

Achievement Level Descriptors (ALDs)

English Language Arts

Grades 6-8

# Achievement Level Descriptors (ALDs) English Language Arts Grades 6-8

The achievement level descriptors describe what a typical student scoring at each achievement level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular achievement level on a particular test in order to score at that level.

## Achievement Level Definitions

**Needs Support** - Student may partially meet the standards but needs support to master the knowledge and skills of current grade level content.

**Approaching Proficient** - Student partially meets the standards and may have gaps in knowledge and skills but is approaching mastery of some grade level content.

**Proficient** - Student meets the standards and demonstrates mastery of the knowledge and skills of most grade level content.

**Advanced** - Student meets the standards and demonstrates mastery of the knowledge and skills on a range of complex grade level content.

## Grade 6

### Reading Literature

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| RL.6.1 | Identify explicit ideas stated in a text; identify a detail from the text that supports an idea or inference. | Identify and/or restate a piece of evidence from the text to support an idea or an inference expressed in the text. | Cite evidence from the text to support understanding of what the text says explicitly as well as inferences drawn from the text. | Draw on personal connections and prior knowledge to analyze what the text says explicitly and to explain textual inferences. |
| RL.6.2 | Identify a central idea explicitly stated in a text.  Place at least two main ideas or key events from a text in an order. | Identify a central idea and supporting detail in a text.  Retell more than two main ideas or key events in a story in a correct sequence. | Explain how a theme or central idea of a text is conveyed through particular details.  Restate and summarize main ideas or events, in correct sequence, after reading a text. | Analyze the themes and central ideas of a text, making connections to the text and to personal experiences or the outside world and supporting the analysis with specific, relevant details.  Distinguish between important and irrelevant details when sequencing ideas and events in a text. |
| RL.6.3 | Identify the central plot or a major episode in a story or drama.  Identify a main character in the text. | Identify the major plot elements in a text.  Identify how a main character responds or changes throughout a story or drama. | Describe how a story’s or drama’s plot unfolds in a series of episodes or how the characters respond and change throughout the text. | Analyze and explain, citing specific and relevant supporting evidence, how a story's or drama's plot and characters develop as the plot moves toward a resolution or as the narrative advances. |
| RL.6.4 | Identify a specific word choice that may be loosely related to the meaning of a portion of text. | Identify one or more specific word choices that are related to the meaning of a portion of a text or the whole text. | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.  Analyze the impact of a specific word choice on meaning and tone. | Analyze how specific word choices impact the meaning and tone of a text, citing specific and relevant evidence to support the analysis. |
| RL.6.5 | Identify an important scene that fits into the overall work. | Identify how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text. | Explain how a particular sentence, chapter, scene, or stanza contributes to the development of the characters, theme, setting, or plot of a text. | Analyze, using specific and relevant details, how a text's structural elements help the reader to develop a deeper understanding of the text. |
| RL.6.6 | Identify the point of view of a narrator or speaker; identify the author's purpose for writing the text if that purpose is explicitly stated. | Identify the author's purpose for writing a text and one example of how the author develops the point of view of the narrator or speaker. | Explain the author’s purpose for writing a text and use supporting details to show how the author develops the point of view of the narrator or speaker. | Analyze how the author's development of the narrator's or speaker's point of view impacts the text and supports the author's purpose, using specific and relevant details from the text to support the analysis. |
| RL.6.7 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| RL.6.8 | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* |
| RL.6.9 | Identify a similarity or a difference between two texts that share similar topics. | Identify a similarity and a difference in the ways two texts approach similar themes and/or topics. | Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | Analyze, using specific and relevant details, the similarities and differences in how texts in different forms or genres treat similar themes and topics. |
| RL.6.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Reading Informational Texts

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| RI.6.1 | Identify an explicit idea in a text; identify a detail that is related to an idea in the text. | Describe explicit ideas or straightforward inferences in a text; identify an example of textual evidence that supports the ideas or inferences. | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Analyze the meaning and impact of ideas and inferences in a text, citing specific and relevant examples of textual evidence to support the analysis. |
| RI.6.2 | Place at least two ideas or events that from a text in a sequence. | Restate two or more of the text's main ideas or events and place them in a sequence. | Determine a central idea and subtopics of a text and how they are conveyed through particular details.  Accurately restate and summarize the text's main and minor ideas or events. | Distinguish between important and irrelevant details when sequencing ideas and events in a text to provide an accurate summary distinct from prior knowledge and opinions. |
| RI.6.3 | Identify and explain an individual or event from the text. | Describe how an individual or event is introduced in the text. | Analyze how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. | Evaluate and cite evidence to demonstrate how a key individual, event, or idea is introduced, illustrated, and/or elaborated in the text (e.g., through examples or anecdotes). |
| RI.6.4 | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* |
| RI.6.5 | Identify the structure of a text. | Describe how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text. | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | Cite evidence to support analysis of the structure used to organize a text, elaborating on the ways in which the text structure impacts the development of ideas and the presentation of the topic. |
| RI.6.6 | Identify an author's straightforward point of view or explicitly stated purpose for writing a text. | Identify a detail that supports the author's point of view or purpose for writing a text. | Explain how an author's purpose (to inform, persuade, entertain, critique, etc.) or point of view in a text is conveyed through specific details in the text. | Analyze, citing specific and relevant details, the author's point of view and purpose for writing a text and explain how they are conveyed in the text. |
| RI.6.7 | Find a piece of information presented in each of two different media (e.g., a written piece or a graphic that presents information visually or quantitatively). | Identify a similarity and/or difference between information presented in different media. | Integrate information presented in different media as well as in words to develop a coherent understanding of a topic or issue. | Synthesize and analyze the relationship between information presented in different media and formats as well as words to develop a comprehensive understanding of the topic or issue. |
| RI.6.8 | Identify a claim in an argument and identify how the claim supports the argument. | Distinguish one claim that is supported with reasons and evidence from another claim that is not. | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | Analyze the argument and specific claims in a text, evaluating the effectiveness of each claim in shaping the overall argument. |
| RI.6.9 | Identify a similarity or difference between one author's presentation of events and that of another. | Select one similarity and one difference between one author's presentation of events and that of another. | Compare and contrast one author's presentation of events with that of another. | Evaluate, citing specific and relevant details, the effect of differing presentations of the same events, information, or topics by two or more authors. |
| RI.6.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### *Reading Historical Texts\**

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| *RH.6.1* | *Identify a detail that helps support understanding of a portion of a primary or secondary source.* | *Describe a detail that helps support understanding of the key ideas in a primary or secondary source.* | *Cite specific textual evidence to support understanding of primary and secondary sources.* | *Analyze primary and secondary sources, citing specific and relevant examples of textual evidence that strongly support the analysis.* |
| *RH.6.2* | *Place at least two ideas or events that come from a primary or secondary source in a sequence.* | *Restate more than two of the main ideas or information from a primary or secondary source and place them in a sequence.* | *Determine the central ideas or information of a primary or secondary source.*  *Provide an accurate summary of the source.* | *Distinguish between important and irrelevant details when sequencing ideas and events in a primary or secondary source to provide an accurate summary distinct from prior knowledge and opinions.* |
| *RH.6.3* | *Identify a step in a process related to a history or social studies concept.* | *Identify and explain a few steps in a process related to a history or social studies concept.* | *Describe the key steps in a process related to history or social studies.* | *Synthesize and explain the key steps and sub-steps in a text's description of a process related to history or social studies.* |
| *RH.6.4* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* |
| *RH.6.5* | *Identify how a text presents information.* | *Identify the text structure used to present information in a portion of a text or a short text.* | *Describe how a text presents information (e.g., sequentially, comparatively, causally).* | *Cite evidence to describe how a text presents information, elaborating on the ways in which the text structure impacts the presentation of information.* |
| *RH.6.6* | *Identify a section of a text where the author explicitly states a point of view or purpose.* | *Identify an example of how an author's point of view or purpose is revealed in the text.* | *Describe aspects of a text (e.g., loaded language, inclusion or avoidance of particular facts) that reveal an author's point of view or purpose.* | *Analyze, citing specific and relevant details, the ways in which aspects of a text reveal an author's point of view or purpose and how this impacts the reader.* |
| *RH.6.7* | *Find a piece of information presented in a visual medium and a similar piece of information presented in a print or digital text.* | *Identify a similarity and/or difference between information presented visually and information presented in print and digital texts.* | *Integrate visual information from charts, graphs, photographs, videos, maps, or other sources with other information in print and digital texts.* | *Synthesize and analyze the relationship between information presented visually and information presented in print and digital texts.* |
| *RH.6.8* | *Identify an explicitly stated fact in a text.* | *Identify an opinion or reasoned judgment in a text.* | *Distinguish among facts, opinions, and reasoned judgments in a text.* | *Evaluate, citing specific and relevant details, the reasoning behind and effectiveness of including opinions, facts, and reasoned judgments in a text.* |
| *RH.6.9* | *Identify if a source is primary or secondary.* | *Identify a similarity or a difference in how a primary and a secondary source treat the same topic.* | *Analyze the relationship between a primary and a secondary source on the same topic.* | *Analyze, citing specific and relevant details, the effect of the similarities and differences between a primary and a secondary source on the same topic.* |
| *RH.6.10* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### *Reading Scientific Texts\**

