

Kansas Performance Level Descriptors

7th Grade English Language Arts

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Cluster: **Key Ideas & Details**

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Standard: **RL.7.1**

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PLDs:

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine explicit evidence or details to support a given inference or conclusion.● Explain a few implicit details or information to support an inference using text evidence.	<ul style="list-style-type: none">● Explain how explicit evidence or details and implicit information support a given inference or conclusion.● Analyze the relationship between the explicit and implicit details and/or information to show clear understanding of the inference or conclusion.	<ul style="list-style-type: none">● Analyze explicit text evidence or details and implicit information to show a strong interpretation of the text.● Evaluate the explicit text evidence and implicit details and/or information to prove the given inference or conclusion, using specific evidence from the text.

Cluster: Key Ideas & Details

Identify or summarize central ideas, key events, or the sequence of events presented in a text.

Standard: RL.7.2

Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.

PLDs:

Evidence Statements		
1. The student will determine or summarize a theme and its development throughout a text. 2. The student will objectively summarize a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify the theme as a general topic or general idea.● Summarize basic details of the plot that recognize how the theme emerges through the story.	<ul style="list-style-type: none">● Determine a theme of the text and write a statement demonstrating the author's message.● Develop an objective summary that includes key components.	<ul style="list-style-type: none">● Explain the development of a theme and show its complexity.● Explain key components of the text to write an objective summary using strong and relevant evidence from the text.

Cluster: Key Ideas & Details

Describe and demonstrate understanding of and connection between literary elements, including theme, characters, setting, dialogue, and conflict.

Standard: RL.7.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will analyze the interactions among literary elements (e.g., character, setting, rising action, dialogue).2. The student will analyze how setting controls characterization and how characterization shapes the plot.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Explain how two or more literary elements interact (e.g., how dialogue reveals character and establishes plot).● Explain some key events that change or impact the plot.● Explain how the setting affects the characters and develops the plot.	<ul style="list-style-type: none">● Analyze how multiple literary elements (e.g., dialogue and setting) work together to develop the plot.● Analyze several key events that change or propel the plot forward throughout the text.● Analyze how the setting controls characterization and shapes the plot.	<ul style="list-style-type: none">● Synthesize how various literary elements collectively impact the reader's understanding of plot development.● Evaluate how effectively an author weaves together character, setting, and plot to create a story or drama.

Cluster: Craft & Structure

Determine intended meanings of words, including distinguishing literal and nonliteral language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

Standard: RL.7.4

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.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will determine the meaning of figurative language.2. The student will 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.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify figurative language and the connotative meanings of a word or phrase throughout the text.● Explain how a rhyme and other repetitions of sounds (e.g., alliteration) affect a verse or stanza of a poem, or section of a story or drama.	<ul style="list-style-type: none">● Explain the meaning of figurative language and the connotative meanings of a word or phrase.● 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.	<ul style="list-style-type: none">● Analyze the author's use of figurative and connotative meanings of words and phrases throughout the text.● Evaluate how rhymes and other sound devices impact a specific verse or stanza of a poem, or section of a story or drama.

Cluster: Craft & Structure

Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

Standard: RL.7.5

Analyze how a drama's or poem's form or structure contributes to its meaning.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will accurately refer to parts of stories, dramas, or poems when writing or speaking about a text.2. The student will analyze how each part of a text builds on previous parts.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Use references to parts of stories, dramas, or poems when writing or speaking about a text.● Explain how one part of a drama or poem relates to another.● Explain how a poem's form or structure contributes to its meaning.	<ul style="list-style-type: none">● Accurately refer to specific parts of stories, dramas, or poems when writing or speaking about a text.● Analyze how one part of a text builds on previous parts.● Analyze how specific structural choices contribute to the development of meaning or theme.	<ul style="list-style-type: none">● Synthesize specific parts of stories, dramas, or poems when writing or speaking about a text.● Compare how different structural features function across multiple texts.● Synthesize ideas from different parts of a text to provide a cohesive interpretation of how structure shapes meaning.

