



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 Descriptors (ALDs)
English Language Arts
Grade 6

	Far Below Proficient	Below Proficient	Proficient	Advanced
Overall for Reports – not specific to grade level or content	Student may partially meet the standard, but has significant gaps in knowledge and skills of current grade-level content.	Student partially meets the standards and may have gaps in knowledge and skills but is capable of most grade-level content.	Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.	Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
Reading				
	A student at this level	A student at this level	A student at this level	A student at this level
RL.6.10, RI.6.10	<ul style="list-style-type: none"> reads and minimally comprehends literature and informational texts in the grade 6 text complexity level. 	<ul style="list-style-type: none"> reads and partially comprehends literature and informational texts in the grade 6 text complexity level. 	<ul style="list-style-type: none"> reads and proficiently comprehends literature and informational texts in the grade 6 text complexity level. 	<ul style="list-style-type: none"> reads and thoroughly comprehends literature and informational texts in the grade 6 text complexity level.
RL.6.1	<ul style="list-style-type: none"> attempts to cite some textual evidence to support a basic analysis of what the text says explicitly or basic inferences drawn from the text. 	<ul style="list-style-type: none"> cites some textual evidence to support a basic analysis of what the text says explicitly or basic inferences drawn from the text. 	<ul style="list-style-type: none"> cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> cites textual evidence to support in-depth analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	<ul style="list-style-type: none"> attempts to determine an explicit theme or central idea of a text and attempts to state how it is conveyed through basic details; attempts to restate 	<ul style="list-style-type: none"> determines an explicit theme or central idea of a text and how it is conveyed through details; restates and/or summarizes main ideas or events, with some in correct order, after reading a text. 	<ul style="list-style-type: none"> determines a theme or central idea of a text and how it is conveyed through particular details; restates and summarizes main ideas or events, in correct sequence, after reading a text. 	<ul style="list-style-type: none"> determines an implied theme or central idea of a text and how it is conveyed through particular details; thoroughly restates and summarizes main ideas or events in correct

RL.6.3	<p>and/or summarize main ideas or events after reading a text.</p> <ul style="list-style-type: none"> attempts to describe how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward resolution. 	<ul style="list-style-type: none"> describes how a particular story's or drama's plot unfolds as well as how the characters respond or change as the plot moves toward resolution. 	<ul style="list-style-type: none"> describes how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward resolution or as the narrative advances. 	<p>sequence, after reading a text.</p> <ul style="list-style-type: none"> describes in-depth how a particular story's or drama's plot unfolds in a series of episodes as well as how characters respond or change as the plot moves toward resolution or as the narrative advances.
RL.6.4	<ul style="list-style-type: none"> attempts to determine the meaning of words or phrases, including basic figurative meanings; attempts to identify the impact of word choice of meaning and tone. 	<ul style="list-style-type: none"> determines the meaning of words and phrases, including basic figurative and connotative meanings; identifies the impact of word choice of meaning and tone. 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including the figurative and connotative meanings; analyzes the impact of specific word choice on meaning and tone. 	<ul style="list-style-type: none"> consistently determines the meaning of words and phrases as they are used in a text, including the complex figurative and connotative meanings; analyzes thoroughly the impact of specific word choice on meaning and tone.
RL.6.5	<ul style="list-style-type: none"> attempts to analyze the structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and, simplistically, how it contributes to the characters, theme, setting, or plot. 	<ul style="list-style-type: none"> analyzes the general structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and, simplistically, how it contributes to the characters, theme, setting, or plot. 	<ul style="list-style-type: none"> analyzes the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzes how it contributes to the development of the characters, theme, setting, or plot. 	<ul style="list-style-type: none"> analyzes in-depth the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and, analyzes thoroughly, how it contributes to the development of the characters, theme, setting, or plot.

RL.6.6	<ul style="list-style-type: none"> attempts to determine author’s purpose and attempts to explain how an author develops the point of view of the narrator or speaker in a text. 	<ul style="list-style-type: none"> determines author’s purpose and simplistically explains how an author develops the point of view of the narrator or speaker in a text. 	<ul style="list-style-type: none"> determines author’s purpose and explains how an author develops the point of view of the narrator or speaker in a text. 	<ul style="list-style-type: none"> determines author’s purpose and thoroughly analyzes how an author develops the point of view of the narrator or speaker in a text.
RL.6.7	<ul style="list-style-type: none"> attempts to compare and/or contrast the basic experience of reading a story, drama, or poem with listening to or viewing an audio, a video, or a live version of the text. 	<ul style="list-style-type: none"> compares and/or contrasts the basic experience of reading a story, drama, or poem with listening to or viewing an audio, a video, or a live version of the text. 	<ul style="list-style-type: none"> compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, a video, or a live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch (e.g., <i>Shiloh</i>). 	<ul style="list-style-type: none"> consistently compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, a video, or a live version of the text, including contrasting what they “see” and “hear” when reading the text with what they perceive when they listen or watch (e.g., <i>Shiloh</i>).
RL.6.9	<ul style="list-style-type: none"> attempts to compare and/or contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics. 	<ul style="list-style-type: none"> compares and/or contrasts texts simplistically in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics. 	<ul style="list-style-type: none"> compares and contrasts texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. 	<ul style="list-style-type: none"> compares and contrasts texts thoroughly 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.
RI.6.1	<ul style="list-style-type: none"> cites what the text says explicitly and attempts an analysis of what the text 	<ul style="list-style-type: none"> cites explicit textual evidence to support a simplistic analysis of what the text says explicitly as 	<ul style="list-style-type: none"> cites textual evidence to support analysis of what the text says explicitly as 	<ul style="list-style-type: none"> cites textual evidence to support a thorough analysis of what the text says explicitly as well as

<p>RI.6.2</p>	<p>says explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> determines an explicit central idea and subtopics of a text; attempts to restate and/or summarize the central idea or events, after reading a text. 	<p>well as inferences drawn from the text.</p> <ul style="list-style-type: none"> determines an explicit central idea and subtopics of a text; simplistically restates and/or summarizes the central idea or events, with some in correct sequence, after reading a text. 	<p>well as inferences drawn from the text.</p> <ul style="list-style-type: none"> determines a central idea and subtopics of a text and how they are conveyed through particular details; restates and summarizes the central idea or events, in correct sequence, when necessary, after reading a text. 	<p>inferences drawn from the text.</p> <ul style="list-style-type: none"> consistently determines a central idea and subtopics of a text and how they are conveyed through particular details; thoroughly restates and summarizes the central idea or events, in correct sequence, when necessary, after reading a text.
<p>RI.6.3</p>	<ul style="list-style-type: none"> attempts to analyze how an individual, an event, or an idea is introduced and/or illustrated in a text. 	<ul style="list-style-type: none"> analyzes simplistically how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text. 	<ul style="list-style-type: none"> analyzes in detail how a key individual, an event, or an idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes). 	<ul style="list-style-type: none"> analyzes thoroughly and accurately how a key individual, an event, or an idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
<p>RI.6.4</p>	<ul style="list-style-type: none"> attempts to determine the meanings of words and phrases as they are used in a text. 	<ul style="list-style-type: none"> determines the meanings of words and phrases as they are used in a text, including basic figurative, connotative, and technical meanings. 	<ul style="list-style-type: none"> determines the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. 	<ul style="list-style-type: none"> consistently determines the meanings of words and phrases as they are used in a text, including implicit figurative, connotative, and technical meanings.
<p>RI.6.5</p>	<ul style="list-style-type: none"> attempts to analyze how a particular sentence, paragraph, chapter, or section 	<ul style="list-style-type: none"> analyzes simplistically how a particular sentence, paragraph, chapter, or section contributes to the 	<ul style="list-style-type: none"> analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes 	<ul style="list-style-type: none"> analyzes thoroughly how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text

<p>RI.6.6</p>	<p>contributes to the structure of a text or the development of the ideas.</p> <ul style="list-style-type: none"> attempts to determine an author’s purpose and/or point of view in a text and attempts to explain how it is conveyed in the text. 	<p>structure of a text or the development of the ideas.</p> <ul style="list-style-type: none"> determines an author’s purpose and/or point of view in a text and simplistically explains how it is conveyed in the text. 	<p>to the development of the ideas.</p> <ul style="list-style-type: none"> determines an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explains how it is conveyed in the text. 	<p>and contributes to the development of the ideas.</p> <ul style="list-style-type: none"> determines an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and thoroughly explains how it is conveyed in the text.
<p>RI.6.7</p>	<ul style="list-style-type: none"> attempts to integrate information presented in different media (e.g., may include, but is not limited to, podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a basic understanding of a topic or issue. 	<ul style="list-style-type: none"> integrates information presented in different media (e.g., may include, but is not limited to, podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a basic understanding of a topic or issue. 	<ul style="list-style-type: none"> integrates information presented in different media (e.g., may include, but is not limited to, podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop a coherent understanding of a topic or issue. 	<ul style="list-style-type: none"> integrates information presented in different media (e.g., may include, but is not limited to, podcasts) or formats (e.g., visually, quantitatively/ data-related) as well as in words to develop an in-depth and more coherent understanding of the topic or issue.
<p>RI.6.8</p>	<ul style="list-style-type: none"> attempts to trace and simplistically evaluate the argument and claims in a text, distinguishing claims that are supported by reasons and 	<ul style="list-style-type: none"> traces and simplistically evaluates the argument and claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 	<ul style="list-style-type: none"> traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. 	<ul style="list-style-type: none"> traces and thoroughly evaluates the argument and explicit and implicit claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9	<p>evidence from claims that are not.</p> <ul style="list-style-type: none"> attempts to compare and/or contrast one author's presentation of events with that of another author. 	<ul style="list-style-type: none"> compares and/or contrasts simplistically one author's presentation of events with that of another. 	<ul style="list-style-type: none"> compares and contrasts one author's presentation of events with that of another (e.g., a memoir by one person and a biography of the same person). 	<ul style="list-style-type: none"> compares and contrasts in depth one author's presentation of events with that of another (e.g., a memoir by one person and a biography of the same person).
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Writing