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| *RST.6.1* | *Identify a detail that helps support understanding of a portion of a science or technical text.* | *Describe an example of textual evidence that supports understanding of the key ideas presented in a science or technical text.* | *Cite specific textual evidence to support understanding of science and technical texts.* | *Analyze science and technical texts, citing specific and relevant examples of textual evidence that strongly support the analysis.* |
| *RST.6.2* | *Place at least two events that may come from a text in a sequence.* | *Restate more than two of the text's main ideas and place them in a sequence.* | *Determine the central ideas or conclusions of a text.*  *Provide an accurate summary of the text.* | *Distinguish between important and irrelevant details when sequencing ideas and events in a text to provide an accurate summary distinct from prior knowledge and opinions.* |
| *RST.6.3* | *Identify a step that may be needed to carry out experiments, take measurements, or perform technical tasks.* | *Identify and explain a few of the steps needed to carry out experiments, take measurements, or perform technical tasks.* | *Synthesize and restate the multistep procedures required to complete a scientific or technical task.* | *Demonstrate the ability to follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.* |
| *RST.6.4* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* | *Locally Assessed OR Refer to Reading Vocabulary L.6.4 for RALDs related to determining the meaning of words and phrases in a text.* |
| *RST.6.5* | *Identify how a text presents information overall.* | *Identify the structure an author uses to organize sections of information about a topic.* | *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.* | *Cite evidence to support analysis of the structure an author uses to organize a text, elaborating on the ways in which the text structure impacts the development of ideas and the presentation of the topic.* |
| *RST.6.6* | *Identify an author's explanation, description, or main discussion topic in a text.* | *Identify the author's explicitly stated purpose for providing an explanation, describing a procedure, or discussing an experiment in a text.* | *Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.* | *Analyze, using specific and relevant details, the impact that an author's explanation, description of a procedure, or discussion an experiment has on the presentation of information in a text.* |
| *RST.6.7* | *Find a piece of technical information expressed visually and a similar piece of technical information presented in words.* | *Identify a similarity and/or difference between technical information presented in words and technical information presented visually.* | *Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).* | *Synthesize quantitative and technical information expressed in words in a text with a version of that information presented visually and analyze the effectiveness and/or impact of each type of presentation.* |
| *RST.6.8* | *Identify a fact or speculation in a text.* | *Distinguish between a fact, reasoned judgment, or speculation presented in a text.* | *Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.* | *Evaluate, citing specific and relevant details, the impact of including facts, reasoned judgments based on research findings, and speculations in a text.* |
| *RST.6.9* | *Identify a piece of information gained in an experiment, simulation, video, or multimedia source and information gained from reading a text on the same topic.* | *Identify a similarity or difference between information gained from an experiment, simulation, video, or multimedia source and information gained from reading a text on the same topic.* | *Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic.* | *Analyze, citing specific and relevant details, the information gained from an experiment, simulation, video, or multimedia source and the information gained from reading a text on the same topic, identifying an effect of similarities and/or differences in the information.* |
| *RST.6.10* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Writing

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| W.6.1.a | Introduce a claim related to the topic. | Introduce a claim appropriate and related to the topic. | Introduce claim(s) and organize the reasons and evidence clearly. | Clearly introduce the claim(s), provide distinct reasons and evidence, and create a logical organizational structure that applies the strategies of argumentative writing. |
| W.6.1.b | Provide a detail to support a claim or topic. | Provide supporting details from a source that are related to the claim or topic. | Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | Cite relevant and accurate reasons and supporting evidence from credible sources to fully support claim(s) about a topic or text. |
| W.6.1.c | Use a linking word to connect ideas. | Use transition words to connect ideas within and between sentences. | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | Use academic words, phrases, and clauses to clearly link claims to supporting reasons and evidence and to clarify the relationship between and among ideas. |
| W.6.1.d | Identify a formal or informal style. | Maintain a formal style. | Establish a formal style. | Establish and maintain an effective argumentative writing style. |
| W.6.1.e | Identify a concluding sentence or statement. | Provide a concluding statement or section. | Provide a concluding statement or section that follows from the argument presented. | Conclude with an effective statement that restates the claim and supporting evidence and engages the audience. |
| W.6.2.a | Identify and introduce a topic. | Introduce a topic and a few ideas or pieces of supporting information. | Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, or cause/effect. | Present a topic through careful selection of ideas, concepts, and information, using organizational strategies that enhance the content; include formatting, graphics, and multimedia when useful to aiding comprehension. |
| W.6.2.b | Use one or two facts, definitions, details, quotations, or other examples related to the topic. | Discuss the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | Explore the topic thoroughly using specific, relevant facts, definitions, details, quotations, and other information and examples from source(s) as well as personal experience. |
| W.6.2.c | Use a linking word to connect ideas. | Use transition words to connect ideas within and between sentences. | Use transitions to clarify the relationships among ideas and concepts. | Use academic words, phrases, and clauses to clearly link claims to supporting reasons and evidence and to clarify the relationship between and among ideas. |
| W.6.2.d | Use common, known language to refer to or inform about a topic. | Correctly use domain-specific language to inform about or explain the topic. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | Use precise language and domain-specific vocabulary, providing embedded definitions to support comprehension. |
| W.6.2.e | Identify a formal or informal style. | Maintain a formal style. | Establish an appropriate style. | Establish and maintain a formal style. |
| W.6.2.f | Identify a concluding sentence or statement. | Provide a concluding statement or section. | Provide a concluding statement or section that follows from the information or explanation presented. | Conclude with a statement that restates the topic and supporting information and engages the audience. |
| W.6.3.a | State or identify a very brief situation.  Introduce a narrator or a character.  Include a couple of sentences to show story organization. | Establish a situation and include a narrator and/or characters.  Includes an event sequence. | Engage and orient the reader by establishing a context and introducing a narrator and/or characters.  Organize an event sequence that unfolds naturally and logically. | Engage and orient the reader by clearly and effectively establishing a situation and introducing a narrator and/or characters.  Purposefully organize an event sequence that unfolds naturally and logically. |
| W.6.3.b | Use some transitional words to manage the sequence of events *(first, next)*. | Use some examples of dialogue or description. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | Use narrative techniques skillfully and engagingly, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| W.6.3.c | Use or identifies a transitional word or phrase to determine sequence *(first, next)*. | Use some transitional words to manage the sequence of events. | Use a variety of transitional words, phrases, and clause to convey sequence and signal shifts from one time frame or setting to another. | Use a variety of sophisticated transitional words, phrases, and clause to convey sequence and signal smooth shifts from one time frame or setting to another. |
| W.6.3.d | Use simple words or details to express experiences and events. | Use simple words and some sensory details to describe experiences and events. | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | Use sophisticated words and phrases and descriptive and sensory details to convey experiences and events effectively. |
| W.6.3.e | Provide a brief concluding sentence. | Provide a basic conclusion that connects to the story. | Provide a conclusion that follows the narrated experiences or events. | Provide a well-crafted concluding statement or section that is focused, unified, and insightful to the story. |
| W.6.4 | Produce writing in which the marginal development, organization, and style limit its effectiveness for task, purpose, and audience.  Produce a short writing piece (2-3 sentences) that begins to consider task, purpose, and audience. | Produce understandable writing; the rudimentary development, organization, and style are partially appropriate for task, purpose, and audience.  Write a short paragraph (4-5 sentences) that maintains task, purpose, or audience and attempts some organization. | Produce mostly clear and coherent writing in which the development, organization, and style are mostly appropriate to task, purpose, and audience. | Produce clear, focused, and well-structured writing in which the effective development and organization are completely appropriate to task, purpose, and audience. |
| W.6.5 | Identify one or two instances that need to be edited or revised in a written piece. | Revise to correct errors related to the use of conventions (e.g., capitalization, punctuation, spelling) or related to combining sentences and using conjunctions. | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | Elaborate on and enhance writing, such as by expanding use of descriptive language, using sophisticated sentence structures, and rearranging the presentation of information for maximum effectiveness. |
| W.6.6 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| W.6.7 | Identify a question for a short research project, drawing on at least one source that guides limited exploration. | Identify a research question for a short research project, drawing on two sources, and refocus the inquiry when appropriate. | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Generate, evaluate, and/or revise a research question, using several sources, and citing at least one source, to ensure that its scope guides focused inquiry and exploration. |
| W.6.8 | Gather information from one print or digital source.  Restate two to three sentences of the data. | Gather information from two print and/or digital sources.  Identify if a source is credible.  Paraphrase the data and conclusions of others with some accuracy.  Provide one to two pieces of bibliographic information about a source; state where bibliographic information came from in a source. | Gather relevant information from print and digital sources.  Assess the credibility of each source.  Paraphrase the data and conclusions of others accurately while avoiding plagiarism.  Provide basic bibliographic information for sources. | Gather relevant information from multiple print and digital sources and explain why it is relevant.  Explain why a source is credible.  Quote or cite the data and conclusions of others with proper citations.  Provide full bibliographic information using appropriate style (MLA, APA, academic standards). |
| W.6.9.a | Apply below-grade-level Reading standards to literature. | Apply some grade 6 Reading standards to literature. | Apply grade 6 Reading standards to literature. | Apply above-grade-level Reading standards to literature. |
| W.6.9.b | Apply below-grade-level Reading standards to literary nonfiction text. | Apply some grade 6 Reading standards to literary nonfiction text. | Apply grade 6 Reading standards to literary nonfiction. | Apply above-grade-level Reading standards to literary nonfiction text. |
| W.6.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Language