Cluster: Craft & Structure

Identify or explain point of view, author's message, or author's purpose and the impact of these elements on a text and on reader interaction with a text.

Standard: RL.7.6

Explain how an author develops the point of view of the narrator or speaker in a text. Analyze how an author develops and contrasts the various perspectives (viewpoints) of different characters or narrators in a text.

PLDs:

Evidence Statements		
1. The student will explain the development of a point of view. 2. The student will analyze different viewpoints/perspectives within the same text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Describe how the narrator's or speaker's thoughts, words, or actions reveal the point of view.● Explain differences in perspective among characters or narrators in the same text, using textual evidence to support explanations of viewpoint.	<ul style="list-style-type: none">● Explain how the narrator's or speakers' thoughts, words, or actions develop the point of view.● Analyze how the perspectives of different characters or narrators affect the way events are described or interpreted, using relevant, strategic text evidence to support explanations.	<ul style="list-style-type: none">● Analyze how the development of point of view shapes a reader's understanding of character, plot, or theme.● Compare and contrast how perspective could change if told from a different narrator or character, using strong textual and inferential reasoning.

Cluster: Integration of Knowledge & Ideas

Identify or summarize the relationship between texts by the same author, by different authors, and/or about different topics.

Standard: RL.7.9

Compare and contrast a fictional portrayal of setting or character with a historical account of the same period to understand how authors use or alter history.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will analyze fictional and historical accounts of the same period or person.2. The student will explain how authors use or alter history in fiction writing.		
Performance Level Descriptors		
Level 1: Basic	Level 2: Proficient	Level 3: Advanced
<ul style="list-style-type: none">● Explain similarities and differences between fictional and historical accounts of the same period or person.● Explain how the author may have changed or adapted historical facts in the fictional account.	<ul style="list-style-type: none">● Compare and contrast fictional and historical accounts of the same period or person using textual evidence.● Compare and contrast how authors use or alter history in fiction writing with actual historical events.	<ul style="list-style-type: none">● Analyze how and why the author altered fictional and historical accounts of the same period or person using strong textual evidence.● Analyze how and why an author altered history for narrative or thematic purposes with supporting examples.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RL.7.11

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on seventh grade reading and content.

PLDs:

Evidence Statement		
1. The student will determine the meaning of an unknown word or phrase by <ol style="list-style-type: none">using context clues,using common Greek and Latin affixes and/or roots,using reference materials to determine, clarify, and/or verify meaning, andverifying the preliminary determination of the meaning of a word or phrase.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify context clues to develop the meaning of the unknown word or phrase.● Explain how common Greek and Latin affixes and/or roots help determine the meaning of the word.● Determine a resource to identify the intended meaning of the word or phrase.● Verify a preliminary determination of a word's meaning using context clues or word parts (prefixes, suffixes, roots).	<ul style="list-style-type: none">● Determine specific or strategic context clues to understand the meaning of an unknown word or phrase.● Analyze how the word structure (root, prefixes, or suffixes) shapes the meaning of the word in the context of the sentence or passage.● Determine a specific resource or appropriate resources to use to understand the meaning of the word in the context of the sentence or text.● Verify that a preliminary determination of a word's meaning is accurate.	<ul style="list-style-type: none">● Analyze and cite specific context clues to defend the meaning of the unknown word or phrase.● Evaluate how the word structure (root, prefixes, or suffixes) shapes the meaning of the word in the context of the sentence or text, along with the author's intent.● Analyze appropriate resources to use to understand the meaning of the word or phrase in the context of the text.● Verify that a preliminary determination of the meaning of multiple words or phrases.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RL.7.12

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

PLDs:

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ol style="list-style-type: none">interpreting figurative language in context,using word relationships to better understand each word, andidentifying the connotative meaning of words with similar denotations.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine figurative language in context.● Determine simple word relationships (e.g., synonyms, antonyms) to create word understanding.● Explain connotative and denotative meanings of words.	<ul style="list-style-type: none">● Interpret figurative language within context.● Explain or clarify word meaning by using accurate word relationships (synonyms, antonyms, analogies, etc.).● Compare and contrast connotations of words with similar denotations.	<ul style="list-style-type: none">● Explain figurative language in context and its deeper significance within the text.● Analyze and compare complex word relationships to explain how words relate in meaning and usage.● Analyze the connotations of words with similar denotations.