W.6.1	<p>A student at this level</p> <ul style="list-style-type: none"> attempts to write basic argumentative pieces to support claims with basic reasons and evidence: attempts to introduce claims and organize the reasons and evidence; supports claims with basic reasons and evidence, attempting to demonstrate an understanding of the topics or texts; attempts to use words, phrases, and clauses to clarify the relationships among claims and reasons; attempts to 	<p>A student at this level</p> <ul style="list-style-type: none"> writes basic argumentative pieces to support claims with reasons and evidence: introduces claims and simplistically organizes the reasons and evidence; supports claims with reasons and evidence, using sources and demonstrating an understanding of the topics or texts; uses basic words, phrases, and clauses to clarify the relationships among claims and reasons; establishes a simple, formal style; provides a simple concluding statement or section. 	<p>A student at this level</p> <ul style="list-style-type: none"> writes argumentative pieces to support claims with clear reasons and relevant evidence: introduces claims and organizes the reasons and evidence clearly; supports claims with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topics or texts; uses words, phrases, and clauses to clarify the relationships among claims and reasons; establishes and maintains a formal style; provides a concluding statement or section that follows from the arguments presented. 	<p>A student at this level</p> <ul style="list-style-type: none"> writes complex argumentative pieces to support claims with clear reasons and relevant evidence: thoroughly introduces claims and organizes the reasons and evidence clearly; supports claims with clear reasons and accurate, relevant evidence, using several credible sources and demonstrating an understanding of the topics or texts; uses precise words, phrases, and clauses to clarify the relationships among claims and reasons; consistently establishes and maintains a formal style; and provides a clear concluding statement or
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<p>W.6.2</p>	<p>establish a formal style; attempts to provide a basic concluding statement.</p> <ul style="list-style-type: none"> attempts to write basic informative/explanatory pieces to examine a topic: attempts to introduce a topic; attempts to organize ideas, concepts, and information, using some strategies; attempts to include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia; attempts to develop the topic with relevant facts; attempts to use appropriate transitions to clarify the relationships among ideas and concepts; attempts to use appropriate language to inform about or explain the topic; attempts to establish a formal style; attempts to provide a basic 	<ul style="list-style-type: none"> writes basic informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic; simplistically organizes ideas, concepts, and information, using some strategies such as definition, classification, comparison/contrast, and cause/effect; includes some formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia; simplistically develops the topic with facts, definitions, quotations, or other information and examples; uses basic, appropriate transitions to clarify the relationships among ideas and concepts; uses basic language and domain-specific vocabulary to inform about or explain the topic; establishes a 	<ul style="list-style-type: none"> writes informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; uses appropriate transitions to clarify the relationships among ideas and concepts; uses precise language and domain-specific vocabulary to inform about or explain 	<p>section that follows from the arguments presented.</p> <ul style="list-style-type: none"> writes complex informative/explanatory pieces to thoroughly examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: clearly introduces a topic; thoroughly organizes ideas, concepts, and information, using several strategies such as definition, classification, comparison/contrast, and cause/effect; includes in-depth formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; thoroughly develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; consistently uses appropriate transitions to clarify the relationships among ideas and concepts; consistently uses precise,
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<p>W.6.3</p>	<p>concluding statement.</p> <ul style="list-style-type: none"> attempts to write basic narrative pieces to develop real or imagined experiences or events: attempts to engage the reader by establishing a context and introducing a narrator and/or characters; attempts to organize an event sequence; attempts to use narrative techniques, such as dialogue, to develop events, and/or characters; attempts to use basic transition words and phrases to sequence and signal shifts in time or setting; attempts 	<p>formal style; provides a simplistic concluding statement or section.</p> <ul style="list-style-type: none"> writes basic narrative pieces to develop real or imagined experiences or events using simplistic techniques, details, and simplistic event sequences: engages the reader by establishing a context and introducing a narrator and/or characters; simplistically organizes an event sequence; uses simplistic narrative techniques, such as dialogue, to develop experiences, events, and/or characters; uses basic transition words, phrases, and/or clauses to convey sequence and signal shifts in time or setting; uses basic words and phrases, relevant details, and sensory language to convey experiences and/or 	<p>the topic; establishes and maintains a formal style; provides a concluding statement or section that follows from the information or explanation presented.</p> <ul style="list-style-type: none"> writes narrative pieces to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences: engages and orients the reader by establishing a context and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; uses 	<p>unfamiliar language and domain-specific vocabulary to inform about or explain the topic; clearly establishes and maintains a formal style; provides an effective concluding statement or section that follows from the information or explanation presented.</p> <ul style="list-style-type: none"> writes narrative pieces to develop complex real or imagined experiences or events consistently using several effective techniques, relevant descriptive details, and well-structured event sequences: clearly engages and orients the reader by establishing a context and introducing a narrator and/or characters; consistently organizes an event sequence that unfolds naturally and logically; uses several narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; uses a variety of precise transition words, phrases, and clauses to convey
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	<p>to use basic words and phrases, relevant details, and sensory language to convey experiences and/or events; attempts to provide a conclusion.</p>	<p>events; provides a simplistic conclusion.</p>	<p>precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; provides a conclusion that follows from the narrated experiences or events.</p>	<p>sequence and signal shifts from one time frame or setting to another; consistently uses precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; provides a clear conclusion that follows from the narrated experiences or events.</p>
W.6.4	<ul style="list-style-type: none"> attempts to produce writing in which the development, organization, and style are appropriate to task and/or purpose. 	<ul style="list-style-type: none"> produces basic writing in which the development, organization, and style are appropriate to task, purpose, and/or audience. 	<ul style="list-style-type: none"> produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> produces clear and coherent writing in which the development, organization, and style are effective and appropriate to task, purpose, and audience.
W.6.5	<ul style="list-style-type: none"> attempts to develop and strengthen writing as needed by planning, revising, editing, and/or rewriting. 	<ul style="list-style-type: none"> develops and strengthens writing as needed by planning, revising, editing, and/or rewriting. 	<ul style="list-style-type: none"> develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<ul style="list-style-type: none"> develops and strengthens writing to an advanced level by planning, revising, editing, rewriting, and trying a new approach.
W.6.6	<ul style="list-style-type: none"> attempts to use technology, including the Internet, to produce and publish writing as well as to interact with others; demonstrates basic command of 	<ul style="list-style-type: none"> uses some technology, including the Internet, to produce and publish writing as well as to interact and/or collaborate with others; demonstrates basic command of keyboarding 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrates sufficient command of keyboarding skills to create a piece of writing. 	<ul style="list-style-type: none"> uses technology, including the Internet, to efficiently and effectively produce and publish writing as well as to interact and collaborate with others; demonstrates command

W.6.7	<p>keyboarding skills to create a piece of writing.</p> <ul style="list-style-type: none"> attempts to conduct simple, short research projects to answer a question, drawing on several sources. 	<p>skills to create a piece of writing.</p> <ul style="list-style-type: none"> conducts simple, short research projects to answer a question, drawing on several sources. 	<ul style="list-style-type: none"> conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. 	<p>of keyboarding skills to create a piece of writing.</p> <ul style="list-style-type: none"> conducts well-developed short research projects to answer a question, drawing on several reliable sources and refocusing the inquiry when appropriate.
W.6.8	<ul style="list-style-type: none"> attempts to gather information from multiple print and digital sources; attempts to assess the credibility of each source while avoiding plagiarism and providing some bibliographic information for sources. 	<ul style="list-style-type: none"> gathers some information from print and digital sources; assesses the credibility of some sources; and quotes data and conclusions of others while avoiding plagiarism and providing some bibliographic information for sources. 	<ul style="list-style-type: none"> gathers relevant information from multiple print and digital sources; assesses the credibility of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. 	<ul style="list-style-type: none"> consistently gathers relevant information from multiple print and digital sources; accurately assesses the credibility of each source; and accurately quotes or paraphrases the data and conclusions of others while avoiding plagiarism and providing bibliographic information for sources.
W.6.9	<ul style="list-style-type: none"> attempts to draw evidence from literary or informational texts to support analysis, reflection, and/or research; attempts to apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or 	<ul style="list-style-type: none"> draws evidence from literary or informational texts to simplistically support analysis, reflection, and/or research; applies grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms 	<ul style="list-style-type: none"> draws evidence from literary or informational texts to support analysis, reflection, and research; applies grade 6 Reading standards to literature (e.g., “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 	<ul style="list-style-type: none"> draws relevant evidence from literary or informational texts to support comprehensive analysis, reflection, and research; consistently applies grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and

	genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”); attempts to apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text.	of their approaches to similar themes and topics”); applies simple grade 6 Reading standards to literary nonfiction (e.g., “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”).	similar themes and topics”); applies grade 6 Reading standards to literary nonfiction (e.g., “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”).	fantasy stories] in terms of their approaches to similar themes and topics”); consistently applies grade 6 Reading standards to literary nonfiction (e.g., “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”)
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Language