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| L.6.1.a | Identify the pronoun(s) in a sentence. | Identify if a pronoun in a sentence is used incorrectly. | Recognize when pronouns are in the proper case (subjective, objective, possessive) and revise pronouns that are incorrectly used. | Evaluate the effective use of pronouns in the proper case and explain why a revision may be needed. |
| L.6.1.b | Identify an intensive pronoun. | Identify an error in the use of an intensive pronoun. | Use intensive pronouns correctly (e.g., myself, ourselves). | Evaluate the use of intensive pronouns in a written piece and explain why a revision may be needed. |
| L.6.1.c | Identify if there is an error in pronoun number and person. | Identify an error in pronoun number and person. | Correct inappropriate shifts in pronoun number and person. | Evaluate the use of pronoun number and person and explain why a revision may be needed. |
| L.6.1.d | Identify pronouns and their antecedents in a sentence. | Identify a vague pronoun. | Correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | Evaluate the use of pronouns and explain why a pronoun may be too vague. |
| L.6.1.e | Identify an example of a variation from standard English in the writing of others. | Identify variations from standard English in the writing of others and identify a strategy for correcting the variations as needed. | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | Evaluate the effect of variations from standard English in their own and others' writing and speaking, use variations strategically for different genres of writing, and apply strategies to enhance expression. |
| L.6.2.a | Identify non-restrictive, parenthetical elements in a sentence. | Identify where a comma may be needed. | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | Evaluate the use of punctuation to set off nonrestrictive/parenthetical elements and explain why revisions may be needed. |
| L.6.2.b | Identify a word that is spelled incorrectly. | Spell correctly words from an earlier grade. | Spell correctly grade-level words. | Spell correctly complex, above-grade-level and/or unfamiliar words. |
| L.6.3.a | Identify if sentences have appropriate variation. | Identify sentences that need to be varied. | Vary sentence patterns for meaning, reader/listener interest, and style. | Evaluate the use of varied sentence patterns and apply revisions for maximum effect. |
| L.6.3.b | Recognize if style or tone is consistent. | Identify the consistent style or tone used in a piece of writing. | Recognize and correct shifts in style or tone. | Evaluate the consistent use of style and tone and apply revisions for maximum effect. |
| L.6.4.a | Identify the meaning of a word using simple context clues and text-embedded definitions. | Identify the meaning of a word or phrase using sentence structure and context. | Define or clarify the meaning of words and phrases using word and language structure, context, and word position. | Analyze the meaning of words and phrases using word and language structure as well as context, including an understanding of the whole text, word position, and word function. |
| L.6.4.b | Identify below-grade-level common affixes or roots. | Use below-grade-level roots and suffixes to help identify the meaning of a word. | Use grade-level Greek or Latin roots as clues to the meaning of a word (e.g., audience, auditory, audible). | Analyze Latin and Greek affixes and roots to discern the meaning of a word. |
| L.6.4.c | Consult a dictionary (print, digital, or text-embedded) to find a pronunciation or identify the meaning of a word. | Consult a thesaurus (print or digital) to identify the meaning of a word or its part of speech. | Consult reference materials (e.g., dictionaries, glossaries, thesauruses, and specialized reference materials), both print and digital, to find the pronunciation of a word or clarify its precise meaning or its part of speech. | Consult reference materials to identify alternate meanings of a word or alternate parts of speech, extend knowledge of a word (synonyms, antonyms, related words), or generate a definition or alternate word. |
| L.6.4.d | Make a preliminary determination of the meaning of a word. | Consult a dictionary to find the meaning of a word. | Verify that the identified meaning of a word or phrase is correct by confirming the meaning of the word in a dictionary or other reference source. | Verify that the meaning of a word or phrase is accurately defined by confirming that the inferred meaning accurately fits in context. |
| L.6.5.a | Identify an example of a figure of speech used in a text. | Identify the meaning of a figure of speech as used in context. | Interpret the intent and meaning of figures of speech in context. | Interpret the intent and meaning of figures of speech without context. |
| L.6.5.b | Identify a relationship between two words (e.g., item/category). | Identify how the relationship between two words helps to find the meaning of a word. | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. | Analyze the relationship between words and phrases in a text to clarify meaning. |
| L.6.5.c | Identify when words have similar denotations. | Identify the connotation of a word. | Distinguish among connotations of words with similar denotations. | Analyze the connotations of words with similar denotations to determine the most precise word in context. |
| L.6.6 | Use or identify high-frequency vocabulary; use or identify domain-specific vocabulary with an explicit meaning in the text. | Use or identify common, general vocabulary; use domain-specific vocabulary with closely-connected support from the text. | Accurately use grade-appropriate general academic and domain-specific words and phrases. | Accurately use above grade-level general academic and domain-specific words and phrases with a subtle or implicit meaning in the text. |

## Grade 7

### Reading Literature

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| RL.7.1 | Identify a simple idea explicitly stated in the text.  Identify a detail that is related to an idea in the text. | Identify two or more key ideas stated in the text.  Identify a piece of evidence in the text that is related to the key ideas. | Make straightforward inferences drawn from the text.  Cite multiple examples of evidence used to make inferences.  Evaluate which evidence most appropriately supports the identified key ideas. | Identify complex ideas in the text.  Formulate subtle inferences drawn from the text.  Identify multiple specific, relevant, and even subtle examples of evidence that support a thorough analysis of the ideas and inferences. |
| RL.7.2 | Identify an idea in a portion of the text.  Identify a few ideas or events from the text. | Identify a central idea in a portion of the text.   Identify main ideas or events that have been developed over the course of the text.  Restate a few ideas in a sequence. | Identify a theme or central idea of a text.  Analyze the development of the theme or central idea over the course of the text.  Objectively restate and summarize many main ideas or events in a text and place them in correct sequence. | Identify, using specific and relevant details, a theme or central idea of a text.  Analyze, using specific and relevant details, the development of the theme or central idea over the course of the text.  Clearly and objectively restate and summarize all main ideas or events in a text and place them in correct sequence. |
| RL.7.3 | Identify an explicit element of a story or drama, such as main characters, setting, or plot. | Describe elements of a story or drama, such as characters, setting, or plot.  Identify an area of a text where two or more elements interact. | Analyze interactions between elements, including characters, setting, and plot, including how a change in one element shapes another. | Analyze, using specific and relevant details, multiple complex interactions between elements (such as characters, setting, and plot), including how a change in one element shapes another. |
| RL.7.4 | Recognize examples of figurative language in a story or drama when directed. | Identify examples of rhymes and other repetitions of sounds, including alliteration, in a specific verse or stanza of a poem or section of a story or drama.  Identify the meaning or tone of a story or drama. | Interpret the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text.  Analyze how meaning and tone are impacted by specific word choice, including the impact of rhyme and repetition of words. | Analyze, using specific and relevant details, the impact of specific word choices, including complex rhymes and other repetitions of sounds, on a whole text or specific section of text. |
| RL.7.5 | Identify a literary element that may contribute to form.   Identify an idea related to a literary text. | Identify the form/structure of various types of literary texts.  Identify a literary element that may contribute to the form or structure.   Explain the meaning of a literary text. | Analyze, using some details, how a literary text's specific form or structure (e.g., sonnet, soliloquy) contributes to its meaning.  Analyze the relationship among multiple parts (e.g., specific verse or stanza of a poem or section of a story or drama) of a literary text's form and structure. | Analyze, using specific and relevant details, the overall structure of a literary text and how its form or structure contributes to its meaning. Analyze, using specific and relevant details, the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.   Analyze, using specific and relevant details, how multiple parts of a literary text's form and structure contribute to meaning. |
| RL.7.6 | Identify author's purpose and/or the point of view of a character or narrator. | Identify an area of a text where an author communicates similarities or differences in the points of view of characters or narrators. | Cite details or examples in a text where the author develops the point of view of various characters or narrators.  Compare and contrast, using some details, points of view of different characters or narrators.  Analyze how the author develops points of view of different characters or the narrators.  Analyze the author's purpose. | Analyze, using specific and relevant details, the author's purpose, how the author develops complex points of view of characters and/or narrators.  Compare and contrast, using specific and relevant details, points of view of different characters or narrators. |
| RL.7.7 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| RL.7.8 | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* |
| RL.7.9 | Identify a similarity or a difference between two texts that share similar topics. | Identify a similarity and a difference in the ways two texts approach similar themes and/or topics. | Compare and contrast texts in different forms or genres (e.g., a fictional portrayal of a time, place, or character and a historical or cultural account of the same period) in terms of their approaches to similar themes and topics. | Analyze the effect of the similarities and/or differences between a fictional portrayal of a time, place, or character and a historical or cultural account of the same period on literary elements such as theme, events, or character types. |
| RL.7.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Reading Informational Texts