Cluster: Key Ideas & Details

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Standard: RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PLDs:

Evidence Statement		
1. The student will identify text evidence (explicit details and/or implicit information) to support a given inference or conclusion based on a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify text evidence that explicitly supports a given inference or conclusion.● Explain how explicit text evidence supports the given inference or conclusion using text evidence.	<ul style="list-style-type: none">● Determine strong text evidence with both explicit details and/or implicit information to support a given inference or conclusion.● Analyze how explicit text evidence and implicit information support a conclusion using relevant text evidence.	<ul style="list-style-type: none">● Explain both the explicit details and/or implicit information to prove a given inference or conclusion.● Evaluate how both explicit details and implicit information prove the given inference or conclusion using specific text evidence.

Cluster: Key Ideas & Details

Identify or summarize central ideas, key events, or the sequence of events presented in a text.

Standard: RI.7.2

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.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will determine or summarize a central idea, a key event, or supporting details.2. The student will objectively summarize a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine a central idea from a text.● Identify key ideas of the text and how these ideas develop the central idea of the text.● Apply key ideas into an objective summary.	<ul style="list-style-type: none">● Explain the central idea of the text and how it develops over the course of the whole text.● Explain the relationship between the central ideas of the text by using accurate key ideas.● Craft an objective summary using several key components that contribute to the overall central idea, using evidence from the text.	<ul style="list-style-type: none">● Analyze the central idea of the text and how the author develops the ideas throughout the text.● Analyze the relationship between the central ideas of the text using strong and accurate key ideas.● Synthesize key ideas and provide strong key components to craft an objective summary using evidence from the text.

Cluster: **Key Ideas & Details**

Make an inference or provide a conclusion using supporting evidence to justify/explain inferences.

Standard: **RI.7.3**

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).

PLDs:

Evidence Statement		
1. The student will analyze the interactions among different elements of a text (e.g., people, events, ideas, topics).		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine the main interactions between individuals, events, or ideas.● Explain how one or more elements influence another element.	<ul style="list-style-type: none">● Differentiate between types of interactions and their impact on the text's meaning.● Analyze interactions among different elements of a text and how they influence the meaning, using appropriate text evidence to support analysis.	<ul style="list-style-type: none">● Synthesize information across paragraphs, sections, or multiple texts to draw deeper conclusions.● Evaluate how interactions among elements of a text enhance the overall meaning or purpose, using strong text evidence to prove the analysis.

Cluster: Craft & Structure

Determine intended meanings of words, including distinguishing literal and nonliteral language, with primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

Standard: RI.7.4

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.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will determine the meaning of words and phrases as they are used in an informational text.2. The student will determine the figurative, connotative, and technical meanings of words or phrases.3. The student will analyze the impact of word choice on a text.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine the meaning of words and phrases using context clues from an informational text.● Differentiate between basic figurative, connotative, or technical meanings of words and phrases.● Explain how some word choices contribute to the meaning or tone.	<ul style="list-style-type: none">● Explain the meaning of words and phrases based on specific context clues from an informational text.● Interpret the figurative, connotative, and technical meanings of words and phrases.● Analyze the impact of specific word choice on the overall meaning and tone.	<ul style="list-style-type: none">● Analyze the meaning of words and phrases using strategic context clues in an informational text.● Synthesize how figurative, technical, or connotative meanings enhance the meaning of the text.● Evaluate the effectiveness of an author's word choices and how they enhance the meaning and tone.

Cluster: Craft & Structure

Relate knowledge of text structures, genre-specific features, or forms to obtain, interpret, explain, or connect information within text.

Standard: RI.7.5

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.