	A student at this level	A student at this level	A student at this level	A student at this level
L.6.1	<ul style="list-style-type: none"> attempts to demonstrate basic command of the conventions of standard English grammar and usage when writing: attempts to ensure that pronouns are in the proper case (subjective, objective, possessive); attempts to use pronouns (e.g., <i>he, she, it</i>); attempts to recognize shifts in pronoun number and person; 	<ul style="list-style-type: none"> demonstrates basic command of the conventions of standard English grammar and usage when writing: ensures that pronouns are in the proper case (subjective, objective, possessive); uses basic pronouns (e.g., <i>he, she, it</i>); recognizes and corrects shifts in pronoun number and person; recognizes and corrects some vague pronouns (i.e., ones with unclear or ambiguous antecedents); recognizes variations from standard English in his or her own 	<ul style="list-style-type: none"> demonstrates command of the conventions of standard English grammar and usage when writing: ensures that pronouns are in the proper case (subjective, objective, possessive); uses intensive pronouns (e.g., <i>myself, ourselves</i>); recognizes and corrects inappropriate shifts in pronoun number and person; recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents); recognizes variations from standard English in his or her own 	<ul style="list-style-type: none"> demonstrates thorough command of the conventions of standard English grammar and usage when writing: consistently ensures that pronouns are in the proper case (subjective, objective, possessive); consistently uses intensive pronouns (e.g., <i>myself, ourselves</i>); consistently recognizes and corrects inappropriate shifts in pronoun number and person; consistently recognizes and corrects vague pronouns (i.e.,

L.6.2	<p>attempts to recognize vague pronouns (i.e., ones with unclear or ambiguous antecedents); attempts to recognize variations from standard English in his or her own writing.</p> <ul style="list-style-type: none"> attempts to demonstrate basic command of the conventions of standard English capitalization, punctuation, and spelling when writing: attempts to use basic punctuation (commas) to set off nonrestrictive/parenthetical elements; attempts to spell basic words correctly. 	<p>and others' writing and identifies strategies to improve expression in conventional language.</p> <ul style="list-style-type: none"> demonstrates basic command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells basic words correctly. 	<p>and others' writing and identifies and uses strategies to improve expression in conventional language.</p> <ul style="list-style-type: none"> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells correctly. 	<p>ones with unclear or ambiguous antecedents); consistently recognizes variations from standard English in his or her own and others' writing and identifies and uses strategies to improve expression in conventional language.</p> <ul style="list-style-type: none"> demonstrates comprehensive command of the conventions of standard English capitalization, punctuation, and spelling when writing: consistently uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; spells unfamiliar words correctly.
L.6.3	<ul style="list-style-type: none"> attempts to use knowledge of language and its conventions when writing, reading, or listening: attempts to vary sentence patterns for meaning, 	<ul style="list-style-type: none"> uses some knowledge of language and its conventions when writing, reading, or listening: varies some sentence patterns for meaning, reader/listener interest, and/or style; maintains 	<ul style="list-style-type: none"> uses knowledge of language and its conventions when writing, reading, or listening: varies sentence patterns for meaning, reader/listener interest, and style; maintains 	<ul style="list-style-type: none"> consistently uses knowledge of language and its conventions when writing, reading, or listening: consistently varies sentence patterns for meaning, reader/listener interest, and style; maintains

L.6.4	<p>reader/listener interest, and/or style; attempts to maintain consistency in style and tone.</p> <ul style="list-style-type: none"> attempts to determine the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing from a basic range of strategies: attempts to determine the meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; attempts to use some common, grade-appropriate Greek and Latin 	<p>consistency in style and/or tone.</p> <ul style="list-style-type: none"> determines or clarifies the meaning of some unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing from a range of strategies: determines the meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and/or language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; uses some common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audiences, auditory, audible</i>); consults reference materials (e.g., dictionaries, glossaries, 	<p>consistency in style and tone.</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: determines the meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audiences, auditory, audible</i>); consults reference materials (e.g., dictionaries, glossaries, 	<p>consistency in style and tone.</p> <ul style="list-style-type: none"> consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a wide range of strategies: consistently determines the meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; uses less familiar or uncommon, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audiences, auditory, audible</i>); consults
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<p>L.6.5</p>	<p>affixes and roots as clues to the meaning of a word (e.g., <i>audiences, auditory, audible</i>); consults reference materials (e.g., dictionaries, glossaries, thesauruses, and specialized reference materials), both print and digital, to find the meaning of a word or phrase.</p> <ul style="list-style-type: none"> demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings: attempts to interpret the intent of meaning of figures of speech (e.g., personification, metaphors, alliteration); attempts to use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to 	<p>thesauruses, and/or specialized reference materials), both print and digital, to find the pronunciation of a word or determine its precise meaning or its part of speech.</p> <ul style="list-style-type: none"> demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings: interprets the intent of meaning of simple figures of speech (e.g., personification, metaphors, alliteration) as used in context; uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand the words; distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, 	<p>thesauruses, and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> demonstrates understanding of figurative language, word relationships, and nuances in word meanings: interprets the intent of meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context; uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, 	<p>reference materials (e.g., dictionaries, glossaries, thesauruses, and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> consistently demonstrates thorough understanding of unfamiliar or complex figurative language, word relationships, and nuances in word meanings: interprets thoroughly the intent of meaning of complex figures of speech (e.g., personification, metaphors, alliteration) as used in context; uses the complex relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; distinguishes among the
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L.6.6	<p>better understand each of the words; attempts to distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <ul style="list-style-type: none"> acquires and attempts to use some grade-appropriate, general academic and domain-specific words and phrases; attempts to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p><i>scrimping, economical, unwasteful, thrifty</i>).</p> <ul style="list-style-type: none"> acquires and uses grade-appropriate, general academic and domain-specific words and phrases; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p><i>scrimping, economical, unwasteful, thrifty</i>).</p> <ul style="list-style-type: none"> acquires and accurately uses grade-appropriate, general academic and domain-specific words and phrases; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p>connotations (associations) of unfamiliar words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</p> <ul style="list-style-type: none"> acquires and accurately uses unfamiliar, grade-appropriate, general academic and domain-specific words and phrases; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Achievement Level Descriptors (ALDs)
English Language Arts
Grade 7

	Far Below Proficient	Below Proficient	Proficient	Advanced
Overall for Reports – not specific to grade level or content	Student may partially meet the standards but has significant gaps in knowledge and skills of current grade-level content.	Student partially meets the standards and may have gaps in knowledge and skills but is capable of most grade-level content.	Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.	Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
Reading				
	A student at this level	A student at this level	A student at this level	A student at this level
RL.7.10, RI.7.10	<ul style="list-style-type: none"> reads and minimally comprehends literature and informational texts in the grade 7 text complexity level. 	<ul style="list-style-type: none"> reads and partially comprehends literature and informational texts in the grade 7 text complexity level. 	<ul style="list-style-type: none"> reads and proficiently comprehends literature and informational texts in the grade 7 text complexity level. 	<ul style="list-style-type: none"> reads and thoroughly comprehends literature and informational texts in the grade 7 text complexity level.
RL.7.1	<ul style="list-style-type: none"> attempts to cite some textual evidence to support an analysis of what the text says explicitly or inferences drawn from the text. 	<ul style="list-style-type: none"> cites some textual evidence to support an analysis of what the text says explicitly or inferences drawn from the text. 	<ul style="list-style-type: none"> cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> cites several pieces of textual evidence to support in-depth analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2	<ul style="list-style-type: none"> attempts to determine an explicit theme or central idea of a text and provide a simplistic analysis of its development; attempts to restate and summarize main ideas or events after reading a text. 	<ul style="list-style-type: none"> determines an explicit theme or central idea of a text and provides a simplistic analysis of its development; restates and summarizes main ideas or events after reading a text. 	<ul style="list-style-type: none"> determines a theme or central idea of a text and analyzes its development over the course of the text; restates and summarizes main ideas or events, in correct sequence, after reading a text. 	<ul style="list-style-type: none"> determines an implied theme or central idea of a text and analyzes its development over the course of the text; thoroughly restates and summarizes main ideas or events, in correct sequence, after reading a text.

