI.7.8)	Critically evaluate how an author supports an argument using sound reasoning and sufficient relevant evidence to support an argument, avoiding logical fallacies and biases, using implicit text evidence and accurate citations as support, and include texts by and about American Indians.

RI.7.9	Identify key information presented by two or more authors writing about the same topic, including texts by and about American Indians.	Compare and contrast information presented by two authors writing about the same topic, focusing on differences in key information or evidence, including texts by and about American Indians.	Analyze 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 and include texts by and about American Indians. (RI.7.9)	Explain how two or more authors' choices, purpose, and perspective shape their presentations, focusing on subtle differences in interpretation and emphasis of information, and include texts by and about American Indians.
RI.7.10	By the end of the year, read and comprehend literary nonfiction at the low end of the Grades 6-8 text complexity band, with scaffolding as needed.	By the end of the year, read and comprehend literary nonfiction at the low end of the Grades 6-8 text complexity band independently.	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.7.10)	By the end of the year, read, comprehend, and analyze literary nonfiction at the high end of the Grades 6-8 text complexity band proficiently and independently.

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W.7.1	Write arguments with reasons.	Write arguments with reasons and evidence.	Write arguments to support claims with clear reasons and relevant evidence.	Write well-organized arguments to support claims with clear reasons and relevant evidence.
	a. Introduce claim(s) clearly.	a. Introduce claim(s) clearly and organize the reasons and evidence logically.	a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	a. Introduce a claim clearly, acknowledge alternate or opposing claims, and create an organizational structure to support the writer's argument logically with relevant reasons and evidence.
	b. Identify reasons and evidence that support the claim(s) to demonstrate an understanding of the topic or text.	b. Support claim(s) with reasons and evidence from sources, including oral sources, to demonstrate an understanding of the topic or text.	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources, including oral sources, and demonstrating an understanding of the topic or text.	b. Provide a well-structured argument to support claim(s) with logical reasons and relevant evidence, using various accurate, credible sources, to demonstrate a thorough understanding of the topic or text.
	c. Use words, phrases, and clauses to connect claim(s) and reasons.	c. Use words, phrases, and clauses to create relationships among claim(s), reasons, and evidence.	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	c. Use precise words, phrases, and clauses to create cohesion and establish clear relationships among claim(s), reasons, and evidence.
	d. Identify differences between formal and informal style.	d. Use and/or maintain informal and formal style.	d. Establish and maintain a formal style.	d. Establish and maintain a formal style appropriate for task, purpose, and audience.

	e. Identify a concluding statement that restates the argument presented.	e. Provide a concluding statement or section that restates the argument presented.	e. Provide a concluding statement or section that follows from and supports the argument presented.	e. Provide an effective conclusion that summarizes the supporting evidence and reinforces the argument presented.
W.7.2	Write informative/explanatory texts about a topic and convey ideas, concepts, and information.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection of pertinent details, logical organization, and thorough analysis of relevant content.
	a. State a topic; organize ideas, concepts, and information into paragraphs.	a. State a topic; organize ideas, concepts, and information into paragraphs and include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	a. Provide a clear introduction that provides a preview of evidence to follow; create a logical organizational structure of ideas, concepts and information (e.g., definition, classification, comparison/contrast, and cause/effect); include appropriate formatting, relevant graphics and multimedia to aid comprehension.
	b. Provide facts, details, and quotations to support the topic.	b. Provide facts, definitions, details, and quotations that support the topic.	b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	b. Develop the topic with specific and relevant facts, definitions, concrete details, quotations, examples, and information that clearly supports the topic
	c. Use high-frequency transition words and phrases to connect ideas and concepts.	c. Use transitions to clarify the relationships among ideas and concepts.	c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	c. Use appropriate and effective transitions to build and clarify subtle relationships among complex ideas and concepts.
	d. Use general language to inform about or explain the topic.	d. Use general language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	d. Use precise academic language and domain-specific vocabulary to inform about or explain the topic effectively and contribute to a coherent and cohesive explanation about a topic.

