

RL.7.1
RI.7.1

Score 4.0	In addition to score 3.0 performance, the student demonstrates complex inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> Cite several pieces of textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as to support inferences drawn from the text (RL.7.1; RI.7.1) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> <i>Analysis, cite, explicit, inference, logical, support, text, textual evidence</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Describe what a grade-appropriate text says explicitly and draw simple inferences Minimally cite evidence 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RL.7.2- determines a theme or central idea of a text and analyzes its development over the course of a text; provides an objective summary of a text.

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	

Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze the development of a theme over the course of a grade-appropriate text (RL.7.2) Provide an objective summary of a grade-appropriate text (RL.7.2) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <i>Analyze, central idea, development, objective, summarize, summary, text, theme</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Determine a simple theme or an explicitly stated theme of a grade-appropriate text (RL.7.2) Summarize a grade-appropriate text using a teacher-provided graphic organizer 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RI.7.2

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze the development of two or more central ideas over the course of a grade-appropriate text (RI.7.2) Provide an objective summary of a grade-appropriate text (RI.7.2) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	

Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • <i>Analyze, central idea, development, objective, summarize, summary, text, theme</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Determine two or more simple or stated central ideas of a grade-appropriate text (RL.7.2; RI.7.2) • Summarize a grade-appropriate text using a teacher-provided graphic organizer 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RL.7.3 analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Analyze how particular elements of a grade-appropriate story or drama interact (for example, how setting shapes the characters or plot) (RL.7.3) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • <i>Analyze, character, drama, element, interact, plot, sequence of events, setting, shape, story</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify the basic elements of a grade-appropriate story or drama and how they are connected (for example, main characters, setting, sequence of events) 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RL.7.4 determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of repetitious sound (e.g., rhyme and alliteration) on a specific stanza of a poem or section of a story or drama.

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.

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze the impact of a specific word choice on meaning and tone in a grade-appropriate text (including rhymes and other repetitions of sounds, for example alliteration), as well as figurative, connotative, and technical meanings (RI.7.4) Interpret figures of speech (for example, literary, biblical, and mythological allusions) in a grade-appropriate text (L.7.5a) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <i>Alliteration, allusion, analyze, association, biblical, connotation, connotative, definition, denotation, distinguish, drama, figurative, figure of speech, impact, interpret, literary, meaning, mythological, poem, repetition, rhyme, similar, sound, stanza, story, text, tone, verse</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify examples of rhymes and other repetitions of sound in a grade-appropriate poem, story, or drama Identify specific words that impact the meaning and tone of a grade-appropriate text Identify figures of speech in a grade-appropriate text 	

	<ul style="list-style-type: none"> Describe the background of teacher-provided figures of speech (for example, literary, biblical, and mythological allusions) Determine the meaning of words and phrases as they are used in a grade-appropriate text, including figurative and connotative meanings (RL.7.4; RI.7.4) 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RL.7.6

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Analyze how an author develops and contrasts the points of view of different characters or narrators in a grade-appropriate text (RL.7.6) Analyze how an author distinguishes his or her point of view or purpose in a grade-appropriate text from that of others (RI.7.6) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <i>Analyze, author, character, contrast, develop, distinguish, narrator, point of view, purpose</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Describe the point of view of characters or narrators in a given grade-appropriate text Determine an author's point of view or purpose in a grade-appropriate text (RI.7.6) 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RI.7.8

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> Evaluate the argument and specific claims in a grade-appropriate text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims (RI.7.8) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> <i>Argument, assess, claim, evaluate, evidence, opinion, reasoning, relevant, sound, sufficient, support, text</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Trace the arguments and reasoning in a grade-appropriate text (RI.7.8) Identify examples of opinion in a grade-appropriate text and the words that signal an opinion Identify evidence that supports argument 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RI.7.9

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> 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 (RI.7.9) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Analyze, author, evidence, fact, information, interpretation, source, text, topic The student will perform basic processes, such as: <ul style="list-style-type: none"> Describe the way two different authors present the same information in a grade-appropriate text Identify key information presented by each source for the same topic in a grade-appropriate text 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

W.7.1a-e

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	

Score 3.0	<p>The student will write grade-appropriate arguments to support claims with clear reasons and relevant evidence (W.7.1):</p> <ul style="list-style-type: none"> • Introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically (W.7.1a) • Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text (W.7.1b) • Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence (W.7.1c) • Establish and maintain a formal style (W.7.1d) • Provide a concluding statement or section that follows from and supports the argument presented (W.7.1e) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • <i>accurate, alternate, argument, claim, clarify, clause, cohesion, concluding statement, credible, evidence, formal style, introduce, logical, opposing, organize, phrase, reason, reasoning, relationship, relevant, source, support, text, topic</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify the characteristics of a model argument composition • Write arguments using a teacher-provided template (which includes all of the 3.0 elements) 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

W.7.2a-f

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
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	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will write grade-appropriate informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (W.7.2):</p> <ul style="list-style-type: none"> • 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 (for example, headings), graphics (for example, charts, tables), and multimedia when useful to aiding comprehension (W.7.2a) • Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples (W.7.2b) • Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts (W.7.2c) • Use precise language and domain-specific vocabulary to inform about or explain the topic (W.7.2d) • Establish and maintain a formal style (W.7.2e) • Provide a concluding statement or section that follows from and supports the information or explanation presented (W.7.2f) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • <i>Analysis, cause/effect, chart, clarify, classification, cohesion, comparison/contrast, comprehension, concept, concluding statement, concrete, convey, definition, detail, domain-specific vocabulary, example, explain, tact, formal style, formatting, graphic, heading, idea, inform, information, informative/explanatory, introduce, multimedia, organization, organize, precise, preview, quotation, relationship, relevant, selection, strategy, support, table, topic, transition</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify the characteristics of a model informative/explanatory piece • Generate a list of details from relevant information related to the topic • Write informative/explanatory pieces using a teacher-provided template (which includes all of the 3.0 elements) 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

W.7.9

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> Cite several pieces of textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as to support inferences drawn from the text (RL.7.1; RI.7.1) 	
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> <i>Analysis, cite, explicit, inference, logical, support, text, textual evidence</i> The student will perform basic processes, such as: <ul style="list-style-type: none"> Describe what a grade-appropriate text says explicitly and draw simple inferences Minimally cite evidence 	
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
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	<i>Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0		
	<i>Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content</i>	
Score 2.0		
	<i>Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	