



URBANDALE
COMMUNITY SCHOOL DISTRICT

7th Grade ELA

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling “why” and “what” within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. There are frequently more than one proficiency scale that aligns and informs the overall level of proficiency for a learning requirement. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

Grade for Learning Implementation Expectations

How are learning requirements and proficiency scales used to determine course and content area scores or grades?

A score (proficiency level) for a learning requirement is determined by using each individual proficiency scale that is nested within a learning requirement. For example, a learning requirement may have three proficiency scales for each component within a learning requirement. Each proficiency scale informs the final score as seen in the example below.

Learning Requirement	Proficiency Scale
I can analyze text organization and structure	Analyze text organization
	Analyze text structure
	Analyze author's choices

Teachers should use the proficiency scales nested under a learning requirement to assess pieces of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity should be tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and/or review the evidence for level 2.0 or 4.0. In the example below, the student has received scores for each proficiency scale nested within the learning requirement. The final score on the learning requirement is determined by the lowest score amongst the proficiency scales as shown below. If a letter grade is determined, each final score for a learning requirement is equivalent to a score of 0-100. Each of those scores are then averaged to generate a letter grade using the traditional grading scale.

Learning Requirement	Final Score	Proficiency Scale	Final Score
I can analyze text organization and structure	2.0	Analyze text organization	3.0
		Analyze text structure	3.0
		Analyze author's choices	2.0

A learning requirement should only be reported out on when there is evidence for each proficiency scale nested within the learning requirement. In the example above, if evidence had not been collected for solving division problems the learning requirement would not be reported out on the progress report.

The Anatomy of the Proficiency Scale

Grade level learning requirement formally known as reporting topic.	Learning Requirement: I can analyze text organization and structure.			Grade level standard that was prioritized based on readiness, endurance, assessment, and leverage.
	Prioritized Standard: RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.			
	Score	Progression of Learning	Sample Performance Tasks	
Deeper level of application of learning requirement related to grade level standard.	4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Evaluate how the organization of a text supports the text's theme or main idea. (RI.6.5 & RL.6.5) 	For example, evaluate how the structure of Robert Frost's "The Road Not Taken" develops the themes within the poem	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
Grade level understanding and application of standard.	3.0 Meets Grade Level Standard	The student will: Explain how each major section of a text contributes to the overall organizational structure of the text (RI.6.5, RL.6.5) Explain how each line or stanza of a poem contributes to the overall organizational structure of the text (RL.6.5)	For example, explain how each paragraph of Mike Stobbe's "Can Fluoride Be Too Much of a Good Thing?" at tweentribune.com contributes to the text's problem/solution structure For example, explain how the first line, second stanza, and final lines of "Harlem," also known as "Dream Deferred," by Langston Hughes uses a series of questions to create a causation structure	Sample task for a 4.0 and 3.0 to illustrate the rigor of the score.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
Foundational knowledge and skills that supports meeting the grade level expectation. To be used to diagnose where student is in the path towards meeting the grade level expectation.	2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, section) and perform basic processes such as: (RI.6.5) <ul style="list-style-type: none"> Describe the relationships different text structures represent (such as description, sequence, causation, problem/solution, comparison). Identify words in a sentence or section that indicate various text structures (such as <i>for example</i>, <i>characteristics of</i> indicate a description structure; <i>first, next, finally</i> indicate a sequence structure; <i>because of</i>, <i>as a result of</i> indicate a causation structure; <i>issue, response, problem</i> indicate a problem/solution structure; <i>unlike, similar</i> indicate a comparison structure). Compare the content and structure of one paragraph to the content and structure of another paragraph in the same text. The student will recognize or recall specific vocabulary (for example, end stop, enjambment) and perform basic processes such as: (RL.6.5) <ul style="list-style-type: none"> Describe why poetry uses stanzas and lines (such as to show relationships between ideas, to separate different ideas). Describe the effect of enjambed and end-stopped lines (such as their effect on how a reader reads the lines out loud). Compare two stanzas or lines in a poem and describe the similarities and differences in structure and content. 		
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
	1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.0	Even with help, no understanding or skill demonstrated.		The score of 1.0 does not include new content. Rather, it signifies a student needs support and cueing to demonstrate competence without support or cues.