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| RI.7.1 | Identify a simple idea explicitly stated in the text.  Identify a detail that is related to an idea in the text. | Identify two or more key ideas stated in the text.  Identify a piece of evidence in the text that is related to the key ideas. | Make straightforward inferences drawn from the text.  Cite multiple examples of evidence used to make inferences.  Evaluate which evidence most appropriately supports the identified key ideas. | Identify complex ideas in the text.  Formulate subtle inferences drawn from the text.  Identify multiple specific, relevant, and even subtle examples of evidence that support a thorough analysis of the ideas and inferences. |
| RI.7.2 | Identify an idea in a text.  Identify a topic that may be related to the ideas in the text.   Place two or more ideas from the text in a sequence. | Identify a central idea of a text.  Restate and summarize the text's main ideas and place three or more ideas in a sequence. | Identify at least one central idea of a text and subtopics.  Analyze how a central idea develops over the course of the text.  Restate and summarize all of the text's central ideas or events and place them in a sequence. | Identify at least one central idea or piece of important information and its relationship to supporting ideas.  Analyze, using specific and relevant examples, how subtopics help develop a central idea over the course of the text.  Based only on the text, restate and summarize all main ideas and place them in the correct sequence. |
| RI.7.3 | Identify an individual, event, or idea in a text. | Identify a connection or distinction made in a text among individuals, ideas, or events. | Analyze, using some details, how a text makes mostly explicit connections and distinctions among individuals, events, or ideas. | Analyze, using specific and relevant details, how a text makes implicit and/or explicit connections and distinctions among individuals, ideas, or events. |
| RI.7.4 | Recognize examples of figurative language in an informational text. | Identify words and phrases, figurative words and phrases, and connotative words and phrases in an informational text.  Identify the literal meaning of part of a text. | Interpret the meaning of words and phrases, including figurative, technical, and connotative meanings, as used in an informational text.  Analyze, using some details, the impact of figurative, technical, and connotative meanings in an informational text.  Analyze, using some details, how meaning and tone are impacted by specific word choice. | Analyze, using specific and relevant details, the impact of specific word choices, including figurative, technical, and connotative meanings, on a whole text or a specific section of informational text. |
| RI.7.5 | Identify chronological and comparison/contrast text structure for a short informational text. | Identify the structure (e.g., cause/effect and problem/solution) an author uses to organize text.  Identify major text sections that help to develop one or more key ideas. | Analyze, using some details, the structure an author uses to organize a text, including how major sentences, paragraphs, and chapters or sections of the text contribute to the whole and to the development of ideas. | Using specific and relevant details, analyze a variety of structures authors use to organize texts. |
| RI.7.6 | Identify a detail or example in a short text where the author develops a point of view or purpose (e.g., to inform, persuade, or entertain).  Identify an example in the text where the author explicitly states his/her point of view. | Identify details or examples in a text where the author develops his/her point of view or purpose (e.g., to critique).  Identify a way in which the author explicitly distinguishes his/her point of view from that of others. | Explain how the author conveys his/her purpose and point of view throughout the text.  Identify the author’s point of view or purpose in a text as well as that of others and make a distinction between the author’s point of view and the points of view of others. | Analyze, using specific and relevant details, how the author conveys his/her purpose and point of view throughout the text.  Analyze, using specific and relevant details, how the author implicitly and explicitly distinguishes his/her point of view from that of others. |
| RI.7.7 | Identify a characteristic of a text, audio, video, or multimedia version of a text. | Identify a similarity or difference between the treatment of a subject in a written text and in an audio, video, or multimedia version. | Compare and/or contrast a written text with an audio, video, or multimedia version of the text and analyze, using some details, how the two versions portray the topic. | Compare and contrast a written text to an audio, video, or multimedia version of the text and identify, using specific and relevant details, how the written and other presentations affect each other and help develop understanding of the subject. |
| RI.7.8 | Identify a simple argument in a text.  Identify a fact and/or opinion. | Understand the terms "relevant evidence," "sufficient evidence," and "sound reasoning." Identify claims in a text and explain the reasoning behind the argument.  Distinguish between simple facts and obvious opinions. | Trace simple and more complex arguments and specific claims in a text and evaluate whether the reasoning is sound, relevant, and sufficient.  Distinguish, using some details, among facts, reasoned judgments, and/or speculations in a text. | Provide specific and relevant details that support the argument and specific claims in a text.  Identify how the reasoning might be improved and recognize when irrelevant evidence is introduced and a potential purpose for doing so.  Distinguish, using specific and relevant details, among facts, reasoned judgments, and/or speculations in a text. |
| RI.7.9 | Identify an obvious difference in how two authors present explicit information on the same topic. | Identify a nuanced similarity or difference in how two or more authors present explicit information about the same topic. | Analyze, using some details, how different authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | Analyze, using specific and relevant details, how different authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  Analyze an effect of the different presentations. |
| RI.7.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### *Reading Historical Texts\**

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| *RH.7.1* | *Identify a primary or secondary source.* | *Identify an explicit idea or a simple inference in the text.* | *Analyze several pieces of text to determine what they explicitly say.*  *Formulate inferences from textual material.*  *Differentiate between primary and secondary sources.*  *Cite resources that support analysis of a text.* | *Analyze several pieces of text to determine subtle meaning.  Use both primary and secondary sources to support analysis, including appropriate citations.  Use inferences drawn from the text to support analysis.* |
| *RH.7.2* | *Identify an explicit idea in a primary or secondary source.  Place two or more ideas from the text in a sequence.* | *Identify two or more central ideas in a primary or secondary source.  Restate and summarize the text's main ideas and place three or more ideas in a sequence.* | *Identify a central idea and/or piece of important information in a primary or secondary source.  Restate and summarize all of the text's central ideas or events and place them in a mostly correct sequence.* | *Identify at least one central idea or piece of important information in a primary or secondary source and its relationship to supporting ideas.  Based only on the text, completely and accurately restate and summarize the main ideas and place them in the correct sequence.* |
| *RH.7.3* | *Identify a step in a process related to a history or social studies concept.* | *Identify more than one step in a process related to a history or social studies concept.* | *Identify key steps in a process related to history or social studies.* | *Explain the key steps and sub-steps in a text's description of a process related to history or social studies.* |
| *RH.7.4* | *Recognize examples of figurative language in an informational text.* | *Identify words and phrases, figurative words and phrases, and connotative words and phrases in an informational text.  Identify the literal meaning of part of a text.* | *Interpret the meaning of words and phrases, including figurative, technical, and connotative meanings, as used in an informational text.  Analyze, using some details, the impact of figurative, technical, and connotative meanings in an informational text.  Analyze, using some details, how meaning and tone are impacted by specific word choice.* | *Analyze, using specific and relevant details, the impact of specific word choices, including figurative, technical, and connotative meanings, on a whole text or a specific section of informational text.* |
| *RH.7.5* | *Identify chronological and/or comparison/contrast structures in a short passage.* | *Identify a text structure (e.g., cause/effect and problem/solution) used to present information in a specific text.  Identify major text sections that partially help to develop one or more key ideas.* | *Analyze, using some details, the structure an author uses to organize a text, including how major sentences, paragraphs, and chapters or sections of the text contribute to the whole and to the development of ideas, including primary and secondary sources.* | *Using specific and relevant details, analyze a variety of structures authors use to organize complex historical texts.* |
| *RH.7.6* | *Identify an explicit aspect of a text (e.g., loaded language) that reveals an author's viewpoint or purpose.* | *Identify more than one explicit aspect of a text (e.g., loaded language, hyperbole, understatement) that may reveal an author's viewpoint or purpose.* | *Analyze, using some details, how even implicit aspects of a text reveal an author's subtle point of view or main purpose.* | *Analyze, using specific and relevant details, how implicit aspects of a text reveal an author's subtle point of view or main purpose.* |
| *RH.7.7* | *Identify a characteristic of information presented in a visual medium (e.g., in charts, graphs, photographs, videos, or maps) and of information in print and digital texts.* | *Identify a similarity or difference between the treatment of a subject in print and digital text and in visual information (e.g., in charts, graphs, photographs, videos, or maps).* | *Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.* | *Integrate information from print and digital text and other visual information, and analyze the effectiveness and/or impact of each type of presentation, using specific and relevant details.* |
| *RH.7.8* | *Identify a fact or opinion in a text.* | *Understand the terms "relevant evidence," "sufficient evidence," and "sound reasoning."  Distinguish between simple facts, obvious opinions, and reasoned judgments in a text.* | *Distinguish, using some details, among nuanced opinions, facts, and reasoned judgments.* | *Distinguish, using specific and relevant details, among nuanced opinions, facts, and reasoned judgments.* |
| *RH.7.9* | *Identify an explicit detail from a primary and secondary source on the same topic.* | *Identify an explicit similarity or difference in how a primary and secondary source treat the same topic.* | *Analyze, using some details, relationships between a primary and secondary source on the same topic.* | *Analyze, using specific and relevant details, the relationship between a primary and secondary source on the same topic.   Analyze an effect of a similarity or difference between the texts.* |
| *RH.7.10* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### *Reading Scientific Texts\**