PLDs:

Evidence Statement		
1. The student will analyze an author’s chosen structure, how sections fit within the whole, and how the structure aids in idea development.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Describe the function of specific elements (e.g., headings) and how a paragraph introduces an idea or provides evidence.● Explain how parts of a text contribute to the overall development of an idea.● Explain how common structures help convey ideas in an informational text.	<ul style="list-style-type: none">● Analyze how an author’s structural choices shape meaning or emphasize relationships between ideas.● Interpret the function of particular sections in supporting the central idea or argument.● Explain how the organization of the text enhances the author’s purpose.	<ul style="list-style-type: none">● Evaluate the effectiveness of an author’s structural choices in developing complex ideas.● Analyze how specific sections function together to build meaning and enhance the overall text.● Compare how different sections contribute to the overall development of ideas.

Cluster: Craft & Structure

Determine the author’s message/line of reasoning and point of view/purpose and the impact of those perspectives on the information presented in a text.

Standard: RI.7.6

Determine an author’s perspective (viewpoint) or purpose in a text and analyze how the author distinguishes his or her position from that of others.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will determine an author’s viewpoint in a text.2. The student will determine an author’s purpose in a text.3. The student will analyze how the author distinguishes his or her position from that of others.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine the author’s viewpoint and identify purpose in a text.● Explain how the author responds to conflicting evidence or opposing viewpoints.● Describe how the author’s position compares to opposing views in the text.	<ul style="list-style-type: none">● Determine the author’s viewpoint and explain the purpose in a text using evidence from the text.● Analyze how the author clearly defines and sets apart his or her position from alternate or opposing views.	<ul style="list-style-type: none">● Analyze the author’s viewpoint and purpose in a text using strong evidence from the text.● Evaluate how and why the author acknowledges and responds to opposing viewpoints and/or evidence.

Cluster: Integration of Knowledge & Ideas

Determine the structure and logic of the author’s argument using claims supported by evidence.

Standard: RI.7.8

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.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will analyze a text’s arguments and claims.2. The student will distinguish between supported/unsupported claims and sound/unsound reasoning.3. The student will evaluate if the reasoning and evidence in a text are relevant and sufficient to support the claims.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Explain a text’s arguments and claims.● Distinguish sound and unsound reasoning.● Explain if the reasoning and evidence provided in a text are relevant and sufficient to support the claim.	<ul style="list-style-type: none">● Analyze a text’s arguments and claims.● Analyze how and/or why a reason is sound or unsound.● Analyze how and why the reason and provided evidence in a text are relevant and sufficient to support the claim.	<ul style="list-style-type: none">● Evaluate or critique a text’s arguments and claims.● Evaluate or critique sound or unsound reasoning with evidence or support from the text.● Justify why the reasoning and evidence are relevant and sufficient to support the claim, providing strong evidence.

Cluster: Integration of Knowledge and Ideas

Identify or summarize the relationship between texts by the same author, by different authors, and/or about different topics.

Standard: RI.7.9

Analyze how two or more authors writing about the same topic shape their presentation of key information by emphasizing different evidence or advancing different interpretations of facts.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will analyze how two or more authors writing about the same topic shape their presentations of key information.2. The student will analyze how two or more authors emphasize different evidence.3. The student will analyze how two or more authors advance different interpretations of facts.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Explain how different authors present key information differently.● Explain different types of evidence used by each author.● Explain how two or more authors interpret the same facts differently.	<ul style="list-style-type: none">● Analyze how different authors' purposes or perspectives influence how they shape key information.● Analyze how each author selects and emphasizes different evidence to support a point.● Analyze how two or more authors interpret the same facts differently.	<ul style="list-style-type: none">● Evaluate the effectiveness or credibility of how each author presents, emphasizes, or interprets information.● Evaluate how and why authors present facts differently to advance their interpretation.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RI.7.11

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on seventh grade reading and content.