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is

outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnose need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

Grade 7 ELA Learning Requirements & Proficiency Scales

Units in Amplify ELA	Learning Requirements
Unit 1 Unit 2 Unit 4 Unit 5 Unit 6 7A: SU3, L9 7B: SU2, L1 7C: SU2, L1; SU2, L2; 7D: SU1, L3; SU4, L2 7E: SU3, L1 7F: SU3, L2;	I can analyze text organization and structure.
Unit 1 Unit 2 Unit 4 Unit 5 Unit 6 7A: SU3, L4; SU3, L5; SUE, L9; SU2, L1; SU3, L3 7B: SU1, L1; SU2, L9; SU1, L4; SU2, L15; SU2, L11 7C: SU1, L5; SU1, L1; SU1, L9; 7D: SU1, L1; SU2, L5; SU3, L5; SU4, L3; SU2, L6; SU5, L4 7E: SU2, L2; SU3, L3; SU1, L1; SU2, L3	I can analyze ideas and themes.
Unit 2 Unit 3 Unit 6 7C: SU1, L4, SU1, L7; SU2, L2; SU3, L3	I can analyze claims, evidence, and reasoning.
Unit 2 Unit 4 Unit 5 7B: SU1, L3; SU2, L3; SU2, L6; SU2, L14; SU2, L14; 7C: SU1, L2; SU1, L3; SU1, L5; SU1, L11; 7D: SU3, L1; SU2, L2; SU3, L5;	I can analyze narratives.

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 7A: SU3, L2; SU3, L8; SU3, L11 7F: SU2, L2;	I can analyze points of view.
Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 7A: SU3, L1; SU3, L3 7B: SU2, L2; SU2, L4;SU2, L1; SU3, L2; 7C: SU2, L2; SU2, L3; SU3, L1 7D: SU2, L1; SU3, L3; 7E: SU2, L3; SU2, L1 7F: SU3, L1; SU3, L3;	I can compare texts.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 VOCABULARY MODULES 7A: SU3, L3; SU3, L10; 7B: SU2, L13; SU3, L1; 7D: SU1, L2; SU1, L1; SU2, L4; SU3, L1; SU1, L2; SU1, L2; SU1, L3; SU4, L2	I can analyze language.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 7A: SU4, L3; SU4, L4	I can write using text organization and structure.

<p>7B: SU4, L4; SU4, L3; SU4, L5</p> <p>7C: SU4, L4; SU4, L5; SU4, L5; SU1, L9</p> <p>7D: SU5, L1; SU5, L4; SU5, L3; SU5, L5; SU5, L5; SU2, L4; SU2, L5</p> <p>7E: SU5, L2; SU5, L3; SU5, L4; SU5, L4</p> <p>7F: SU5, L2; SU5, L3; SU5, L5; SU5, L4; SU3, L2; SU5, L3; SU5, L7; SU5, L5; SU5, L4; SU5, L8</p>	
<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p> <p>7A: SU3, L1</p> <p>7C: SU1, L2; SU1, L3</p> <p>7D: SU2, L3; SU3, L5; SU2, L4; SU5, L2; SU4, L4</p> <p>7E: SU5, L3</p> <p>7F: SU5, L2</p>	<p>I can write using claims, evidence and reasoning.</p>
<p>Unit 1</p> <p>Unit 3</p> <p>Unit 4</p> <p>Unit 5</p> <p>Unit 6</p> <p>7A: SU4, L3; SU4, L2</p> <p>7B: SU4, L1; SU4, L2; SU4, L4; SU4, L2; SU4, L5; SU2, L12;</p> <p>7C: SU4, L1; SU4, L2; SU4, L5; SU3, L1</p> <p>7D: SU4, L2; SU2, L5</p> <p>7E: SU5, L2; SU2, L3; SU4, L2; SU4, L3; SU1, L1; SU1, L3</p> <p>7F: SU5, L1; SU1, L3; SU5, L6</p>	<p>I can use sources and research to support my writing.</p>
<p>Unit 1</p> <p>Unit 2</p> <p>Unit 4</p>	<p>I can write narratives.</p>