RL.7.3	<ul style="list-style-type: none"> attempts to provide a simple analysis of how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	<ul style="list-style-type: none"> provides a simple analysis of how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	<ul style="list-style-type: none"> analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	<ul style="list-style-type: none"> analyzes in depth how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
RL.7.4	<ul style="list-style-type: none"> attempts to determine the meaning of words and phrases as they are used in a text, including basic figurative and connotative meanings; attempts to analyze the impact of a specific word choice on meaning or tone. 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including basic figurative and connotative meanings; simplistically analyzes the impact of a specific word choice on meaning or tone. 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of a specific word choice on meaning and tone. 	<ul style="list-style-type: none"> consistently determines the meaning of words and phrases as they are used in a text, including unfamiliar figurative and connotative meanings; analyzes thoroughly the impact of a specific word choice on meaning and tone.
RL.7.5	<ul style="list-style-type: none"> attempts to analyze the general structure of a text: how a drama's or poem's form or structure (e.g., sonnet, soliloquy) contributes to its meaning, including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 	<ul style="list-style-type: none"> analyzes the general structure of a text: how a drama's or poem's form or structure (e.g., sonnet, soliloquy) contributes to its meaning, including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 	<ul style="list-style-type: none"> analyzes the overall structure of a text: how a drama's or poem's form or structure (e.g., sonnet, soliloquy) contributes to its meaning, including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 	<ul style="list-style-type: none"> analyzes in depth the overall structure of a text: how a drama's or poem's form or structure (e.g., sonnet, soliloquy) contributes to its meaning, including analyzing the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.6	<ul style="list-style-type: none"> attempts to analyze simplistically the author's purpose and how an author 	<ul style="list-style-type: none"> analyzes simplistically the author's purpose and how an author establishes and/or 	<ul style="list-style-type: none"> analyzes author's purpose and how an author establishes and contrasts the points of 	<ul style="list-style-type: none"> analyzes author's purpose thoroughly and how an author establishes and contrasts

RL.7.7	<p>establishes and/or contrasts the points of view of different characters or narrators in a text.</p> <ul style="list-style-type: none"> attempts to compare and/or contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version (e.g., <i>The Incredible Journey</i>, <i>The Call of the Wild</i>) and simplistically analyze some techniques that are unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film). 	<p>contrasts the points of view of different characters or narrators in a text.</p> <ul style="list-style-type: none"> compares and/or contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version (e.g., <i>The Incredible Journey</i>, <i>The Call of the Wild</i>) and analyzes some techniques that are unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film). 	<p>view of different characters or narrators in a text.</p> <ul style="list-style-type: none"> compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version (e.g., <i>The Incredible Journey</i>, <i>The Call of the Wild</i>), analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film). 	<p>the points of view of different characters or narrators in a text.</p> <ul style="list-style-type: none"> compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version (e.g., <i>The Incredible Journey</i>, <i>The Call of the Wild</i>), analyzing in depth the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film).
RL.7.9	<ul style="list-style-type: none"> attempts to compare and/or contrast a fictional portrayal of a time, place, or character and a historical or cultural account of the same period, recognizing how the author attempts to use or alter history. 	<ul style="list-style-type: none"> compares and/or contrasts simplistically a fictional portrayal of a time, place, or character and a historical or cultural account of the same period, recognizing how the author uses or alters history. 	<ul style="list-style-type: none"> compares and contrasts a fictional portrayal of a time, place, or character and a historical or cultural account of the same period as a means of understanding how authors of fiction use or alter history. 	<ul style="list-style-type: none"> compares and contrasts thoroughly a fictional portrayal of a time, place, or character and a historical or cultural account of the same period as a means of understanding how authors of fiction use or alter history.
RI.7.1	<ul style="list-style-type: none"> attempts to cite several pieces of textual evidence to support a simplistic analysis of what the text says 	<ul style="list-style-type: none"> cites several pieces of textual evidence to support a simplistic analysis of what the text says explicitly as well as 	<ul style="list-style-type: none"> cites several pieces of textual evidence to support analysis of what the text says explicitly as 	<ul style="list-style-type: none"> cites several pieces of textual evidence to support a thorough analysis of what the text says explicitly as well as

<p>RI.7.2</p>	<p>explicitly as well as inferences drawn from the text.</p> <ul style="list-style-type: none"> attempts to determine the explicit central idea and subtopics of a text; attempts to restate the central ideas or events, in correct sequence when necessary, after reading a text. 	<p>inferences drawn from the text.</p> <ul style="list-style-type: none"> determines the explicit central idea and subtopics of a text; restates and/or summarizes the central idea or events, in some correct sequence when necessary, after reading a text. 	<p>well as inferences drawn from the text.</p> <ul style="list-style-type: none"> determines the central idea and subtopics of a text and analyzes their development over the course of the text; restates and summarizes the central idea or events, in correct sequence when necessary, after reading a text. 	<p>inferences drawn from the text.</p> <ul style="list-style-type: none"> consistently determines the central idea and subtopics of a text and thoroughly analyzes their development over the course of the text; thoroughly restates and summarizes the central idea or events, in correct sequence when necessary, after reading a text.
<p>RI.7.3</p>	<ul style="list-style-type: none"> attempts to analyze simplistically the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 	<ul style="list-style-type: none"> analyzes simplistically the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 	<ul style="list-style-type: none"> analyzes the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). 	<ul style="list-style-type: none"> analyzes thoroughly the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<p>RI.7.4</p>	<ul style="list-style-type: none"> attempts to determine the meanings of words and phrases as they are used in a text, including basic figurative, connotative, and technical meanings; attempts to analyze simplistically the impact of a specific word 	<ul style="list-style-type: none"> determines the meanings of words and phrases as they are used in a text, including basic figurative, connotative, and technical meanings; analyzes simplistically the impact of a specific word choice on meaning or tone. 	<ul style="list-style-type: none"> determines the meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone. 	<ul style="list-style-type: none"> determines the meanings of words and phrases as they are used in a text, including implicit figurative, connotative, and technical meanings; analyzes thoroughly the impact of a specific word choice on meaning and tone.

<p>RI.7.5</p>	<p>choice on meaning or tone.</p> <ul style="list-style-type: none"> attempts to analyze simplistically the structure an author uses to organize a text, including how the major sections contribute to the whole and/or to the development of the ideas. 	<ul style="list-style-type: none"> analyzes simplistically the structure an author uses to organize a text, including how the major sections contribute to the whole and/or to the development of the ideas. 	<ul style="list-style-type: none"> analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 	<ul style="list-style-type: none"> analyzes thoroughly the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
<p>RI.7.6</p>	<ul style="list-style-type: none"> attempts to determine an author's purpose (to inform, persuade, entertain, critique, etc.) and/or point of view in a text and attempts to analyze simplistically how the author distinguishes his or her point of view from that of others. 	<ul style="list-style-type: none"> determines an author's purpose (to inform, persuade, entertain, critique, etc.) and/or point of view in a text and analyzes simplistically how the author distinguishes his or her point of view from that of others. 	<ul style="list-style-type: none"> determines an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyzes how the author distinguishes his or her point of view from that of others. 	<ul style="list-style-type: none"> determines an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyzes thoroughly how the author distinguishes his or her point of view from that of others.
<p>RI.7.7</p>	<ul style="list-style-type: none"> attempts to compare and/or contrast a text to an audio, a video, or a multimedia version of the text, analyzing simplistically each medium's portrayal of the subject (e.g., how the method of the delivery of a speech affects the impact of the words). 	<ul style="list-style-type: none"> compares and contrasts a text to an audio, a video, or a multimedia version of the text, analyzing simplistically each medium's portrayal of the subject (e.g., how the method of the delivery of a speech affects the impact of the words). 	<ul style="list-style-type: none"> compares and contrasts a text to an audio, a video, or a multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the method of the delivery of a speech affects the impact of the words). 	<ul style="list-style-type: none"> compares and contrasts a text to an audio, a filmed, a staged, or a multimedia version of the text, analyzing thoroughly each medium's portrayal of the subject (e.g., how the method of the delivery of a speech affects the impact of the words).

RI.7.8	<ul style="list-style-type: none"> attempts to trace the argument and claims in a text, attempting to assess whether the reasoning and evidence used is relevant to support the claims. 	<ul style="list-style-type: none"> traces the argument and claims in a text, assessing whether the reasoning and evidence used is relevant to support the claims. 	<ul style="list-style-type: none"> traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. 	<ul style="list-style-type: none"> traces and thoroughly evaluates the argument and explicit and implicit claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
RI.7.9	<ul style="list-style-type: none"> attempts to analyze simplistically how two or more authors writing about the same topic shape their presentations of information by emphasizing different evidence. 	<ul style="list-style-type: none"> analyzes simplistically how two or more authors writing about the same topic shape their presentations of information by emphasizing different evidence. 	<ul style="list-style-type: none"> analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 	<ul style="list-style-type: none"> analyzes in depth how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Writing

	A student at this level	A student at this level	A student at this level	A student at this level
W.7.1	<ul style="list-style-type: none"> attempts to write argumentative pieces that include a claim and basic reasons to support the claim: introduces the claim and organizes the reasons; attempts to support the claim with evidence, demonstrating a basic understanding of the topic or text; attempts to use basic words to link claims, reasons, and evidence; attempts to 	<ul style="list-style-type: none"> writes basic argumentative pieces to support claims with relevant evidence: introduces the claim and organizes the reasons and evidence logically; supports the claim with reasoning and evidence, using credible sources and demonstrating an understanding of the topic or text; uses basic words, phrases, and clauses to clarify the 	<ul style="list-style-type: none"> writes argumentative pieces to support claims with clear reasons and relevant evidence: introduces the claims, acknowledges alternate or opposing claims, and organizes the reasons and evidence logically; supports the claims with logical reasoning and accurate relevant evidence, using credible sources and demonstrating an 	<ul style="list-style-type: none"> writes comprehensive argumentative pieces to support claims with thoughtful, clear reasons and relevant evidence: introduces a solid claim, acknowledges alternate or opposing claims, and organizes the reasons and evidence logically; supports the claim with logical reasoning and specific, relevant evidence, using accurate, credible sources and