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| *RST.7.1* | *Identify an explicit idea in a scientific text.* | *Identify or make a simple inference in a scientific or technical text.* | *Analyze several pieces of scientific and/or technical text to determine what they explicitly say.*  *Formulate inferences from textual material.*  *Cite resources that support analysis of a text.* | *Analyze several pieces of scientific and/or technical text to determine subtle meaning.*  *Use sources to support analysis of scientific and/or technical text, including appropriate citations.*  *Use inferences drawn from the text to support analysis.* |
| *RST.7.2* | *Identify an idea or a conclusion in the text.  Place two or more ideas from the text in a sequence.* | *Identify two or more central ideas and/or conclusions in the text.  Restate and summarize the text's main ideas and place three or more ideas in a sequence.* | *Identify a central idea or conclusion in a text.  Restate and summarize all of the text's central ideas or events and place them in a mostly correct sequence.* | *Identify at least one central idea and/or conclusion in a text and its relationship to supporting ideas.  Based only on the text, completely and accurately restate and summarize a text's main ideas and place them in the correct sequence.* |
| *RST.7.3* | *Identify a step that may be needed to carry out experiments, take measurements, or perform technical tasks.* | *Identify more than one step to be taken in order to carry out experiments, take measurements, or perform technical tasks.* | *Demonstrate the ability to follow steps in carrying out experiments, taking measurements, or performing technical tasks.* | *Demonstrate a precise ability to follow all steps and sub-steps in carrying out experiments, taking measurements, or performing technical tasks.* |
| *RST.7.4* | *Recognize examples of figurative language in an informational text.* | *Identify words and phrases, figurative words and phrases, and connotative words and phrases in an informational text.  Identify the literal meaning of part of a text.* | *Interpret the meaning of words and phrases, including figurative, technical, and connotative meanings, as used in an informational text.  Analyze, using some details, the impact of figurative, technical, and connotative meanings in an informational text.  Analyze, using some details, how meaning and tone are impacted by specific word choice.* | *Analyze, using specific and relevant details, the impact of specific word choices, including figurative, technical, and connotative meanings, on a whole text or a specific section of informational text.* |
| *RST.7.5* | *Identify chronological and comparison/contrast structures in a short passage.* | *Identify the structure (e.g., cause/effect and problem/solution) of a particular scientific or technical text.   Identify a section that somewhat contributes to an understanding of the topic.   Identify major text sections that somewhat help to develop one or more key ideas.* | *Analyze, using some details, the structure an author uses to organize a scientific or technical text, including how major paragraphs or sections of the text contribute to the whole and to the development of ideas.* | *Using specific and relevant details, analyze a variety of structures authors use to organize scientific or technical texts.* |
| *RST.7.6* | *Identify an explanation, description, or discussion about a procedure or an experiment.* | *Identify the author's explicit purpose for providing an explanation, describing a procedure, or discussing an experiment in a text.* | *Analyze, using some details, the author's subtle purpose for providing an explanation, describing a procedure, or discussing an experiment in a text.* | *Analyze, using specific and relevant details, the author's subtle purpose for providing an explanation, describing a procedure, or discussing an experiment in a text.* |
| *RST.7.7* | *Identify a characteristic of quantitative or technical information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) and of information expressed in words.* | *Identify a similarity or difference between the treatment of quantitative or technical information expressed in words and information expressed visually.* | *Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually.* | *Analyze, using specific and relevant details, the effectiveness and/or impact of presenting information as text with other ways of presenting that information.* |
| *RST.7.8* | *Identify a fact and an obvious speculation in a text.* | *Understand the terms "relevant evidence," "sufficient evidence," and "sound reasoning."  Distinguish among simple facts and obvious speculations in a text.* | *Distinguish, using some details, among facts, reasoned judgment based on research findings, and speculation in a text.* | *Distinguish, using specific and relevant details, subtleties among facts, reasoned judgment based on research findings, and speculation in a text.* |
| *RST.7.9* | *Identify explicit information gained from an experiment, simulation, video, or multimedia source and explicit information gained from reading a text on the same topic.* | *Identify an explicit similarity or difference between information gained from an experiment, simulation, video, or multimedia source and information gained from reading a text on the same topic.* | *Compare and/or contrast the explicit and implicit information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.* | *Analyze, using specific and relevant details, the information gained from an experiment, simulation, video, or multimedia source and the information gained from reading a text on the same topic.  Identify a possible effect of similarities and/or differences in the information.* |
| *RST.7.10* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Writing

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| W.7.1.a | Introduce a claim, a reason, or a piece of evidence. | Introduce a claim, reason, and/or a piece of evidence that shows understanding of the topic or text. | Acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | In a particularly thoughtful, complex, and/or creative way, introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically and effectively. |
| W.7.1.b | Demonstrate a limited understanding of the topic. | Identify accurate, credible sources. | Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | In a particularly thoughtful, complex, and/or creative way, support all claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating a complete understanding of the topic or text. |
| W.7.1.c | Identify words and phrases that show relationships. | Recognize phrases and clauses that create cohesion and clarify relationships. | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | In a particularly thoughtful, complex, and/or creative way, use the most effective words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| W.7.1.d | Identify whether writing style is formal or informal. | Distinguish appropriate from inappropriate style. | Establish and maintain a formal style. | In a particularly thoughtful, complex, and/or creative way, establish and consistently maintain a formal style. |
| W.7.1.e | Provide a concluding statement. | Provide a concluding statement or section that may relate to the argument presented. | Provide a concluding statement or section that follows from and supports the argument presented. | In a particularly thoughtful, complex, and/or creative way, provide an effective and comprehensive concluding statement or section that follows from and supports the argument presented. |
| W.7.2.a | Introduce a topic and a simple idea, concept, and/or other information. | Introduce a topic with clarity; organize a few ideas, concepts, and information, using definition as a strategy. | Introduce a topic clearly, previewing what is to follow; organize most ideas, concepts, and information, using strategies such as classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. | In a particularly thoughtful, complex, and/or creative way, introduce a topic clearly and effectively, previewing what is to follow; organize all ideas, concepts, and information effectively, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension. |
| W.7.2.b | Include a fact, detail, or example related to the topic. | Develop the topic with a relevant fact, sometimes concrete detail, and/or examples. | Develop the topic with relevant definitions, concrete details, quotations, or other information. | In a particularly thoughtful, complex, and/or creative way, develop the topic with the most relevant facts, definitions, concrete details, quotations, or other information and examples. |
| W.7.2.c | Use words and phrases to link ideas. | Recognize phrases and clauses that create cohesion and clarify relationships. | Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | In a particularly thoughtful, complex, and/or creative way, use appropriate and effective transitions to create cohesion and clarify even subtle relationships among ideas and concepts. |
| W.7.2.d | Use simple domain-specific language to refer to or inform about a topic. | Use common words and known domain-specific vocabulary to explain about a topic. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | In a particularly thoughtful, complex, and/or creative way, use effective and precise language and domain-specific vocabulary to inform about or explain the topic. |
| W.7.2.e | Identify a formal style. | Distinguish appropriate from inappropriate style. | Establish and maintain a formal style. | Establish and maintain a style appropriate to purpose and audience. |
| W.7.2.f | Identify a conclusion statement that supports the information presented. | Include a conclusion. | Provide a concluding statement or section that follows from and supports the information or explanation presented. | In a particularly thoughtful, complex, and/or creative way, provide an effective and comprehensive concluding statement or section that follows from and supports the information or explanation presented. |
| W.7.3.a | State or identify a brief situation.  Introduce a narrator or one character.  Include a couple of sentences to show story organization. | Establish limited context and point of view and introduce a narrator and/or characters.  Use simple organizational structure or event sequence. | 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. | Engage and orient the reader by establishing a well-developed situation, narrator and/or characters.  Purposefully organizes an event sequence that unfolds naturally and logically. |
| W.7.3.b | Include an example of basic dialogue, action, or description. | Use some narrative techniques, such as dialogue or description, to develop basic experiences and events. | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | Use narrative techniques skillfully and engagingly, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| W.7.3.c | Use or identify a transitional word or phrase to determine sequence. | Use some transitional words, phrases, or clause to convey sequence. | Use a variety of transitional words, phrases, and clause to convey sequence and signal shifts from one time frame or setting to another. | Use a variety of transitional words, phrases, and clause to convey sequence and signal smooth shifts from one time frame or setting to another. |
| W.7.3.d | Use basic words or details to capture basic experiences. | Use some related descriptive details and sensory language to capture basic experiences. | Use precise words and phrases, relevant descriptive details, and sensory language to capture action and convey experiences and events. | Use diverse words and phrases and sensory details to convey experiences and events effectively. |
| W.7.3.e | Provide a brief concluding sentence. | Provide a basic conclusion that connects to the story. | Provide a conclusion that follows from and reflects on the narrated experiences or events. | Provide a well-crafted concluding statement or section that is focused, unified, and insightful to the story. |
| W.7.4 | Produce a short writing piece (5-7 sentences) that begins to demonstrate an understanding of task, purpose, or audience. | Produce a complete writing piece that maintains task, purpose, or audience and is beginning to demonstrate organization. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Produce clear, focused, and well-structured developed writing, with creative and/or thoughtful organization, and a particularly effective style to address task, purpose, and audience. |
| W.7.5 | Identify the purpose of a piece of writing and one way the writer either succeeds or can improve in addressing the writing purpose. | Revise, edit, or rewrite a section of writing to improve its effectiveness in addressing the purpose. | 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. | Develop and strengthen writing as desired for a certain effect, likely using a particularly thoughtful, complex, and/or creative strategy. |
| W.7.6 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| W.7.7 | Identify a simple question for a short research project that could guide exploration. | Identify a research question for a short research project, drawing on a source, that has potential for additional exploration. | Evaluate, revise, or answer a research question, drawing on several sources and generating additional related, focused questions for further relevant research and investigation. | Evaluate, revise, or answer a research question in a particularly thoughtful, complex, and/or creative way, drawing from relevant sources and generating particularly thoughtful, relevant, and focused questions for further research and investigation. |
| W.7.8 | State a fact from a print and/or digital source that may be related to the task or purpose. | Choose a piece of relevant information from a print and/or digital source, and use a search term to find information. | Gather relevant information from multiple print and digital sources, using search terms effectively.  Assess the credibility and accuracy of each source.  Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | Gather relevant and thoughtful information from multiple print and digital sources, using search terms strategically.  Eloquently and strategically quote or paraphrase the data and conclusions of others. |
| W.7.9.a | Apply below-grade-level Reading standards to literature. | Apply some grade 7 Reading standards to literature. | Apply grade 7 Reading standards to literature. | Apply above-grade-level Reading standards to literature. |
| W.7.9.b | Apply below-grade-level Reading standards to literary nonfiction text. | Apply some grade 7 Reading standards to literary nonfiction text. | Apply grade 7 Reading standards to literary nonfiction. | Apply above-grade-level Reading standards to literary nonfiction text. |