Unit 6 7A: SU2, L1; SU2, L3; SU2, L4; SU2, L7; SU2, L11; SU2, L6; SU2, L9; SU2, L10 7C: SU1, L8 7D: SU2,L4 7E: SU3, L2 7F: SU3, L2	
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 7A: SU3, L3 (SHORT ANSWER EX) 7B: SU4, L5 7C: SU4, L5; SU2, L1 (FORM EX) 7D: SU5, L5; (SU5, WRITE ESSAY SUMM) 7E: SU5, L5; SU5, L5 7F: SU5, L5	I can attend to audience, purpose and task.
Unit 2 Unit 3 Unit 5 Unit 6 7A: SU2, L9; SU3, L4; SU3, L7 7C: SU4, L5 7D: SU5, L5; SU1, L2; SU1, L3; SU4, L2	I can strengthen my writing through revision.
Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6 7F: SU5, L5	I can edit my writing to accurately communicate.

Learning Requirement: I can analyze text organization and structure.

Prioritized Standard:

RL7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

RI7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Evaluate how the structure of a work contributes to the development of its themes (RL7.5, RI7.5) 	For example, construct an argument about how the structure of the narrative in Guy de Maupassant's "The Necklace," especially the ending, enhances the themes of the text
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Explain how the structure of a nonfiction text contributes to its meaning (RI7.5) Explain how the structure of a story or drama contributes to its meaning (RL7.5) Explain how the structure of a poem contributes to its meaning (RL7.5)	For example, explain how the problem/solution structure in Danny Lewis' "This Ingenious Archaeologist Uses Satellites to Hunt Down Tomb Raiders" at smithsonianmag.com reinforces the main idea of the text For example, explain how the sequence structure in Frances Goodrich and Albert Hackett's <i>The Diary of Anne Frank: A Play</i> develops the main ideas of the play For example, explain how the causation structure of Henry Wadsworth Longfellow's "Paul Revere's Ride" highlights the main idea of the text
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, causation, comparison, description, problem/solution, sequence) and perform basic processes such as: (RI7.5) Identify different kinds of texts that generally use a particular text structure (for example, recipes usually use a sequence structure, newspaper articles usually use a description structure). <ul style="list-style-type: none"> Highlight words or phrases that signal the use of a particular text structure. The student will recognize or recall specific vocabulary (for example, climax, exposition, falling action, resolution, rising action) and perform basic processes such as: (RL7.5) <ul style="list-style-type: none"> Describe how the structure of a drama is different from the structure of a narrative or informational text (for example, a drama uses stage directions and dialogue to convey setting and plot while a narrative uses description, narration, and dialogue). Identify the different elements of plot structure (exposition, rising action, climax, falling action, resolution). Identify the genre of a drama by describing characteristics of that genre (for example, identify tragedies or comedies by their ending). The student will recognize or recall specific vocabulary (for example, acrostic, ballad, cinquain, haiku, limerick, narrative poem, sonnet) and perform basic processes such as: (RL7.5)	

	<ul style="list-style-type: none"> • Describe how the structure of a poem is different from the structure of a prose text (for example, a poem has lines instead of sentences and stanzas instead of paragraphs). • Describe the impact of line and stanza breaks on a poem's meaning. • Identify the form of a poem. • Summarize what is stated in a line or stanza of a poem.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze ideas and themes.

Prioritized Standard:

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

Supporting Standards: RL.7.1, RI.7.1, SL.7.2

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Select two or more themes or main ideas in a text and decide which one is most important to the development of the text (RL7.2, RI7.2)	For example, decide which theme in Madeleine L'Engle's <i>A Wrinkle in Time</i> is more important: the struggle between good and evil, the importance of individuality, or the idea that love conquers all
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Describe how a main idea develops over the course of a text (RI7.2) Describe how a theme develops over the course of a text (RL7.2)	For example, explain how details are used in Danny Lewis' article at smithsonianmag.com, "A New Earth-Sized Planet is Getting Astronomers Riled Up," to introduce, develop, and conclude the discussion of the importance of a newly discovered planet For example, describe how Meg's understanding of individuality and being different changes by the end of Madeleine L'Engle's book <i>A Wrinkle in Time</i> , explain what theme her opinions reveal, and describe which events caused her to change her mind about the idea of being unique
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>central idea, details, main idea, outline, summary, topic sentence</i>) and perform basic processes such as: (RI7.2) <ul style="list-style-type: none">Identify details that describe the who, what, where, when, and why in a text.Create an outline of important ideas in a text.Identify repeated people, ideas, places, and events in a text. The student will recognize or recall specific vocabulary (for example, <i>character, conflict, development, message, plot, setting, theme, transformation</i>) and perform basic processes such as: (RL7.2) <ul style="list-style-type: none">Create an outline of the events in a text.Identify an idea, concept, conflict, or action that is repeated throughout a text.Compare the protagonist's and antagonist's actions, beliefs, and behavior in a text.	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	