<p>W.7.2</p>	<p>establish a formal style; attempts to provide a concluding statement or section.</p> <ul style="list-style-type: none"> attempts to write basic informative/explanatory pieces to examine a topic: introduces a topic; organizes ideas and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia; develops the topic with facts or other information and examples; uses transitions; uses familiar language and domain-specific vocabulary to explain the topic; 	<p>relationships among the claims, reasons, and evidence; establishes a formal style; provides a concluding statement or section that follows from the argument presented.</p> <ul style="list-style-type: none"> writes basic informative/explanatory pieces to examine a topic and convey ideas and information through the selection and organization of the content: introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes basic formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension; develops the topic with relevant facts, concrete 	<p>understanding of the topic or text; uses words, phrases, and clauses to create cohesion and clarify the relationships among the claims, reasons, and evidence; establishes and maintains a formal style; provides a concluding statement or section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> writes informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful 	<p>demonstrating a thorough understanding of the topic or text; uses precise words, phrases, and clauses to create cohesion and clarify the relationships among claims, reasons, and evidence; establishes and maintains a formal style; provides a meaningful concluding statement or section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> writes complex informative/explanatory pieces to thoroughly examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic concisely, previewing what is to follow; thoroughly organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g.,
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<p>W.7.3</p>	<p>attempts to establish a formal style; attempts to provide a concluding statement.</p> <ul style="list-style-type: none"> attempts to write narrative pieces to recount real or imagined experiences or events: engages the reader by establishing a point of view and introducing a narrator and/or characters; attempts to organize an event sequence; 	<p>details, or other information and examples; uses appropriate transitions between ideas and concepts; uses appropriate language and domain-specific vocabulary to inform about or explain the topic; establishes a formal style; provides a concluding statement or section that follows from the information presented.</p> <ul style="list-style-type: none"> writes basic narrative pieces to recount real or imagined experiences or events using relevant descriptive details and event sequences: engages the reader by establishing a point of view and introducing a narrator and/or characters; organizes an 	<p>to aid comprehension; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; uses appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts; uses precise language and domain-specific vocabulary to inform about or explain the topic; establishes and maintains a formal style; provides a concluding statement or section that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> writes narrative pieces to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences: engages and orients the reader by establishing a context and point of view and 	<p>charts, tables), and multimedia when useful to aid comprehension; effectively develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; uses appropriate transitions to create cohesion and to clarify the relationships among ideas and concepts; uses precise language and domain-specific vocabulary to explicitly inform about or explain the topic; clearly establishes and maintains a formal style; provides a compelling concluding statement or section that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> write narrative pieces to develop complex real or imagined experiences or events using a variety of effective techniques, relevant descriptive details, and well-structured event sequences: engages, entertains, and orients the reader by
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<p>W.7.4</p>	<p>attempts to use some narrative techniques, such as dialogue and description; attempts to use some transition words and phrases; attempts to use appropriate words and details to convey experiences or events; attempts to provide a conclusion.</p> <ul style="list-style-type: none"> attempts to produce basic writing in which development, organization, and style attempt to be 	<p>event sequence; uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, or characters; uses transition words and phrases to convey sequence; uses appropriate words, phrases, and descriptive details to capture the action and convey experiences and events; provides a conclusion that follows from the narrated experiences or events.</p> <ul style="list-style-type: none"> produces basic writing in which development, organization, and style are appropriate for tasks, 	<p>introducing a narrator and/or characters; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; uses precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events; provides a conclusion that follows from and reflects on the narrated experiences or events.</p> <ul style="list-style-type: none"> produces clear and coherent writing in which development, organization, and style 	<p>establishing a context and point of view and introducing a narrator and/or characters; organizes a well-developed event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, and description, to elaborate on experiences, events, and/or characters; uses a wide variety of precise transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; consistently uses precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events; provides a comprehensive conclusion that follows from and reflects on the narrated experiences or events.</p> <ul style="list-style-type: none"> produces clear and coherent writing in which development, organization, and style are effective and
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W.7.5	<p>appropriate for tasks, purposes, and/or audiences.</p> <ul style="list-style-type: none"> attempts to develop and strengthen writing by planning, revising, editing, and/or rewriting, attempting to take into consideration how well purpose and audience have been addressed. 	<p>purposes, and/or audiences.</p> <ul style="list-style-type: none"> develops and strengthens writing by planning, revising, editing, and rewriting, taking into consideration how well purpose and audience have been addressed. 	<p>are appropriate for tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 	<p>appropriate for tasks, purposes, and audiences.</p> <ul style="list-style-type: none"> develops, elaborates on, and strengthens writing as needed by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches, focusing on how well purpose and audience have been addressed.
W.7.6	<ul style="list-style-type: none"> attempts to use technology, including the Internet, to produce writing and to link to and cite sources as well as to interact with others. 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce writing and to link to and cite sources as well as to interact with others. 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce and publish writing and to link to and cite sources as well as to interact and collaborate with others. 	<ul style="list-style-type: none"> uses technology, including the Internet, to efficiently and effectively produce and publish writing and to link to and cite sources as well as to effectively interact and collaborate with others.
W.7.7	<ul style="list-style-type: none"> attempts to conduct simple, short research projects to answer a question, drawing on a few sources and generating additional related questions. 	<ul style="list-style-type: none"> conducts simple, short research projects to answer a question, drawing on a few sources and generating additional related questions. 	<ul style="list-style-type: none"> conducts short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 	<ul style="list-style-type: none"> conducts well-developed, short research projects to answer a question, drawing on several reliable sources and generating specific, relevant, and focused questions for further research and investigation.
W.7.8				

W.7.9	<ul style="list-style-type: none"> attempts to gather some information from multiple print and/or digital sources, attempting to use search terms; attempts to assess the accuracy of each source; attempts to paraphrase the conclusions of others while attempting to avoid plagiarism and follow a standard format for citation. attempts to draw some evidence from literary or informational texts to support simplistic analysis, reflection, or research. 	<ul style="list-style-type: none"> gathers some information from multiple print and digital sources, using search terms; assesses the accuracy of each source; paraphrases the conclusions of others while avoiding plagiarism and following a standard format for citation. draws some evidence from literary or informational texts to support simplistic analysis, reflection, and/or research. 	<ul style="list-style-type: none"> gathers relevant information from multiple print and digital sources, using search terms effectively; assesses the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation. draws evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> gathers relevant and important information from multiple print and digital sources, using search terms effectively; thoroughly assesses the credibility and accuracy of each source; accurately quotes or paraphrases the data and conclusions of others while avoiding plagiarism and always following a standard format for citation. draws relevant evidence from literary or informational texts to support in-depth analysis, reflection, and research.
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Language

L.7.1	<p>A student at this level</p> <ul style="list-style-type: none"> attempts to demonstrate a basic command of the conventions of standard English grammar and usage when writing: attempts to explain the functions of phrases and clauses in general; attempts to choose from simple, compound, and 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates basic command of the conventions of standard English grammar and usage when writing: explains the functions of phrases and clauses in general; chooses from simple, compound, and complex sentences to signal differing relationships among 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates command of the conventions of standard English grammar and usage when writing: explains the functions of phrases and clauses in general and their functions in specific sentences in order to apply the conventions of English; chooses among simple, 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates thorough command of the conventions of standard English grammar and usage when writing: consistently explains the functions of phrases and clauses in general and their functions in specific sentences in order to apply the conventions of English; consistently
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L.7.2	<p>complex sentences to signal differing relationships among ideas; attempts to place phrases and clauses within a sentence, sometimes recognizing and correcting misplaced and/or dangling modifiers.</p> <ul style="list-style-type: none"> attempts to demonstrate basic command of the conventions of standard English capitalization, punctuation, and spelling when writing: attempts to use a comma; attempts to spell basic words correctly. 	<p>ideas; places phrases and clauses within a sentence, sometimes recognizing and correcting misplaced and/or dangling modifiers.</p> <ul style="list-style-type: none"> demonstrates basic command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses a comma; spells basic words correctly. 	<p>compound, complex, and compound-complex sentences to signal differing relationships among ideas; places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <ul style="list-style-type: none"> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses a comma to separate coordinate adjectives (e.g., "It was a fascinating, enjoyable movie"); spells correctly. 	<p>chooses from simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; consistently places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <ul style="list-style-type: none"> demonstrates comprehensive command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses a comma to separate coordinate adjectives (e.g., "It was a fascinating, enjoyable movie"); consistently spells correctly.
L.7.3	<ul style="list-style-type: none"> attempts to use some knowledge of language and its conventions when writing, reading, or listening: attempts to choose language that expresses ideas, recognizing wordiness and/or redundancy. 	<ul style="list-style-type: none"> uses some knowledge of language and its conventions when writing, reading, or listening: chooses language that expresses ideas, recognizing wordiness and/or redundancy. 	<ul style="list-style-type: none"> uses knowledge of language and its conventions when writing, reading, or listening: chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. 	<ul style="list-style-type: none"> consistently uses knowledge of language and its conventions when writing, reading, or listening: chooses language that thoroughly expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