	e. Identify differences between formal and informal style.	e. Use and/or maintain informal and formal style.	e. Establish and maintain a formal style.	e. Establish and maintain a formal style appropriate for task, purpose, and audience.
	f. Provide a concluding statement or section.	f. Provide a concluding statement or section that restates the topic.	f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.7.2)	f. Provide a concluding statement or section that effectively connects, supports, and reinforces the information or explanation presented.
W.7.3	Write narrative texts about real or imagined experiences or events.	Write narratives to develop real or imagined experiences or events using descriptive details and clear event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective, sophisticated technique, relevant descriptive details, and well-structured event sequences, including non-linear sequences.
	a. Establish a situation or introduce a narrator and/or characters; create a linear event sequence.	a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds logically.	a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	a. Engage and orient the reader by establishing a context and point of view, introduce a narrator and/or characters using descriptive language; organize an event sequence that purposefully and logically advances the plot or narrative.
	b. Use brief description to develop experiences, events, and characters.	b. Use description and dialogue to develop experiences, events, and/or key characters.	b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	b. Skillfully use narrative techniques, such as dialogue, pacing, and description, to develop experiences and events and/or deepen character development.
	c. Use transition words to indicate event sequence.	c. Use a variety of transition words, phrases, and clauses to manage the sequence of events.	c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	c. Incorporate a variety of transitional words, phrases, and clauses to advance the sequence of events and smoothly transition from one time frame or setting to another.

	d. Use words and phrases to convey experiences and events.	d. Use words and phrases, descriptive details, and sensory language to convey experiences and events.	d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	d. Use precise words, phrases, and clauses, relevant descriptive details, and sensory language to capture the action and convey experiences and events effectively.
	e. Provide a concluding sentence that restates the main events.	e. Provide a concluding sentence that relates to the narrated experiences or events.	e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (W.7.3)	e. Provide a meaningful conclusion that reflects on the narrated experiences or events by providing a lesson learned or leaves a lasting emotional impression.
W.7.4	Produce writing in which the organization is appropriate for the task and purpose.	Produce writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4)	Produce clear and coherent writing in which the development, organization, and style demonstrate a sophisticated understanding of the task, purpose, and audience.
W.7.5	With guidance and support from peers and adults, revise and edit a draft based on clear feedback in the form of directions and/or corrections.	With guidance and support from peers and adults, strengthen writing by revising, editing, and rewriting as needed.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W.7.5)	Skillfully plan, revise, edit, rewrite, or try a new approach as needed to strengthen writing to improve clarity, organization, and style, appropriate to purpose and audience independently.
W.7.6	Use technology, including the Internet, to produce and publish writing, and provide links to source materials.	Use technology, including the Internet, to produce and publish writing, collaborate with others, and provide citations and links to source materials.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. (W.7.6)	Independently use technology, including the Internet, to engage in collaborative groups, produce and publish writing, and cite and provide links to varied source materials.

W.7.7	Conduct short research projects by using a single, reliable source to ask and answer questions about a topic, including topics and/or sources by and about American Indians.	Conduct short research projects using a limited range of sources to answer different aspects of a topic, including topics and/or sources by and about American Indians, generating additional questions for further research.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation, and include sources and/or topics by and about American Indians. (W.7.7)	Conduct sustained research projects using a wide range of reliable sources, including those by and about American Indians, to investigate various aspects of a topic, refocusing the inquiry or refining the topic as appropriate and generating additional focused, analytical questions for further research.
W.7.8	Gather information from oral, print, and digital sources; quote information and provide a short list of sources.	Gather information from oral, print, and digital sources; quote or paraphrase information while avoiding plagiarism and provide a list of sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (W.7.8)	Synthesize information from a variety of oral, print, and digital sources; assess the credibility of each source; and accurately quote or succinctly paraphrase the data and conclusions of others while avoiding plagiarism and provide complete bibliographic information for sources.
W.7.9	Draw evidence from literary or informational texts to support research.	Draw evidence from literary or informational texts to support reflection and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Draw evidence from a variety of literary or informational texts to support analysis, reflection, and research.
	a. Apply Grade 7 reading standards to literature with low complexity.	a. Apply Grade 7 reading standards to literature with low to moderate complexity.	a. Apply Grade 7 Reading standards to literature (e.g., “Compare and contrast 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”).	a. Apply Grade 7 reading standards to literature with high complexity.
	b. Apply Grade 7 reading standards to informational texts with low complexity.	b. Apply Grade 7 reading standards to informational texts with low to moderate complexity.	b. Apply Grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate 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”). (W.7.9)	b. Apply Grade 7 reading standards to literary nonfiction with high complexity.