1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze claims, evidence, and reasoning.

Prioritized Standard:

RI7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

SL7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Evaluate how well an author presents an argument by examining a text's claims, counterclaims, evidence, and reasoning (RI7.8)	For example, evaluate how well teen author Lauren Miller presents her opinion about homework in the article "The Homework Revolution" at teenink.com and determine if there are any conclusions she makes that seem to be lacking evidence
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Trace an argument and its claims (RI7.8) Evaluate the relevance and sufficiency of evidence (RI7.8, SL7.3) Evaluate the soundness of an author's reasoning (SL7.3)	<p>For example, determine the central claim in "They're Coming for Your Cigarettes. But That's Ok" at nytimes.com and what conclusions the writers draw about the issue of smoking in rented residences</p> <p>For example, read Lauren Miller's "The Homework Revolution" at teenink.com and evaluate the relevance and sufficiency of her evidence for the claim that schools are assigning too much homework</p> <p>For example, describe Susan B. Anthony's reasoning for her claim that it is not a crime for women to vote in "After Being Convicted of Voting in the 1872 Presidential Election," explain how she interprets the Preamble of the Constitution to support her claim, and determine whether her reasoning is logical</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>claim</i>) and perform basic processes such as: (RI7.8) <ul style="list-style-type: none">Identify each part of an argument in a text.Annotate each claim in a text and its accompanying evidence and reasoning.Describe the role of grounds, backing, and qualifiers in an argument. The student will recognize or recall specific vocabulary (for example, <i>data</i>) and perform basic processes such as: (RI7.8, SL7.3) <ul style="list-style-type: none">Describe types of information that might be used as evidence for a claim (such as quotes, facts, data, anecdotes).	

	<ul style="list-style-type: none"> • Annotate the evidence for a claim. • Compare different kinds of evidence and explain which are the least disputable (for example, a fact is harder to argue with than an anecdote). <p>The student will recognize or recall specific vocabulary (for example, <i>attack</i>, <i>faulty logic</i>) and perform basic processes such as: (SL7.3)</p> <ul style="list-style-type: none"> • Annotate sentences in a text where an author interprets evidence. • Explain how someone with a different opinion than the author of a text might interpret a piece of evidence. • Identify language that is overly emotional, inflammatory, or possibly biased.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze narratives.

Prioritized Standard:

RL7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RI7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

RL7.6 Analyze how an author develops and contrasts the points of view (perspectives) of different characters or narrators in a text.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Analyze how multiple storylines connect and interact in a narrative (RL7.3)	For example, explain how storylines concerning the Greek gods and goddesses, such as Aphrodite and Eris, interact with the storylines concerning human characters, such as Paris and Helen, and influence events in <i>Black Ships Before Troy: The Story of the Iliad</i> by Rosemary Sutcliff)
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Analyze how the elements in a narrative text interact (RL7.3) Analyze how characters' or narrators' points of view are developed and contrasted in a narrative text (RL7.6) Explain how tone and mood are developed through word choice in a narrative text (RL7.3, RL7.6)	<p>For example, describe how the character Madame Loisel changes in Guy de Maupassant's "The Necklace" after she loses the necklace at the ball and how this event affects her living situation, actions, and attitude towards life</p> <p>For example, describe how Gary Soto contrasts the points of view of Yollie and Mrs. Moreno in "Mother and Daughter" and describe how their points of view affect how they approach the problem of Yollie needing a new dress</p> <p>For example, describe how Jack London develops mood and tone through his descriptions of the setting and main character of "To Build a Fire"</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>conflict</i>) and perform basic processes such as: (RL7.3) <ul style="list-style-type: none">Identify the characters engaged in a text's conflicts.Describe how settings contribute to a conflict in a text.Describe how a character changes after a turning point in a text. The student will recognize or recall specific vocabulary (for example, <i>point of view</i>) and perform basic processes such as: (RL7.6) <ul style="list-style-type: none">Annotate words or phrases in dialogue, narration, or description that show how a character feels about a situation.Annotate words or phrases in dialogue, narration, or description that show why a character acts the way he or she does.	