### Language

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| L.7.1.a | Use simple sentences. | Recognize phrases and clauses. | Explain the function of phrases and clauses in general and their function in specific sentences in order to apply the conventions of English. | Select and use the most effective phrases and clauses. |
| L.7.1.b | Identify simple and compound sentences. | Identify compound-complex sentences. | Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | Select and use the most effective sentence structures. |
| L.7.1.c | Identify phrases and clauses within a sentence. | Identify misplaced or dangling modifiers. | Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | Select and use the most effective and appropriate modifying phrases and clauses. |
| L.7.2.a | Identify coordinate adjectives. | Identify coordinate adjectives and the nouns they modify. | Use a comma to separate obvious coordinate adjectives (e.g., It was a fascinating, enjoyable movie.). | Use commas accurately with complex coordinate adjectives. |
| L.7.2.b | Identify misspelled words identified as appropriate for 7th grade or below. | Recall and apply spelling rules; correct misspelled words identified as appropriate for 7th grade or below. | Spell words correctly that are identified as appropriate for 7th grade. | Spell words correctly that are identified as appropriate for 8th grade and above. |
| L.7.3.a | Recognize and remove obvious redundancies in ideas and language. | Remove obvious wordiness and subtle redundancies. | Identify language that expresses ideas precisely and concisely. | Use language that expresses ideas precisely and concisely. |
| L.7.4.a | Use word structure. | Use simple context clues or text-embedded definitions. | Use nuanced context clues. | Determine meaning of unfamiliar words by using knowledge of word structure and subtle context as a clue to the meaning of a word or phrase. |
| L.7.4.b | Identify the meaning of a word based on known affixes and roots. | Use knowledge of prefixes and suffixes and base words. | Use knowledge of roots. | Use uncommon roots and affixes as clues to the meaning of a word. |
| L.7.4.c | Use a dictionary or glossary to determine a word's pronunciation or part of speech. | Use a dictionary or glossary to determine a word's pronunciation or part of speech and identify other strategies (e.g., digital materials, thesauruses) for finding meanings of unknown words. | Use print and digital reference materials (e.g., dictionary, thesaurus, glossary) to find pronunciation, determine or clarify precise meaning, and identify a word’s part of speech. | Use general and specialized reference materials (e.g., dictionaries, glossaries, and thesauruses), both print and digital, to find the pronunciation of a word, determine or clarify its precise meaning, its part of speech, or etymological origin. |
| L.7.4.d | Identify potential meanings of a word. | Identify which potential meanings of a word could be correct using a dictionary. | Verify which potential meaning of a word or phrase is correct using inferred meaning in context. | Verify the meaning of a word or phrase using implicit context. |
| L.7.5.a | Identify basic figurative language. | Identify complex figures of speech. | Interpret simple figures of speech in context. | Interpret complex figures of speech in context. |
| L.7.5.b | Use simple word relationships to understand the meanings of simple words. | Use synonym/antonym relationships to understand the meanings of simple words. | Use analogy relationships to understand the meanings of words. | Use word relationships and analogies to understand or clarify the meaning of unfamiliar words. |
| L.7.5.c | Identify when words have similar denotations. | Use denotations to distinguish the connotations of words. | Distinguish among connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending). | Distinguish among the connotations of words with similar denotations using context. |
| L.7.6 | Use or identify high-frequency vocabulary; use or identify domain-specific vocabulary with an explicit meaning in the text. | Use or identify common, general vocabulary; use domain-specific vocabulary with closely-connected support from the text. | Accurately use grade-appropriate general academic and domain-specific words and phrases. | Accurately use above grade-level general academic and domain-specific words and phrases with a subtle or implicit meaning in the text. |

## Grade 8

### Reading Literature

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| RL.8.1 | Identify an explicit key idea in the text.  Identify a detail that is related to an idea in the text. | Identify two or more key ideas stated in the text.  Identify a piece of evidence in the text that is related to the key ideas. | Make straightforward inferences drawn from the text.  Cite evidence that supports the inferences and ideas in the text. | Cite all of the evidence that supports the ideas and inferences in the text.  Evaluate which evidence most appropriately supports the inferences and ideas. |
| RL.8.2 | Identify an idea in a portion of the text.  Identify a few ideas or events from the text.  Place two or more ideas from the text in a sequence. | Identify a central idea in a portion of the text.  Identify a few main ideas or events that have been developed over the course of the text.  Restate a few ideas from the text in a mostly correct sequence. | Identify a theme or central idea of a text.  Analyze the development of the theme or central idea over the course of the text.  Objectively restate and summarize many main ideas or events in a text and place them in correct sequence. | Analyze, using specific and relevant details, the development of the theme or central idea over the course of the text.  Clearly and objectively restate and summarize all main ideas or events in a text and place them in correct sequence. |
| RL.8.3 | Identify an element of a story or drama, such as main characters, setting, or plot. | Describe elements of a story or drama.  Identify an area of a text where two or more elements affect the action, reveal an aspect of a character, or provoke a decision. | Analyze how lines of dialogue or incidents in a text propel the action, reveal aspects of a character, or provoke a decision. | Analyze, using specific and relevant details, how particular lines of dialogue or incidents in a text propel the action, shape and/or reveal aspects of a character, or provoke a decision. |
| RL.8.4 | Recognize examples of figurative language in a literary text when directed. | Identify examples of analogies or allusions and other word choices that may contribute to meaning in a stanza of a poem or section of a story or drama.  Identify the meaning of a story or drama. | Interpret the meaning of words and phrases, including figurative and connotative meanings, as they are used in a text.  Analyze how meaning and tone are impacted by specific word choices such as analogies and allusions. | Analyze the effect of figurative language, analogies, allusions, connotations, and specific word choices on the meaning and tone of a text. |
| RL.8.5 | Identify a literary element that may contribute to form.   Identify the meaning of a literary text. | Identify structures in one text or across two texts.  Explain the meaning of a literary text. | Compare and/or contrast the structures within one text or across two texts.  Analyze how the differing structures within one text or across two texts contribute to meaning and style. | Analyze multiple structures within one text or across two texts.  Analyze, using specific and relevant details, even subtle effects of texts' differing structures on their meaning and style. |
| RL.8.6 | Identify a purpose of a text.  Identify the point of view of a character. | Identify the point of view of the audience or the reader.  Identify an area of a text where an author communicates similarities or differences in the points of view of characters, audience, or narrators. | Analyze the author’s purpose and how differences in the points of view of the characters and the audience or reader create certain straightforward effects. | Analyze, using specific and relevant details, the author’s purpose and how differences in the points of view of the characters and the audience or reader create complex effects. |
| RL.8.7 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| RL.8.8 | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* | *Not Applicable to Literature* |
| RL.8.9 | Identify at least one similarity or difference between a modern text and an older text in terms of theme, events, or characters. | Describe how the material is presented or treated in the modern work. | Analyze how a modern work draws on themes, patterns of events, or character types from older texts. | Analyze the effect of the similarities and/or differences between the modern and source text on literary elements such as theme, events, or character types. |
| RL.8.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Reading Informational Texts

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| RI.8.1 | Identify an explicit key idea in the text.  Identify a detail that is related to an idea in the text. | Identify two or more key ideas stated in the text.  Identify a piece of evidence in the text that is related to the key ideas. | Make straightforward inferences drawn from the text.  Identify and use evidence that helps support inferences and ideas in the text. | Evaluate the evidence that most strongly supports the inferences and ideas.  Cite the evidence that most strongly supports the ideas and inferences. |
| RI.8.2 | Identify an idea in the text that may be a supporting idea.  Identify a topic that may be related to the ideas in the text.   Place two or more ideas from the text in a sequence. | Identify a central idea of a text.  Identify a subtopic in the text.  Restate and summarize the text's main ideas and place three or more ideas in a sequence. | Identify a relationship between a subtopic and the central idea in a portion of the text.  Restate and summarize all of the text's central ideas or events and place them in a correct sequence. | Analyze, using specific and relevant examples, how subtopics and/or supporting ideas help develop a central idea over the course of the text. |
| RI.8.3 | Identify individuals, ideas, or events in a text.  Identify a relationship among individuals, ideas, or events in a text. | Identify a similarity or difference among individuals, ideas, or events in a text. | Analyze how a text makes connections and distinctions among individuals, ideas, or events. | Analyze, using specific and relevant details, how a text makes implicit and/or explicit connections and distinctions among individuals, ideas, or events. |
| RI.8.4 | Identify a word choice that somewhat relates to the meaning or tone in a text. | Identify word choices that contribute to the meaning or tone in a text. | Analyze how several specific word choices (including analogies or allusions to other texts) contribute to the meaning or tone in a text. | Analyze, using specific and relevant details, how specific word choices contribute to the meaning or tone in a text. |
| RI.8.5 | Identify the structure of a specific paragraph in a text.  Identify a sentence that may be related to a key concept. | Identify particular sentences that help to develop and refine a key concept. | Analyze the structure of a specific paragraph and how particular sentences develop and refine a key concept. | Analyze, using specific and relevant details, a complex structure of a paragraph in a text, and how particular sentences even subtly develop and refine a key concept. |
| RI.8.6 | Identify an author’s viewpoint in a text.  Identify a viewpoint in the text that may conflict with the author's. | Identify a way in which the author explicitly acknowledges or responds to conflicting evidence or viewpoints. | Analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | Analyze, using specific and relevant details, how the author implicitly and explicitly acknowledges and responds to conflicting evidence or viewpoints. |
| RI.8.7 | Identify at least one characteristic of a particular medium in presenting a particular topic or idea. | Identify an advantage and/or disadvantage of using different mediums to present a particular topic or idea. | Evaluate, using specific and relevant details, the advantages and disadvantages of using different mediums to present a particular topic or idea. | Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea to various audiences for an intended purpose. |
| RI.8.8 | Identify at least one simple argument in a text.  Identify at least one piece of irrelevant evidence. | Identify claims in a text.  Explain the reasoning behind the argument. | Provide details about an argument and claims in a text.  Evaluate whether the reasoning is sound, relevant, and sufficient.  Recognize when irrelevant evidence is introduced. | Provide specific and relevant details about an argument and claims in a text.  Describe how the reasoning might be improved.  Provide an evidence-based explanation for the introduction of irrelevant evidence. |
| RI.8.9 | Identify at least one simple example of information that appears in two texts on the same topic. | Identify differences in how two texts on the same topic approach matters of fact or interpretation. | Identify the point at which two texts disagree on matters of fact or interpretation.  Analyze two texts that provide conflicting information on the same topic. | Analyze, using specific and relevant details, the point at which two texts disagree on matters of fact or interpretation. Identify possible reasons for the discrepant information in two texts on the same topic. |
| RI.8.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### *Reading Historical Texts\**