PLDs:

Evidence Statement		
1. The student will determine the meaning of an unknown word or phrase by <ol style="list-style-type: none">using context clues,using common Greek and Latin affixes and/or roots,using reference materials to determine, clarify, and/or verify meaning, andverifying the preliminary determination of the meaning of a word or phrase.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Identify context clues to determine the meaning of an unknown word or phrase.● Determine how common Greek and Latin affixes and/or roots help determine the meaning of the word.● Determine a resource to identify the intended meaning of the word or phrase.● Verify a preliminary determination of a word's meaning using context clues or word parts (prefixes, suffixes, roots).	<ul style="list-style-type: none">● Determine specific or strategic context clues to understand the meaning of an unknown word or phrase.● Explain how the word structure (root, prefixes, or suffixes) shapes the meaning of the word in the context of the sentence or text.● Determine a specific resource or appropriate resources to understand the meaning of the word in context.● Verify that a preliminary determination of a word's meaning is accurate.	<ul style="list-style-type: none">● Analyze and cite specific context clues to defend the meaning of the unknown word or phrase.● Analyze how the word structure (root, prefixes, or suffixes) shapes the meaning of words in context, along with the author's intent.● Analyze appropriate resources to use to understand the meaning of the word or phrase in the context of the text.● Verify a preliminary determination of the meaning of multiple words or phrases.

Cluster: Language in Reading

Determine intended meaning of words and phrases based on context, word relationships, word structure (e.g., common roots, affixes), or the use of resources (e.g., a dictionary) and interpret use of language by distinguishing literal from figurative meanings.

Standard: RI.7.12

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

PLDs:

Evidence Statement		
1. The student will demonstrate understanding of word relationships and nuances in meaning by <ol style="list-style-type: none">interpreting figurative language in context,using word relationships to better understand each word, andidentifying the connotative meaning of words with similar denotations.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine figurative language in context.● Identify simple word relationships (e.g., synonyms, antonyms) to deepen word understanding.● Explain connotative and denotative meanings of words.	<ul style="list-style-type: none">● Interpret figurative language in context.● Explain or clarify word meanings by using accurate word relationships (synonyms, antonyms, analogies, etc.).● Compare and contrast connotations of words with similar denotations.	<ul style="list-style-type: none">● Analyze figurative language in context and its deeper significance within the text.● Analyze and compare complex word relationships to explain how words relate in meaning and usage.● Analyze the connotations of words with similar denotations.

Cluster: Text Types & Purposes

Demonstrate ability to state opinions about topics or sources, set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard: W.7.1

Write arguments to support claims with clear reasons and relevant evidence.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will use provided information to organize and support an opinion or argument by<ol style="list-style-type: none">a. clearly stating an opinion on a given topic,b. organizing supporting evidence/reasons to build a logical argument,c. acknowledging alternate or opposing viewpoints,d. using transition words and phrases for coherence, clarifying relationships between claims and reasons,e. establishing and maintaining a formal style, andf. developing an appropriate conclusion related to the claim presented.2. The student will revise a claim or argument by<ol style="list-style-type: none">a. identifying a missing or weak introduction or conclusion,b. identifying an improved organization or supporting evidence/reasons,c. acknowledging alternate or opposing viewpoints,d. deleting irrelevant evidence/reasons,e. using a style and tone appropriate to the purpose/audience, andf. identifying missing or weak transition words and phrases.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Develop an opinion statement (claim) on a given topic.● Organize supporting reasons and evidence in a logical order.● Determine alternate or opposing viewpoints.● Determine transitional words and phrases that clarify relationships	<ul style="list-style-type: none">● Develop a precise claim supported by logical reasoning and relevant evidence.● Organize reasons and evidence cohesively to build a strong, logical argument.● Determine and fairly address alternate or opposing viewpoints.	<ul style="list-style-type: none">● Craft a precise, logical claim that aligns with strong reasoning and relevant evidence.● Organize reasons and evidence that provide clarity and cohesiveness to build a strong, logical argument.● Explain alternate or opposing viewpoints.