W.7.10	Write routinely over short time frames (a single sitting or periods during a day) for general tasks, purposes, and audiences.	Writes routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or periods during a day) for discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.7.10)	Manage time effectively for extended writing projects and shorter writing tasks for discipline-specific purposes, tasks, and audiences by demonstrating strong research skills, thoughtful reflection, and thorough revision.
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L.7.1	Demonstrate a beginning command of standard English grammar and usage when writing or speaking.	Demonstrate a developing command of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate an advanced command of the conventions of standard English grammar and usage when writing or speaking.
	a. Identify phrases and clauses in a sentence.	a. Use phrases and clauses in a sentence.	a. Explain the function of phrases and clauses in general and their function in specific sentences.	a. Evaluate the use of phrases and clauses, identifying and correcting errors, and explain why a revision is appropriate based on specific sentences.
	b. Identify simple and compound sentences.	b. Identify compound, complex, and compound-complex sentences.	b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	b. Evaluate the use of various sentence structures and use the appropriate structure to signal differing relationships among ideas.
	c. Identify phrases and clauses in a sentence.	c. Identify modifiers in phrases and clauses in a sentence.	c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.7.1)	c. Evaluate and use the most effective and appropriate modifying phrases and clauses.
L.7.2	Demonstrate a beginning command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate a developing command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate an advanced command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	a. Identify adjectives in a sentence.	a. Identify where commas are needed to separate coordinate adjectives.	a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	a. Evaluate the appropriate use of punctuation to separate coordinate adjectives and revise errors as needed.
	b. Identify misspellings of high-frequency words.	b. Identify misspellings of grade-level words.	b. Spell correctly. (L.7.2)	b. Recognize and correct misspellings of grade-level or unfamiliar words.
L.7.3	Use beginning knowledge of language and its conventions when writing, speaking, reading, or listening.	Use developing knowledge of language and its conventions when writing, speaking, reading, or listening.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Use advanced knowledge of language and its conventions when writing, speaking, reading, or listening.
	a. Identify words that express ideas precisely.	a. Identify words that express ideas precisely, recognizing redundant words and phrases.	a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	a. Determine whether words and phrases express ideas precisely and concisely, evaluating sentences for wordiness and redundancies, and correcting and revising as needed.
L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on beginning Grade 7 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on developing Grade 7 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on advanced Grade 7 reading and content, choosing flexibly from a range of strategies.
	a. Identify the meaning of a word based on explicit sentence-level context.	a. Use sentence-level context or position as a clue to the meaning of a word or phrase.	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	a. Use implicit paragraph-level or section context as a clue to the meaning of a word or phrase.
	b. Identify the meaning of an unknown word with a commonly known affix.	b. Determine the meaning of an unknown word with common grade-appropriate affixes and roots.	b. Use common grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	b. Use lesser-known affixes from various derivations to discern the meaning of a word when added to a root.

	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the meaning of a word.	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify its precise meaning or its part of speech.	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	c. Determine or clarify the precise meaning, part of speech, pronunciation, and derivation of words by consulting the appropriate print or digital reference materials (e.g., dictionaries, glossaries, thesauruses).
	d. Form a preliminary determination of the meaning of a word.	d. Determine the precise meaning of a word or phrase as it is used in context (e.g., by comparing the context or to a dictionary definition).	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	d. Verify that the preliminary determination of a word or phrase is correct by confirming that the inferred meaning accurately fits in context and by confirming the precise meaning in a dictionary or other reference source.
L.7.5	Demonstrate a beginning understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate a developing understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Demonstrate an advanced understanding of figurative language, word relationships, and nuances in word meanings.
	a. Identify figurative language in context.	a. Determine the meaning of figurative language in context.	a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	a. Interpret and explain the meaning of figurative language in context.
	b. Identify the relationship between synonyms and antonyms.	b. Determine the relationship between two words.	b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	b. Analyze the relationship between words and phrases in a text to clarify and determine precise meaning of each word.
	c. Identify words with similar denotations.	c. Identify the connotation of a word based on context.	c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	c. Distinguish shades of meaning among words with subtle connotative differences and similar denotations.
	d. Understand that that word meanings can change based on context and social influences.	d. Understand that word meanings can vary over time, based on culture and social relationships, or across different cultures.	d. Recognize the influence time, culture, gender, and social relationships have upon word meaning.	d. Analyze nuanced shifts in word meaning due to time, culture, gender, and social relationships.

L.7.6	Use grade-appropriate general academic words and phrases; gather vocabulary knowledge of a word or phrase important to comprehension.	Use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquire and use accurately grade-appropriate and above grade-level general academic and domain-specific words and phrases; demonstrate vocabulary knowledge when using or explaining a word or phrase important to comprehension or expression.
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