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| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| *RH.8.1* | *Identify an explicit key idea in a primary and/or secondary source.  Identify a detail that is related to an idea in the text.* | *Identify two or more key ideas stated in a primary and/or secondary source.  Identify a piece of evidence in the source text that is related to the key ideas.* | *Make straightforward inferences drawn from a primary and/or secondary source.  Identify and use evidence that helps support inferences and ideas in the text.* | *Evaluate and cite the evidence that most specifically supports the inferences and ideas.* |
| *RH.8.2* | *Identify an idea or other information drawn from a primary or secondary source.   Place two or more ideas from the text in a sequence.* | *Identify a central idea of a primary or secondary source.  Restate and summarize the text's main ideas and place three or more ideas in a sequence.* | *Restate and summarize all of the text's central ideas or events and place them in a correct sequence.* | *Evaluate the central ideas or information of primary and secondary sources; provide an accurate summary based on relevant details from the source(s).* |
| *RH.8.3* | *Identify a step in a text's description of a process related to history/social studies.* | *Identify two or more steps in order in a text’s description of a process related to history/social studies.* | *Identify key steps in a text’s description of a process related to history/social studies.* | *Identify key steps and detailed, related steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).* |
| *RH.8.4* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* |
| *RH.8.5* | *Identify a structure that can be used to present information in a text.* | *Identify the structure that a particular text uses to present information.* | *Describe, using specific details, how a text presents information.* | *Analyze the effect of how information is presented in a text.* |
| *RH.8.6* | *Identify a section of the text where the author explicitly states a viewpoint or purpose.* | *Identify sections of the text where the author may suggest a viewpoint or purpose.* | *Identify aspects of a text that implicitly reveal an author's point of view or purpose.* | *Identify aspects of a text and how they inform the author's point of view or purpose.* |
| *RH.8.7* | *Identify at least one characteristic of information presented in a visual medium and of information presented in print and/or digital texts.* | *Compare or contrast visual information and information in print and/or digital texts.* | *Integrate visual information with other information in print and/or digital texts.* | *Analyze the effectiveness and/or impact of visual and other types of presentation.* |
| *RH.8.8* | *Identify at least one fact and/or explicit opinion in a text.* | *Distinguish among simple facts, obvious opinions, and reasoned judgments in a text.* | *Distinguish among complex facts, nuanced opinion, and reasoned judgment in a text.* | *Evaluate the relative effectiveness of facts, opinions, and reasoned judgment found in a text.* |
| *RH.8.9* | *Identify at least one simple example of information that appears in a primary and in a secondary text.* | *Identify similarities and/or differences in how primary and secondary sources handle the same topic.* | *Analyze the effect of similarities and/or differences in the presentation of the same topic in a primary and secondary source.* | *Analyze and explain the effect of similarities and/or differences in the presentation of the same topic in a primary and secondary source.* |
| *RH.8.10* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### *Reading Scientific Texts\**

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| --- | --- | --- | --- | --- |
| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| *RST.8.1* | *Identify an explicit key idea in a science or technical text.  Identify a detail that is related to an idea in the text.* | *Identify two or more key ideas stated in a science or technical source.  Identify a piece of evidence in the source text that is related to the key ideas.* | *Make straightforward inferences drawn from a science or technical source.  Identify and use evidence that helps support inferences and ideas in the text.* | *Evaluate and cite the evidence that most specifically supports the inferences and ideas.* |
| *RST.8.2* | *Identify an idea or other information drawn from a science or technical source.   Place two or more ideas from the text in a sequence.* | *Identify a central idea or conclusion of a science or technical source.  Restate and summarize the text's main ideas and place three or more ideas in a sequence.* | *Restate and summarize all of the text's central ideas or events and place them in a correct sequence.* | *Evaluate the central ideas or conclusions of a text and provide an accurate summary based on relevant details from the text.* |
| *RST.8.3* | *Identify a step that may be needed to carry out experiments, take measurements, or perform technical tasks.* | *Identify two or more steps to be taken in order to carry out experiments, take measurements, or perform technical tasks.* | *Demonstrate an ability to follow steps in carrying out experiments, taking measurements, or performing technical tasks.* | *Demonstrate an ability to follow all steps and sub-steps in carrying out experiments, taking measurements, or performing technical tasks.* |
| *RST.8.4* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* | *Note: Word meaning in context (including words in historical or scientific texts) is tested under RV, Language standard 4.* |
| *RST.8.5* | *Identify a structure an author can use to organize a text.* | *Identify the structure an author uses to organize a particular text.  Identify a section that partially contributes to the whole or to an understanding of the topic.* | *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.* | *Analyze, using specific and relevant details, a complex structure that an author uses to organize a text, including how the major sections contribute even subtly to the whole and to a clear understanding of the topic.* |
| *RST.8.6* | *Identify one of the author's explanations, descriptions, or discussion in a text.* | *Identify an explicitly stated purpose for providing an explanation, describing a procedure, or discussing an experiment in a text.* | *Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.* | *Analyze, using specific and relevant details, an even subtle purpose for providing an explanation, describing a procedure, or discussing an experiment in a text.* |
| *RST.8.7* | *Identify at least one characteristic of quantitative or technical information expressed visually and of information expressed in words.* | *Compare or contrast quantitative or technical information expressed in words and a version of that information expressed visually.* | *Integrate quantitative or technical information expressed in words with a version of that information expressed visually.* | *Analyze the effectiveness and/or impact of visual and other types of presentation.* |
| *RST.8.8* | *Identify at least one fact and/or obvious speculation in a text.* | *Distinguish simple facts and obvious speculations in a text.* | *Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.* | *Evaluate the relative effectiveness of facts, reasoned judgments, and speculations found in a text.* |
| *RST.8.9* | *Identify at least one simple example of information gained from an experiment, simulation, video, or multimedia source and from information gained from reading a text on the same topic.* | *Identify at least one similarity and/or difference in information gained from an experiment, simulation, video, or multimedia source and from information gained from reading a text on the same topic.* | *Compare and/or contrast the information gained from an experiment, simulation, video, or multimedia source with that gained from reading a text on the same topic.* | *Analyze the effect of similarities and/or differences in the type of presentation of information on the same topic.* |
| *RST.8.10* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Writing