	<ul style="list-style-type: none"> • Describe a character's goals or motives in a narrative. • Compare two different characters in a text. <p>The student will recognize or recall specific vocabulary (for example, <i>mood</i>) and perform basic processes such as: (RL7.3, RL7.6)</p> <ul style="list-style-type: none"> • Annotate words or phrases that describe a character or topic in a text. • Describe how descriptions of a setting make a reader feel about the setting. • Describe how descriptions of a character and his or her actions make a reader feel about that character.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can analyze points of view.

Prioritized Standard:

RI7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Evaluate an author's use of one or more points of view (RI7.6) 	For example, explain that Nikki Giovanni uses an adult point of view in "A Poem for My Librarian, Mrs. Long" to comment on events experienced as a child, describe how the poem would be different if Giovanni had written it from a child's perspective, and decide if the adult point of view is the most effective
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Explain how an author distinguishes his or her point of view from the position of others (RI7.6)	For example, outline the different points of view presented in Rik Stevens' "Is 'America's Stonehenge' History or Hokey?" at tweentribune.com and describe how the author maintains an objective position on the topic
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>opposing</i> , <i>position</i>) and perform basic processes such as: (RI7.6) <ul style="list-style-type: none"> Annotate places in a text where an author addresses alternative perspectives or points of view. Annotate words or phrases that reveal an author's point of view or feelings about a topic. Summarize what is known about an opposing point of view or variation on the position presented in a text. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can compare texts.

Prioritized Standard:

RL7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

RI7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

RI7.9 Analyze how two or more author's writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Evaluate how successfully an interpretation of a text or historical event adds dramatic elements or brings clarity to the source material (RL7.9)	For example, evaluate how Henry Wadsworth Longfellow's "Paul Revere's Ride" uses poetic techniques to interpret actual historic events, and describe the purpose for Longfellow's choices concerning content and style; compare the events in the poem to Paul Revere's own account of what happened in his 1798 letter to Jeremy Belknap or to other historically accurate descriptions of the evening's events
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Compare the portrayal of the same topic or text in different media (RI7.7, RL7.7) Compare a fictional account to a historical account of the same period (RL7.9) Compare the techniques and evidence two authors use to present their perspectives on the same topic (RI7.9)	<p>For example, read a script version and watch a filmed version of Lucille Fletcher's <i>Sorry, Wrong Number</i> and describe how hearing the actors perform the script adds to the listener's understanding of the characters and contributes to the suspense of the story</p> <p>For example, compare how the San Francisco earthquake of 1906 is portrayed in Laurence Yep's <i>Dragonwings</i> to how it is portrayed in historical accounts of the quake; describe how Yep created drama and tension in the plot through his description of the event</p> <p>For example, compare two opinions about standardized testing from the USA Today Editorial Board's "Test Opt-Outs Teach Kids Wrong Lesson: Our View" and Jeanette Deutermann and Lisa Rudley's "Standardized Tests Kill Learning: Opposing View"</p>

		at usatoday.com and explain how each text uses and interprets evidence to support its perspective
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary (for example, <i>audio, interpretation, medium, portrayal, set, version, visual</i>) and perform basic processes such as: (RI7.7, RL7.7)</p> <ul style="list-style-type: none"> • Describe how the setting, main characters, and events are described in a source text. • Describe how the setting, main characters, and events are portrayed in a film, theatrical, or other interpretation of a source text. • Compare the ways various media communicate ideas or information. <p>The student will recognize or recall specific vocabulary (for example, <i>historical figure</i>) and perform basic processes such as: (RL7.9)</p> <ul style="list-style-type: none"> • Describe common characteristics of historical fiction. • Describe how places and social customs are portrayed in a historical fiction text and in related historical documents. • Identify figures and events from a historical fiction text that appear in historical documents. <p>The student will recognize or recall specific vocabulary (for example, <i>technique</i>) and perform basic processes such as: (RI7.9)</p> <ul style="list-style-type: none"> • Annotate the evidence provided in two texts addressing the same topic. • Annotate words or phrases that show how an author interprets pieces of evidence. • Summarize the main idea or central claim in two texts addressing the same topic. 	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Learning Requirement: I can analyze language.