<p>L.7.4</p>	<ul style="list-style-type: none"> attempts to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing from a basic range of strategies: attempts to determine the meaning of unfamiliar words by using knowledge of familiar word structure (prefixes/suffixes, base words, common roots, or word origins), explicit context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; attempts to use some common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; attempts to consult general reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; attempts to verify the preliminary 	<ul style="list-style-type: none"> determines or clarifies the meaning of some unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing from a range of strategies: determines the meaning of unfamiliar words by using knowledge of common word structure (prefixes/suffixes, base words, common roots, or word origins), explicit context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; uses some common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>rebel</i>); consults some general reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verifies some preliminary determination of the meaning of a word or 	<ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: determines the meaning of unfamiliar words by using knowledge of word structure (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) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>); consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verifies the preliminary determination of the 	<ul style="list-style-type: none"> consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a wide range of strategies: accurately determines the meaning of unfamiliar words by using knowledge of word structure (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) as a clue to the meaning of a word or phrase; uses less common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; efficiently consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; easily verifies the preliminary
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L.7.5	<p>determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> attempts to demonstrate a basic understanding of figurative language, word relationships, and nuances in word meanings: attempts to interpret the intent or meaning of basic figures of speech (e.g., literary, religious, and mythological allusions; euphemisms) as used in context; attempts to use the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words; attempts to distinguish from among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	<p>phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> demonstrates a basic understanding of figurative language, word relationships, and nuances in word meanings: interprets the intent or meaning of basic figures of speech (e.g., literary, religious, and mythological allusions; euphemisms) as used in context; uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words; distinguishes from among the connotations (associations) of some words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	<p>meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> demonstrates an understanding of figurative language, word relationships, and nuances in word meanings: interprets the intent or meaning of figures of speech (e.g., literary, religious, and mythological allusions; euphemisms) as used in context; uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words; distinguishes from among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	<p>determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> consistently demonstrates understanding of figurative language, word relationships, and nuances in word meanings: easily interprets the intent or meaning of unfamiliar or complex figures of speech (e.g., literary, religious, and mythological allusions; euphemisms) as used in context; uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words; consistently distinguishes from among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).
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L.7.6	<ul style="list-style-type: none"> acquires and attempts to use familiar, grade-appropriate general academic and domain-specific words and phrases; attempts to gather basic vocabulary knowledge when considering a word or phrase. 	<ul style="list-style-type: none"> acquires and uses grade-appropriate general academic and domain-specific words and phrases; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<ul style="list-style-type: none"> acquires and accurately uses unfamiliar grade-appropriate general academic and domain-specific words and phrases; consistently gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Achievement Level Descriptors (ALDs)
English Language Arts
Grade 8

	Far Below Proficient	Below Proficient	Proficient	Advanced
Overall for Reports – not specific to grade level or content	Student may partially meet the standards but has significant gaps in knowledge and skills of current grade-level content.	Student partially meets the standards and may have gaps in knowledge and skills but is capable of most grade-level content.	Student meets the standards at a proficient level, demonstrating knowledge and skills of current grade-level content.	Student meets the standards at an advanced level, demonstrating knowledge and skills of complex grade-level content.
Reading				
	A student at this level	A student at this level	A student at this level	A student at this level
RL.8.10, RI.8.10	<ul style="list-style-type: none"> reads and minimally comprehends literature and informational texts in the grade 8 text complexity level. 	<ul style="list-style-type: none"> reads and partially comprehends literature and informational texts in the grade 8 text complexity level. 	<ul style="list-style-type: none"> reads and proficiently comprehends literature and informational texts in the grade 8 text complexity level. 	<ul style="list-style-type: none"> reads and thoroughly comprehends literature and informational texts in the grade 8 text complexity level.
RL.8.1	<ul style="list-style-type: none"> attempts to cite textual evidence that supports a basic analysis of what the text says explicitly and supports simplistic inferences drawn from the text. 	<ul style="list-style-type: none"> cites textual evidence that supports basic analysis of what the text says explicitly and supports simplistic inferences drawn from the text. 	<ul style="list-style-type: none"> cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> cites the textual evidence that most strongly supports in-depth analysis of the text and supports inferences drawn from the text.
RL.8.2	<ul style="list-style-type: none"> attempts to determine an explicit theme or central idea of a text and attempts to simplistically analyze its relationship to characters, setting, and/or plot; attempts to simplistically restate and/or simplistically 	<ul style="list-style-type: none"> determines an explicit theme or central idea of a text and simplistically analyzes its relationship to characters, setting, and/or plot; simplistically restates and/or simplistically summarizes main ideas or events, in some 	<ul style="list-style-type: none"> determines a theme or central idea of the text and analyzes its development over the course of a text, including its relationship to the characters, setting, and plot; restates and summarizes main ideas or events, in 	<ul style="list-style-type: none"> determines an implied theme or central idea and analyzes its development thoroughly over the course of a text; including its relationship to the characters, setting, and plot; thoroughly restates and summarizes main ideas

RL.8.3	<p>summarize main ideas or events, in some correct sequence, after reading a text.</p> <ul style="list-style-type: none"> attempts to analyze lines of dialogue or incidents in a story or drama that propel the action and reveal basic aspects of the character, or provoke a decision. 	<p>correct sequence, after reading a text.</p> <ul style="list-style-type: none"> analyzes simplistically how specific lines of dialogue or incidents in a story or drama propel the action and reveal some aspects of the character, or provoke a decision. 	<p>correct sequence, after reading a text.</p> <ul style="list-style-type: none"> analyzes how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision. 	<p>or events, in correct sequence, after reading a text.</p> <ul style="list-style-type: none"> analyzes in depth how specific lines of dialogue or incidents in a story or drama propel the action, reveal complex aspects of the character, or provoke a decision.
RL.8.4	<ul style="list-style-type: none"> attempts to determine the explicit meaning of words and phrases used in a text, including basic figurative and connotative meanings; attempts to analyze simplistically the impact of some specific word choices on meaning and/or tone. 	<ul style="list-style-type: none"> determines the explicit meaning of words and phrases used in a text, including basic figurative and connotative meanings; analyzes simplistically the impact of some specific word choices on meaning and/or tone. 	<ul style="list-style-type: none"> determines the meaning of words and phrases used in a text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. 	<ul style="list-style-type: none"> consistently determines the meaning of words and phrases used in a text, including complex figurative and connotative meanings; analyzes thoroughly the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RL.8.5	<ul style="list-style-type: none"> attempts to analyze simplistically the structure of a text; attempts to compare and contrast the general structure of two texts and attempts to analyze simplistically how the differing structure of each text contributes to its meaning and/or style. 	<ul style="list-style-type: none"> analyzes simplistically the structure of a text; compares and contrasts the general structure of two texts and analyzes simplistically how the differing structure of each text contributes to its meaning and/or style. 	<ul style="list-style-type: none"> analyzes the overall structure of a text: compares and contrasts the structure of two or more texts and analyzes how the differing structure of each text contributes to its meaning and style. 	<ul style="list-style-type: none"> analyzes in depth the overall structure of a text; thoroughly compares and contrasts the structure of two or more texts, analyzing in depth how the differing structure of each text contributes to its meaning and style.

RL.8.6	<ul style="list-style-type: none"> attempts to analyze author’s purpose and how differences in the points of view of the characters or the reader affect the text. 	<ul style="list-style-type: none"> analyzes simplistically author’s purpose and how differences in the points of view of the main characters or the reader create such effects as suspense or humor in the text. 	<ul style="list-style-type: none"> analyzes author’s purpose and how differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text. 	<ul style="list-style-type: none"> analyzes thoroughly author’s purpose and how differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text.
RL.8.7	<ul style="list-style-type: none"> attempts to analyze how a film of a story or drama stays faithful to or departs from the text or script (e.g., <i>Old Yeller</i>, <i>Brian’s Song</i>, <i>The Miracle Worker</i>). 	<ul style="list-style-type: none"> analyzes simplistically the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the explicit choices made by the director or actors (e.g., <i>Old Yeller</i>, <i>Brian’s Song</i>, <i>The Miracle Worker</i>). 	<ul style="list-style-type: none"> analyzes the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors (e.g., <i>Old Yeller</i>, <i>Brian’s Song</i>, <i>The Miracle Worker</i>). 	<ul style="list-style-type: none"> analyzes thoroughly the extent to which a film of a story or drama stays faithful to or departs from the text or script, evaluating the implicit choices made by the director or actors (e.g., <i>Old Yeller</i>, <i>Brian’s Song</i>, <i>The Miracle Worker</i>).
RL.8.9	<ul style="list-style-type: none"> attempts to analyze how a modern work of fiction draws on explicit events or character types from myths, traditional stories, or religious works. 	<ul style="list-style-type: none"> analyzes simplistically how a modern work of fiction draws on explicit themes, events, or character types from myths, traditional stories, or religious works, such as the Bible, including describing how the material is rendered new. 	<ul style="list-style-type: none"> analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, such as the Bible, including describing how the material is rendered new. 	<ul style="list-style-type: none"> analyzes thoroughly how a modern work of fiction draws on inferential themes, patterns of events, or character types from myths, traditional stories, or religious works, such as the Bible, including describing how the material is rendered new.
RI.8.1	<ul style="list-style-type: none"> attempts to cite textual evidence that supports an analysis of what the 	<ul style="list-style-type: none"> cites textual evidence that supports an analysis of what the text 	<ul style="list-style-type: none"> cites the textual evidence that most strongly supports an 	<ul style="list-style-type: none"> cites the textual evidence that most strongly supports an in-