<p>between claims and reasons.</p> <ul style="list-style-type: none"> ● Establish a formal style and consistent tone with some errors. ● Determine a conclusion that restates the argument's claim. ● Determine a missing or underdeveloped introduction or conclusion. ● Show alternate or opposing viewpoints. ● Determine disorganized reasons or irrelevant evidence. ● Maintain an appropriate style and tone, with occasional lapses. ● Determine when a transition is weak or missing. 	<ul style="list-style-type: none"> ● Vary strong transition words and phrases to clarify relationships between evidence and support. ● Maintain a consistent, formal style and objective tone. ● Conclude with a statement that reinforces the argument's main points. ● Revise introductions and conclusions to frame the argument more clearly. ● Improve transitions to enhance logical flow between ideas. ● Strengthen fairness and presentation of opposing viewpoints. ● Refine tone and style for a clear match to audience and purpose. ● Determine if transitional words and phrases give clarity and coherence between claims and reasons. 	<ul style="list-style-type: none"> ● Craft strong transitions to clarify subtle relationships among ideas, maintaining strong coherence. ● Maintain a polished, formal style throughout the writing. ● Craft a concluding section that not only summarizes but deepens the argument's significance. ● Evaluate introductions, body organization, transitions, and conclusions cohesively. ● Analyze opposing viewpoints. ● Elevate tone and style to be consistently professional, formal, and compelling. ● Enhance coherence, clarity, and persuasiveness through thoughtful revision.
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Cluster: Text Types & Purposes

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion. Revise one or more paragraphs demonstrating these abilities.

Standard: W.7.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will use provided information to organize and support an informational or explanatory text by<ol style="list-style-type: none">a. clearly stating a main idea,b. previewing supporting details or events,c. strategically organizing ideas/concepts,d. using supporting, concrete details to develop the main idea,e. using appropriate transitions for coherence, clarifying relationships between main ideas and details,f. establishing and maintaining a formal style, andg. developing an appropriate conclusion related to the information or explanation presented.2. The student will revise an informational or explanatory text by<ol style="list-style-type: none">a. identifying a missing or weak introduction or conclusion,b. identifying an improved organization or supporting details,c. deleting details that do not support the text's main idea,d. using precise language,e. using a style and tone appropriate to the purpose/audience, andf. identifying missing or weak transition words and phrases.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● State a simple, clear main idea.● Organize ideas in a simple structure.● Determine details to support the main idea.	<ul style="list-style-type: none">● State a clear, focused main idea that previews the text effectively.● Organize ideas and concepts strategically to enhance clarity.	<ul style="list-style-type: none">● State a clear, focused main idea that examines a topic clearly and effectively.● Analyze complex information into a well-organized, coherent structure.

<ul style="list-style-type: none"> ● Determine transitions between sentences. ● Establish a formal tone with some errors in style or format. ● Develop a conclusion that restates the main idea. ● Determine a weak or missing introduction or conclusion and make revisions. ● Determine areas where organization or supporting details could be improved. ● Delete some irrelevant details. ● Recognize where language is not precise throughout the text. ● Identify style or tone throughout an informative text. ● Determine where transition words or phrases may need to be corrected. 	<ul style="list-style-type: none"> ● Determine relevant, concrete details to develop the main idea. ● Apply transitions that clarify relationships between ideas and sections. ● Maintain a consistent, formal style and objective tone throughout. ● Create a relevant conclusion that aligns with the information presented. ● Determine and revise the introduction or conclusion to clearly reflect the main idea. ● Analyze the organization and supporting details, reorganizing and adding details to strengthen the argument or explanation. ● Delete irrelevant details and strengthen the connection between ideas. ● Adjust language to clarify meaning and be more precise. ● Adjust tone and style to better suit the purpose and audience. ● Determine and improve weak transitions, making the text flow more smoothly. 	<ul style="list-style-type: none"> ● Analyze a variety of concrete details that deepen the development of the main idea. ● Analyze the flow of the text and use strategic transitions to link ideas and sections smoothly. ● Maintain a consistently formal and sophisticated tone. ● Craft a conclusion that not only summarizes but also provides additional insight into the main idea or topic. ● Evaluate the introduction and conclusion to clearly reflect the main argument, making them compelling and engaging. ● Synthesize content and ideas to organize the text with strong supporting details and a logical structure that enhances clarity. ● Delete all irrelevant details, ensuring that every piece of information supports the main idea. ● Refine language throughout the text for precision and to avoid ambiguity. ● Maintain a consistent and sophisticated tone and style that align with the
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		<p>intended audience and purpose.</p> <ul style="list-style-type: none"> ● Enhance transitions, ensuring that they connect ideas and sections smoothly, making the text cohesive and fluid.
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Cluster: Text Types and Purposes