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| W.8.1.a | Introduce a claim, reason, or piece of evidence. | Organize claims, reasons, or pieces of evidence related to the topic. | Acknowledge and distinguish alternate or opposing claims and organize reasons and evidence logically. | Apply strategies for effective argumentative writing to introduce claims and counter claims, provide fact- or text-based reasons and evidence, and create an organizational structure that promotes flow and clarity. |
| W.8.1.b | Demonstrate a limited understanding of the topic; provide a detail, which may be loosely related, to support a claim or topic. | Introduce a claim, reason, or piece of evidence that shows understanding of the topic or text. | Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | Cite relevant and accurate reasons and supporting evidence from credible sources to fully support claim(s); provide a comprehensive examination of the topic or text. |
| W.8.1.c | Use simple linking words with varied effectiveness. | Use simple transition words to connect ideas within and between sentences. | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | Use academic words, phrases, and clauses to strategically link claims and counterclaims to supporting reasons and evidence for maximum effectiveness and to clarify the relationship between and among ideas. |
| W.8.2.a | Identify a topic and introduce a few ideas, concepts, and/or pieces of information that may be related to the topic. | Introduce a topic with some clarity; organize a few ideas, concepts, or pieces of information related to the topic in an attempt to preview what is to follow. | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; including formatting, graphics, and multimedia when useful to aiding comprehension. | Present a topic through careful selection of relevant ideas, concepts, and information, using effective organizational strategies to fully preview what is to follow; include formatting, graphics, and multimedia to enhance content or support audience engagement. |
| W.8.2.b | Discuss the topic using a fact, detail, or example that may be loosely related to the topic. | Discuss the topic with a few related facts, details, quotations, or examples. | Develop the topic with relevant facts, definitions, details, quotations, examples, and/or other pieces of supporting information. | Explore the topic thoroughly using specific, relevant facts, embedded definitions, concrete details, cited quotations, and other information and examples from source(s) as well as background knowledge. |
| W.8.2.c | Use simple linking words with varied effectiveness. | Use transitions to link ideas and concepts. | Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | Use academic words, phrases, and clauses to strategically link ideas and concepts between and among sentences and paragraphs. |
| W.8.2.d | Attempt to use common words and simple domain-specific vocabulary to inform about the topic. | Attempt the use of domain-specific vocabulary with limited success. | Use precise language and domain-specific vocabulary to inform about or explain the topic. | Provide embedded definitions of precise language and domain-specific vocabulary to support comprehension. |
| W.8.2.e | Identify a formal style. | Maintain a formal style which has been previously established. | Establish and maintain a formal style. | Maintain a formal style appropriate to purpose and audience. |
| W.8.2.f | Identify a concluding sentence or statement. | Provide a concluding statement. | Provide a concluding statement or section that follows from and supports the information or explanation presented. | Conclude with an effective statement that restates the topic and supporting information and engage the audience. |
| W.8.3.a | State or identify a brief situation.  Introduce a narrator or limited number of characters.  Include a couple of sentences to show story organization. | Establish limited context and point of view or introduce a narrator and/or characters.  Use simple organizational structure or event sequence. | 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. | Engage and orient the reader by establishing a sophisticated context and point of view and introducing a dynamic and unique narrator and/or characters.  Organizes an event sequence that unfolds in a seamless and sophisticated or an innovative manner. |
| W.8.3.b | Include an example of basic dialogue, action, or description. | Use narrative techniques, such as basic dialogue or basic description, to develop basic experiences and events. | Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. | Use narrative techniques skillfully and engagingly, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. |
| W.8.3.c | Use or identify a transitional word or phrase to determine sequence. | Use some transitional words, phrases, and clause to convey sequence. | Use a variety of transitional words, phrases, and clause to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. | Use a variety of transitional words, phrases, and clause to convey sequence and signal smooth shifts from one time frame or setting to another. |
| W.8.3.d | Use basic words or details to capture basic experiences. | Use some related descriptive details or sensory language to capture basic experiences. | Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | Use a variety of words and phrases and sensory details to convey experiences and events effectively. |
| W.8.3.e | Provide a brief concluding sentence. | Provide a basic conclusion that connects to the story. | Provide a conclusion that follows from and reflects on the narrated experiences or events. | Provide a well-crafted concluding statement or section that is focused, unified, and insightful to the story. |
| W.8.4 | Produce a short writing piece (4-6 sentences) that attempts to consider task, purpose, and/or audience. | Produce a writing piece that maintains task, purpose, and/or audience and demonstrates beginning organizational skills. | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Produce clear, focused, and well-structured writing in which the development, organization, and effective style are completely appropriate to task, purpose, and audience. |
| W.8.5 | Identify the purpose or the audience for writing; identify one or two errors related to the focus of purpose or audience. | Identify the purpose and audience for writing and revise or edit the draft so that one or more details reflect the purpose and audience. | Develop and improve writing as needed by planning, revising, editing, or rewriting, focusing on how well purpose and audience have been addressed. | Strengthen and enhance writing as needed to achieve a desired effect by planning, revising, editing, rewriting, and/or trying a new approach, focusing on how effectively and consistently purpose and audience have been addressed. |
| W.8.6 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |
| W.8.7 | Identify one or two straightforward questions that can help guide limited exploration of a short research project, drawing on at least one source. | Identify and answer straightforward questions that can help guide exploration of a short research project, drawing on at least two sources. | Generate or evaluate questions that allow for exploration of a short research project, drawing on two or more sources. | Evaluate relevant and focused questions that allow for multiple avenues of exploration, drawing on two or more sources and generating additional related questions as part of the research process. |
| W.8.8 | Find information from two print and/or digital sources, using search terms with limited success.   Quote or paraphrase the data of others with an attempt to avoid plagiarism. | Choose information from multiple print and/or digital sources that is related to a topic, using search terms with varied success.   Recognize when a source clearly lacks credibility.  Quote or paraphrase the data and conclusions of others while avoiding plagiarism. | Gather relevant information from multiple print and/or digital sources, using search terms effectively.  Assess the credibility and accuracy of each source.  Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | Gather relevant and specific information from multiple print and/or digital sources, strategically using search terms that will produce only the most useful results.   Explain why a source is credible and/or accurate.  Cite the data and conclusions of others using proper and accurate citations to help build an argument or support an explanation. |
| W.8.9.a | Apply below-grade-level Reading standards to literature. | Apply some grade 8 Reading standards to literature. | Apply grade 8 Reading standards to literature. | Apply above-grade-level Reading standards to literature. |
| W.8.9.b | Apply below-grade-level Reading standards to literary nonfiction text. | Apply some grade 8 Reading standards to literary nonfiction text. | Apply grade 8 Reading standards to literary nonfiction. | Apply above-grade-level Reading standards to literary nonfiction text. |
| W.8.10 | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* | *Locally Assessed* |

### Language

| Alaska Standard | **Needs Support**  **A student at this level should be able to:** | **Approaching Proficient**  **A student at this level should be able to:** | **Proficient**  **A student at this level should be able to:** | **Advanced**  **A student at this level should be able to:** |
| --- | --- | --- | --- | --- |
| L.8.1.a | Use verbs in the appropriate case. | Identify verbals and their function within a sentence. | Use simple verbals. | Use complex verbals. |
| L.8.1.b | Use verbs in active voice. | Use active and passive voice. | Use active and passive voice for effect. | Use verbs in active and passive voice consistently and for effect. |
| L.8.1.c | Identify verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. | Use verbs in the appropriate case. | Choose and use verb case for effect. | Accurately use verbs in the indicative, imperative, interrogative, conditional and subjunctive moods. |
| L.8.1.d | Identify correct verb voice and mood. | Recognize inappropriate shifts in verb voice and mood. | Recognize and correct inappropriate shifts in verb voice and mood. | Correctly use verb voice to establish an appropriate mood. |
| L.8.2.a | Understand that commas or dashes are used to indicate a pause. | Recognize the need for commas or dashes to indicate a pause or break. | Use commas, ellipses and/or dashes to indicate a pause or break. | Use commas, ellipses, and/or dashes to create an effect. |
| L.8.2.b | Understand that an ellipsis is used to indicate an omission. | Recognize need for an ellipsis. | Use an ellipsis to indicate an omission. | Use an ellipsis to indicate an omission without altering the meaning of the cited work. |
| L.8.2.c | Identify misspelled words identified as appropriate for 8th grade or below. | Recall and apply spelling rules; correct misspelled words identified as appropriate for 8th grade or below. | Spell words correctly that are identified as appropriate for 8th grade and below. | Spell words correctly that are identified as appropriate for 9th grade and above. |
| L.8.3.a | Use verbs in the active voice. | Use active and passive voice.  Use verbs in the appropriate case. | Use active and passive voice for effect.  Choose and use verb case for effect. | Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. |
| L.8.4.a | Use explicit context clues or any text-embedded definitions to determine the meaning of a word. | Use context clues and any text-embedded definitions to determine the meaning of a word. | Use (prefixes/suffixes, base words, common roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence), prior knowledge, or language structure to determine the meaning of unfamiliar words. | Analyze context (a word's position or function in a sentence; an understanding of the text as a whole) and word and language structure, and activate prior knowledge to determine the meaning of unfamiliar words. |
| L.8.4.b | Identify known affixes and roots as clues to the meaning of a word. | Identify common, grade-appropriate Latin or Greek roots or affixes. | Use common, grade- appropriate Latin or Greek roots or affixes. | Analyze Latin and Greek affixes and roots to discern the meaning of a word. |
| L.8.4.c | Consult a dictionary to find the pronunciation or part of speech of a word. | Consult a dictionary to find the pronunciation of a word or identify its meaning. | Consult reference materials, print or digital, to find the pronunciation of a word and clarify its precise meaning and part of speech. | Display flexibility in using reference materials, both print and digital, to extend knowledge of a word (synonyms, antonyms, related words), find alternate meanings, or generate definitions. |
| L.8.4.d | Consult a dictionary to find the meaning(s) of a word. | Consult a dictionary to find the correct meaning of a word. | Verify an initial determination  of a word's meaning by checking in context or a dictionary. | Verify initial determinations of word meanings by checking the inferred meanings in context. |
| L.8.5.a | Identify an example of a figure of speech. | Use word relationships to find the meaning of simple figures of speech. | Interpret figures of speech in context. | Analyze the intent or meaning of complex figures of speech in context. |
| L.8.5.b | Identify the relationship between two words. | Use synonym/antonym word relationships to understand the meanings of words. | Use analogy relationships to better understand the meanings of words. | Analyze the relationship between particular words to clarify meanings. |
| L.8.5.c | Identify denotations of words with similar meanings. | Use denotations to distinguish between connotative meanings of words. | Use connotations to help identify the meanings of words with similar denotations. | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). |
| L.8.6 | Use or identify high-frequency vocabulary; use or identify domain-specific vocabulary with an explicit meaning in the text. | Use or identify common, general vocabulary; use domain-specific vocabulary with closely-connected support from the text. | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Acquire and accurately use above grade-level general academic and domain-specific words and phrases with a subtle or implicit meaning in the text; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression. |