<p>RI.8.2</p>	<p>text says explicitly and supports inferences drawn from the text.</p> <ul style="list-style-type: none"> attempts to determine an explicit central idea and/or subtopics of a text and attempts to analyze simplistically their development over the course of the text, including their relationship to supporting ideas; attempts to restate and summarize the central idea or events of a text, in some correct sequence. 	<p>says explicitly and supports inferences drawn from the text.</p> <ul style="list-style-type: none"> determines an explicit central idea and subtopics of a text and analyzes simplistically their development over the course of the text, including their relationship to supporting ideas; restates and summarizes the central idea or events of a text, in some correct sequence. 	<p>analysis of what the text says explicitly and supports inferences drawn from the text.</p> <ul style="list-style-type: none"> determines a central idea and subtopics of a text and analyzes their development over the course of the text, including their relationship to supporting ideas; restates and summarizes the central idea or events, in correct sequence when necessary, after reading a text. 	<p>depth analysis of the text and supports complex inferences drawn from the text.</p> <ul style="list-style-type: none"> consistently determines a central idea and subtopics of a text and analyzes their development over the course of the text, including their relationship to supporting ideas; restates and thoroughly summarizes the central idea or events, in correct sequence when necessary, after reading a text.
<p>RI.8.3</p>	<ul style="list-style-type: none"> attempts to analyze how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons). 	<ul style="list-style-type: none"> analyzes simplistically how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons and categories). 	<ul style="list-style-type: none"> analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). 	<ul style="list-style-type: none"> analyzes thoroughly how a text makes connections among and distinctions between individuals, ideas, or events and (e.g., through comparisons, analogies, or categories).
<p>RI.8.4</p>	<ul style="list-style-type: none"> attempts to determine the meaning of words and phrases as they are used in a text, including basic figurative, connotative, and technical meanings; attempts to analyze simplistically the 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including basic figurative, connotative, and technical meanings; analyzes simplistically the impact of specific word choices on 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone, 	<ul style="list-style-type: none"> consistently determines the meaning of words and phrases as they are used in a text, including unfamiliar or complex figurative, connotative, and technical meanings; analyzes thoroughly the impact of specific word

	<p>impact of specific word choices on meaning and/or tone, including analogies or allusions to other texts.</p>	<p>meaning and/or tone, including analogies or allusions to other texts.</p>	<p>including analogies or allusions to other texts.</p>	<p>choices on meaning and tone, including analogies or allusions to other texts.</p>
RI.8.5	<ul style="list-style-type: none"> attempts to analyze the basic structure of a specific paragraph in a text, including the role of particular sentences in developing a concept. 	<ul style="list-style-type: none"> analyzes the structure of a specific paragraph in a text, including the role of particular sentences in developing a key concept. 	<ul style="list-style-type: none"> analyzes in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. 	<ul style="list-style-type: none"> analyzes thoroughly the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6	<ul style="list-style-type: none"> attempts to determine an author’s purpose or point of view in a text and attempts to provide basic examples where the author acknowledges or responds to conflicting evidence or viewpoints. 	<ul style="list-style-type: none"> determines an author’s purpose and point of view in a text and analyzes simplistically how the author acknowledges or responds to conflicting evidence or viewpoints. 	<ul style="list-style-type: none"> determines an author’s purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints. 	<ul style="list-style-type: none"> determines an author’s purpose and point of view in a text and analyzes thoroughly how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.7	<ul style="list-style-type: none"> attempts to evaluate the use of different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 	<ul style="list-style-type: none"> evaluates the use of different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 	<ul style="list-style-type: none"> evaluates the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. 	<ul style="list-style-type: none"> evaluates thoroughly the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
RI.8.8	<ul style="list-style-type: none"> delineates and attempts to evaluate the basic argument and claims in a text, assessing whether the evidence is relevant; 	<ul style="list-style-type: none"> delineates and evaluates the argument and specific claims in a text, assessing whether the evidence is relevant; recognizes when some 	<ul style="list-style-type: none"> delineates and evaluates the argument and specific claims in a text, (e.g., identify bias and propaganda techniques, well-supported logical 	<ul style="list-style-type: none"> delineates and evaluates thoroughly the argument and specific claims in a text (e.g., identify bias and propaganda techniques, well-

RI.8.9	<p>attempts to recognize when some irrelevant evidence is introduced.</p> <ul style="list-style-type: none"> attempts to analyze a case in which two texts provide conflicting information on the same topic and attempts to identify where the texts disagree. 	<p>irrelevant evidence is introduced.</p> <ul style="list-style-type: none"> analyzes simplistically a case in which two texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact. 	<p>arguments), assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced.</p> <ul style="list-style-type: none"> analyzes a case in which two or more texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation. 	<p>supported logical arguments), assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced.</p> <ul style="list-style-type: none"> analyzes in depth a case in which two or more texts provide conflicting information on the same topic and identifies where the texts disagree on matters of fact or interpretation.
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Writing

W.8.1	<p>A student at this level</p> <ul style="list-style-type: none"> attempts to write basic argumentative pieces to support a claim with basic reasons: attempts to introduce the claim and organize the reasons; attempts to support the claim with evidence and demonstrate a basic understanding of the topic or text; attempts to use basic transitional words to link the claim with evidence; attempts to establish a formal style; attempts to 	<p>A student at this level</p> <ul style="list-style-type: none"> writes basic argumentative pieces to support a claim with relevant evidence: introduces the claim and organizes the reasons and evidence logically; supports the claim with reasoning and evidence, using credible sources and demonstrating an understanding of the topic or text; uses words, phrases, and clauses to clarify the relationships among the claim, reasons, and evidence; establishes a 	<p>A student at this level</p> <ul style="list-style-type: none"> writes argumentative pieces to support claims with clear reasons and relevant evidence: introduces the claim, acknowledges and distinguishes the claim from alternate or opposing claims, and organizes the reasons and evidence logically; supports claim with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the 	<p>A student at this level</p> <ul style="list-style-type: none"> writes complex argumentative pieces to support a claim with clear reasons and relevant evidence: introduces the claim, acknowledges and distinguishes the claim from alternate or opposing claims, and organizes the reasons and evidence logically; supports claim with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating a
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<p>W.8.2</p>	<p>provide a concluding statement.</p> <ul style="list-style-type: none"> attempts to write basic informative/explanatory pieces to examine a topic and convey information through the selection and organization of content: attempts to introduce a topic, organize ideas into categories, and include formatting (e.g., headings) and graphics (e.g., charts, tables); attempts to develop the topic with relevant facts or other information and examples; attempts to use transitions; attempts to use some 	<p>formal style, provides a concluding statement or section that follows from the argument presented.</p> <ul style="list-style-type: none"> writes basic informative/explanatory pieces to examine a topic and convey ideas and information through the selection and organization of relevant content: introduces a topic, organizes ideas and information into broader categories, and includes some formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia; develops the topic with relevant facts, definitions, or other information and 	<p>topic or text; uses words, phrases, and clauses to create cohesion and clarify the relationships among the claim, counterclaims, reasons, and evidence; establishes and maintains a formal style; provides a concluding statement or section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> writes informative/explanatory pieces to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia 	<p>thorough understanding of the topic or text; uses a variety of precise words, phrases, and clauses to create cohesion and clarify the relationships among the claim, counterclaims, reasons, and evidence; establishes and maintains a formal style throughout the entire piece of writing; provides a thorough or comprehensive concluding statement or section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> writes complex informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: clearly and concisely introduces a topic, previewing what is to follow; thoroughly organizes ideas, concepts, and information into broader categories; includes various formatting (e.g., headings), graphics (e.g., charts, tables), and
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<p>W.8.3</p>	<p>basic language to inform about or explain the topic; attempts to establish a formal style; attempts to provide a concluding statement.</p> <ul style="list-style-type: none"> attempts to write basic narrative pieces to develop real or imagined experiences or events using details and event sequences: attempts to engage the reader by establishing a point of view and introducing a narrator 	<p>examples; uses appropriate transitions to clarify the relationships among ideas and concepts; uses language to inform about or explain the topic; establishes a formal style; provides a concluding statement or section that follows from and supports the information presented.</p> <ul style="list-style-type: none"> writes basic narrative pieces to develop real or imagined experiences or events using relevant descriptive details and event sequences: engages the reader by establishing a context and point of view and introducing a narrator 	<p>when useful to aid comprehension; develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; uses precise language and domain-specific vocabulary to inform about or explain the topic; establishes and maintains a formal style; provides a concluding statement or section that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> writes narrative pieces to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: engages and orients the reader by establishing a context 	<p>multimedia when useful to aid comprehension; develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; uses a variety of appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; uses precise language and domain-specific vocabulary to eloquently inform about or explain the topic; establishes and maintains a formal style throughout the piece of writing; provides a compelling concluding statement or section that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> writes narrative pieces to develop complex real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: engages and orients the reader by establishing a context
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	<p>and/or characters; attempts to organize a basic event sequence; attempts to use dialogue and description to develop experiences, events, and/or characters; attempts to use basic transition words to convey sequence and show the relationships among experiences and events; attempts to use words and phrases and relevant descriptive details to advance the action, experiences, and events; attempts to provide a conclusion.</p>	<p>and/or characters; organizes an event sequence that unfolds naturally; uses narrative techniques, such as dialogue, description, and reflection, to develop experiences, events, and/or characters; uses transition words and phrases to convey sequence and show the relationships among experiences and events; uses words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events; provides a conclusion that follows from the narrated experiences or events.</p>	<p>and point of view and introducing a narrator and/or characters; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events; uses precise words and phrases, relevant descriptive details, and sensory language to advance the action and convey experiences and events; provides a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>and clear point of view and introducing a narrator and/or characters; organizes a complex event sequence that unfolds naturally and logically; expertly uses narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or character; uses a wide variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events; uses precise words and phrases, relevant descriptive details, and sensory language to clearly advance the action and convey experiences and events; provides thorough or comprehensive conclusion that follows from and reflects on the narrated experiences or events.</p>
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W.8.4	<ul style="list-style-type: none"> attempts to produce basic writing in which development, organization, and style are appropriate for task, purpose, or audience. 	<ul style="list-style-type: none"> produces basic writing in which development, organization, and style are appropriate for task, purpose, and/or audience. 	<ul style="list-style-type: none"> produces clear and coherent writing in which development, organization, and style are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> produces clear and coherent writing in which development, organization, and style are complete, effective, and appropriate to task, purpose, and audience.
W.8.5	<ul style="list-style-type: none"> attempts to develop writing by planning, revising, and editing, taking into consideration how well purpose and audience have been addressed. 	<ul style="list-style-type: none"> develops and strengthens writing by planning, revising, editing, and rewriting, taking into consideration how well purpose and audience have been addressed. 	<ul style="list-style-type: none"> develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. 	<ul style="list-style-type: none"> develops and strengthens writing to an advanced level by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches, focusing on how well purpose and audience have been addressed.
W.8.6	<ul style="list-style-type: none"> attempts to use technology, including the Internet, to produce and publish writing and to interact with others. 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce and publish writing and present the relationship between information and ideas, as well as to interact with others. 	<ul style="list-style-type: none"> uses technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. 	<ul style="list-style-type: none"> uses technology, including the Internet, to efficiently and effectively produce and publish writing and present the relationships between information and ideas effectively as well as to effectively interact and collaborate with others.
W.8.7	<ul style="list-style-type: none"> attempts to conduct simple, short research projects to answer a question, drawing on a source and generating additional related questions. 	<ul style="list-style-type: none"> conducts simple, short research projects to answer a question, drawing on a few sources and generating additional related questions. 	<ul style="list-style-type: none"> conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused 	<ul style="list-style-type: none"> conducts well-developed, short research projects to answer a question (including a self-generated question), drawing on several reliable sources and