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or author's craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event). Revise one or more paragraphs demonstrating these abilities.

Standard: W.7.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and well-structured event sequences.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. The student will use provided information to organize a narrative that engages and orients the reader by<ol style="list-style-type: none">a. clearly establishing a situation and/or setting and/or point of view,b. introducing a narrator or character(s),c. logically organizing the narrative's sequence of events,d. using dialogue and descriptions to develop the story,e. using transition words to manage the sequence of events and clarify relationships between actions in a text,f. using precise, concrete words and sensory details, andg. developing an appropriate closure that follows from the narrative.2. The student will revise a narrative by<ol style="list-style-type: none">a. identifying and correcting a weak/missing introduction of the situation and/or narrator/character(s) and/or a point of view,b. identifying an improved organization, dialogue, and/or description,c. deleting details that are inconsistent with the rest of the narrative,d. using precise, concrete words and sensory details, ande. identifying a missing or weak conclusion.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Recognize a clearly established simple setting, situation, or point of view.● Recognize a narrator and/or characters.● Determine a sequence of events in a narrative.	<ul style="list-style-type: none">● Clearly establish the setting, situation, and point of view.● Introduce dynamic or complex characters/narrators.● Logically organize the sequence of a narrative.	<ul style="list-style-type: none">● Integrate setting, situation, and point of view purposefully throughout the story.● Develop rich, multi-dimensional characters and relationships through dialogue, actions, and reflections.

<ul style="list-style-type: none"> ● Identify dialogue or description to develop the narrative text. ● Determine basic transitions to connect events. ● Identify and/or explain concrete words or sensory details, though they may be limited. ● Recognize a conclusion or ending of a narrative text. ● Determine and correct a missing or basic introduction of setting, situation, or narrator. ● Recognize and make small improvements to a narrative text's organization, dialogue, and/or description. ● Determine details that obviously do not fit the story's flow. ● Revise words for better clarity, but with mostly general word choice. ● Identify and add a missing or underdeveloped conclusion. 	<ul style="list-style-type: none"> ● Use dialogue and description strategically to develop characters and events. ● Apply transitional words and phrases to clearly manage relationships and sequence. ● Use precise words and sensory details to create vivid imagery. ● Conclude the story with a thoughtful, relevant ending. ● Analyze and improve the clarity and engagement of the introduction and point of view. ● Analyze organization and revise event sequences for logical and smooth progression. ● Enhance dialogue and description to deepen character and plot development. ● Delete or revise inconsistent or distracting details for stronger narrative focus. ● Improve word choice for precision and sensory effect. ● Analyze the conclusion to reflect thoughtfully on the narrative's events or theme. 	<ul style="list-style-type: none"> ● Strategically organize events to build tension, advance plot, and enhance the theme. ● Craft dialogue and description that reveal deeper character motivations and story layers. ● Analyze transitions that enhance pacing and thematic links. ● Employ precise, concrete words and layered sensory details to immerse the reader. ● Provide a reflective closure that deepens the meaning of the narrative. ● Evaluate improvements needed to the introduction and point of view for strong reader engagement. ● Restructure event sequences or develop subplots to enhance narrative complexity and pacing. ● Refine dialogue and description to reveal deeper layers of character motivation and setting atmosphere. ● Evaluate and transform inconsistent or unnecessary details to maintain thematic focus.
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		<ul style="list-style-type: none"> ● Evaluate word choice for heightened sensory effect and tone consistency. ● Craft a powerful, reflective conclusion that enriches the narrative's overall meaning.
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Cluster: Language in Writing

Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

Standard: W.7.10

Demonstrate command of the conventions of standard English grammar and usage when writing.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. New-to-grade conventions<ol style="list-style-type: none">a. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none">i. phrases and clauses,ii. sentence type to signal relationships between ideas,iii. misplaced modifiers, andiv. dangling modifiers.2. Conventions assessed across relevant grades<ol style="list-style-type: none">a. The student will identify, use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none">i. subject-verb agreement,ii. pronoun-antecedent agreement,iii. complete sentences, sentence fragments, and run-on sentences,iv. frequently confused words (to/too/two, there/their),v. punctuation for effect,vi. inappropriate shifts in verb tense,vii. varying sentence patterns,viii. inappropriate shifts in pronoun number and person, and vague, ambiguous, or unclear pronoun references.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Distinguish between phrases and clauses.● Identify and correct misplaced or dangling modifiers.● Use a variety of sentence types (compound, complex, etc.) to show relationships between ideas.	<ul style="list-style-type: none">● Analyze how phrases and clauses contribute to sentence structure and meaning.● Determine how misplaced or dangling modifiers affect sentence clarity or meaning.● Analyze writing for multiple types of grammatical errors,	<ul style="list-style-type: none">● Craft well-structured phrases, clauses, and sentence types into extended writing to enhance clarity and coherence.● Evaluate writing for effective modifier placement.● Craft clear, grammatically accurate writing that

<ul style="list-style-type: none"> ● Identify and apply basic grammar and usage rules in isolated sentences or short texts, correcting common errors in sentence structure, agreement, and word usage with guidance or support. 	<p>especially those that affect clarity, flow, and reader understanding.</p> <ul style="list-style-type: none"> ● Revise for consistency, variety, and accuracy across full paragraphs or multi-sentence texts. 	<p>effectively uses varied sentence structures and conventions.</p> <ul style="list-style-type: none"> ● Justify grammar choices and evaluate their own or others' writing for precision, clarity, and purpose.
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Cluster: Language in Writing

Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

Standard: W.7.11

Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

PLDs:

Evidence Statements		
<ol style="list-style-type: none">1. New-to-grade conventions<ol style="list-style-type: none">a. The student will identify, use, edit to correct, and/or edit for correct usage of commas separating coordinate adjectives.2. Conventions assessed across relevant grades<ol style="list-style-type: none">b. The student will identify use, edit to correct, and/or edit for correct usage of<ol style="list-style-type: none">i. word(s) or phrase(s) to precisely convey ideas,ii. punctuation to separate items in a series,iii. commas to set off nonrestrictive or parenthetical elements,iv. parentheses to set off nonrestrictive or parenthetical elements, andv. dashes to set off nonrestrictive or parenthetical elements.		
Performance Level Descriptors		
Level 2: Basic	Level 3: Proficient	Level 4: Advanced
<ul style="list-style-type: none">● Determine if adjectives are coordinating.● Use commas correctly between coordinate adjectives in various sentences.● Determine when words or phrases accurately convey ideas.● Use commas and dashes with sentence starters, interruptions, or trailing thoughts.● Demonstrate understanding of how to use punctuation and word choice to clarify meaning	<ul style="list-style-type: none">● Edit a text to correctly place or remove commas between coordinate adjectives.● Analyze the punctuation choice needed to indicate a pause, break, or omission.● Edit for clarity and tone by choosing among commas, ellipses, or dashes based on best functional use.● Revise sentences or texts for clarity, tone, and grammatical accuracy by choosing appropriate	<ul style="list-style-type: none">● Evaluate comma use with coordinate adjectives across multiple sentences or contexts.● Evaluate the best punctuation choice to create a strong tone or effect in writing.● Evaluate multiple punctuation options for stylistic effect.● Intentionally apply punctuation and precise language in original writing to enhance voice, purpose, and reader understanding.

in basic sentence structures.	punctuation and precise vocabulary.	
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