<p>W.8.8</p>	<ul style="list-style-type: none"> attempts to gather information from print and/or digital sources, attempting to use search terms; attempts to assess the accuracy of each source while avoiding plagiarism. 	<ul style="list-style-type: none"> gathers some information from multiple print and digital sources, using search terms; assesses the accuracy of each source; paraphrases the conclusions of others while avoiding plagiarism and following a standard format for citation. 	<p>questions that allow for multiple avenues of exploration.</p> <ul style="list-style-type: none"> gathers relevant information from multiple print and digital sources, using search terms effectively; assesses the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 	<p>generating additional related, focused questions that allow for multiple avenues of exploration.</p> <ul style="list-style-type: none"> consistently gathers relevant information from multiple print and digital sources, using search terms effectively; accurately assesses the credibility and accuracy of each source; accurately quotes or precisely paraphrases the data and conclusions of others while avoiding plagiarism and consistently following a standard format for citation.
<p>W.8.9</p>	<ul style="list-style-type: none"> attempts to draw some relevant evidence from literary or informational texts to support simplistic analysis, reflection, or research. 	<ul style="list-style-type: none"> draws some evidence from literary or informational texts to support simplistic analysis, reflection, and/or research. 	<ul style="list-style-type: none"> draws evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> draws relevant evidence from literary or informational texts to support comprehensive analysis, reflection, and research.
<p>Language</p>				
<p>L.8.1</p>	<p>A student at this level</p> <ul style="list-style-type: none"> attempts to demonstrate basic command of the conventions of standard English grammar and usage when writing: 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates basic command of the conventions of standard English grammar and usage when writing: explains the function of 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates command of the conventions of standard English grammar and usage when writing: explains the function of verbals 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates thorough command of the conventions of standard English grammar and usage when writing: with accuracy, explains the

<p>L.8.2</p>	<p>attempts to explain the function of verbals (gerunds, participles, infinitives) in general; attempts to form and use verbs in the active and passive voice; attempts to form and use verbs in the indicative, imperative, interrogative, conditional, or subjunctive mood; attempts to recognize and correct some basic inappropriate shifts in verb voice or mood.</p> <ul style="list-style-type: none"> attempts to demonstrate basic command of the conventions of standard English capitalization, punctuation, and spelling when writing: attempts to use punctuation (comma, ellipsis, dash) to indicate a pause or break; attempts to use an ellipsis to indicate an omission; attempts to spell correctly. 	<p>verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forms and uses verbs in the active and passive voice; forms and uses verbs in the indicative, imperative, interrogative, conditional, and/or subjunctive mood; recognizes and corrects some inappropriate shifts in verb voice and/or mood.</p> <ul style="list-style-type: none"> demonstrates basic command of the conventions of standard English capitalization, punctuation, and spelling when writing: usually uses punctuation (comma, ellipsis, dash) to indicate a pause or break; sometimes uses an ellipsis to indicate an omission; spells common words correctly. 	<p>(gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English; forms and uses verbs in the active and passive voice; forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; recognizes and corrects inappropriate shifts in verb voice and mood.</p> <ul style="list-style-type: none"> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing: uses punctuation (comma, ellipsis, dash) to indicate a pause or break; uses an ellipsis to indicate an omission; spells correctly. 	<p>function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences in order to apply the conventions of English; consistently forms and uses verbs in the active and passive voice; consistently forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; consistently recognizes and corrects inappropriate shifts in verb voice and mood.</p> <ul style="list-style-type: none"> demonstrates comprehensive command of the conventions of standard English capitalization, punctuation, and spelling when writing: expertly uses punctuation (comma, ellipsis, dash) to indicate a pause or break; consistently uses an ellipsis to indicate an omission; consistently spells correctly.
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L.8.3	<ul style="list-style-type: none"> attempts to use knowledge of language when writing, reading, or listening: attempts to use verbs in the active or passive voice and in the conditional or subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 	<ul style="list-style-type: none"> uses knowledge of language and its conventions when writing, reading, or listening: uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 	<ul style="list-style-type: none"> uses knowledge of language and its conventions when writing, reading, or listening: uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). 	<ul style="list-style-type: none"> consistently uses knowledge of language and its conventions when writing, reading, or listening: consistently uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.4	<ul style="list-style-type: none"> attempts to determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing from a basic range of strategies: attempts to determine meaning of unfamiliar words by using knowledge of familiar word structure (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), knowledge of language structure 	<ul style="list-style-type: none"> determines or clarifies the meaning of some unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing from a range of strategies: determines meaning of unfamiliar words by using some knowledge of common word structure (prefixes/suffixes, base words, common roots, or word origins), explicit context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence), knowledge of language structure including context clues 	<ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: determines meaning of unfamiliar words by using knowledge of word structure (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), knowledge of language structure including context clues 	<ul style="list-style-type: none"> consistently determines or clarifies the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a wide range of strategies: consistently and accurately determines meaning of unfamiliar words by using knowledge of word structure (prefixes/suffixes, base words, uncommon roots, or word origins), context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a

<p>L.8.5</p>	<p>including context clues and prior knowledge; attempts to use some common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>); attempts to consult provided general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <ul style="list-style-type: none"> attempts to demonstrate basic understanding of figurative language, word relationships, and/or nuances in word meanings: interprets the meaning of basic figures of speech (e.g., verbal irony, puns, 	<p>and prior knowledge; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>); consults provided general reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; attempts to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings: interprets the meaning of some basic figures of speech (e.g., verbal irony, puns, mixed metaphor) as 	<p>and prior knowledge; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>); consults provided general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> demonstrates understanding of figurative language, word relationships, and nuances in word meanings: interprets the intent or meaning of figures of speech (e.g., verbal irony, puns, mixed metaphor) as 	<p>sentence), knowledge of language structure including context clues and prior knowledge; consistently uses less common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word; expertly consults provided general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; consistently verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> consistently demonstrates thorough understanding of unfamiliar or complex figurative language, word relationships, and nuances in word meanings: interprets the intent or meaning of figures of speech (e.g.,
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L.8.6	<p>mixed metaphor) as used in context; attempts to use the relationship between basic words (e.g., synonym/antonyms, analogies) to better understand each of the words; attempts to distinguish among the connotations (associations) of common words with similar denotations (definitions) (e.g., <i>bullheaded, willful, form, persistent, resolute</i>).</p> <ul style="list-style-type: none"> acquires and attempts to use basic, general academic and domain-specific words and phrases; attempts to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p>used in context; uses the relationship between words (e.g., synonym/antonyms, analogies) to better understand each of the words; distinguishes among the connotations (associations) of common words with similar denotations (definitions) (e.g., <i>bullheaded, willful, form, persistent, resolute</i>).</p> <ul style="list-style-type: none"> acquires and uses grade-appropriate general academic and domain-specific words and phrases; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p>used in context; uses the relationship between particular words (e.g., synonym/antonyms, analogies) to better understand each of the words; distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, form, persistent, resolute</i>).</p> <ul style="list-style-type: none"> acquires and accurately uses grade-appropriate general academic and domain-specific words and phrases; gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression. 	<p>verbal irony, puns, mixed metaphor) as used in context; uses the relationship between particular words (e.g., synonym/antonyms, analogies) to develop a more thorough understanding of each of the words; consistently distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, form, persistent, resolute</i>).</p> <ul style="list-style-type: none"> acquires and accurately uses unfamiliar grade-appropriate general academic and domain-specific words and phrases; gathers and uses complex vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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