Prioritized Standard:

RL7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RI7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Supporting Standard:L7.4a, L7.4b, L7.4c, L7.4d, L7.5, L7.5a, L7.5b, L7.5c

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Analyze how an author uses language to communicate a complex idea (RI7.4, RL7.4)	For example, analyze how Carl Sandberg uses a variety of descriptive words and figurative language to portray the city of Chicago in "Chicago," generate an opinion about what Sandburg is trying to communicate about the city, and find specific lines or words in the text that support the opinion
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Explain how the connotative meanings of words and phrases impact a text's tone, mood, or theme(s) (RI7.4) Explain how figurative language impacts a text's tone, mood, or theme(s) (RL7.4)	For example, describe how the word choices in a passage from John Steinbeck's <i>Travels with Charley: In Search of America</i> characterize the places he visits and reveal the passage's tone For example, describe how Emily Dickinson's use of language in "The Railway Train" develops an extended metaphor and themes about the relationships among people, technology, and the natural world
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>connotative</i>) and perform basic processes such as: (RI7.4) <ul style="list-style-type: none">Explain the possible connotative meanings of a word or phrase in context.Explain how the connotative meaning of a word or phrase can emphasize the theme of a text.Give examples of words that can create a formal or informal tone in a text (such as slang or academic language).Give examples of words that create a particular emotional mood in a text (such as positively connoted terms or negatively connoted terms). The student will recognize or recall specific vocabulary (for example, <i>figurative, irony, metonymy, repetition, synecdoche</i>) and perform basic processes such as: (RL7.4) <ul style="list-style-type: none">Annotate examples of figurative language in a text.Explain how figurative language can create a formal or informal tone.Describe the effect figurative language can have on the mood of a text.Explain how figurative language can emphasize the theme of a text.	

1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can write using text organization and structure.

Prioritized Standard:

W7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W7.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W7.1e Provide a concluding statement or section that follows from and supports the argument presented.

W7.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification.

W7.2c Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W7.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

W7.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Explain why a specific text structure best suits a prompt or the information presented (W7.2a) 	For example, explain why a selected text structure is the best approach for examining the central issues in Jack London's "To Build a Fire"
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	<p>The student will:</p> <p>Write an introduction appropriate to the text structure of a text (W7.1a, W2.1a)</p> <p>Select a specific text structure to organize writing (W7.1a, W7.2a)</p> <p>Use transitions to clarify relationships among ideas (W7.1c, W7.2c, W7.3c)</p> <p>Write a conclusion appropriate to the text structure of a text (W7.1e, W7.2f)</p>	<p>For example, if a comparison structure is being used, use the introduction to engage a reader, describe what will be compared, and articulate conclusions that will be drawn as a result of the comparison</p> <p>For example, after reading several articles about the declining rate of teen smokers, choose a causation structure and use it to write a text about why the rate is going down</p> <p>For example, use a range of transitions to show a sequence of events, to introduce ideas and quotes, and to show how evidence relates to the primary reasons given for it</p> <p>For example, if a problem/solution structure is being used, use the conclusion to briefly summarize the problem and explain why a particular solution is recommended, including a call to action when appropriate</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
	<p>The student will recognize or recall specific vocabulary (for example, <i>hook</i>) and perform basic processes such as: (W7.1a, W2.1a)</p> <ul style="list-style-type: none"> Write a topic sentence that shows the main reason for a text and answers a prompt. 	

<p>2.0 Approaching Grade Level Standard</p>	<ul style="list-style-type: none"> • Describe different ways to write a hook at the beginning of a text (such as by beginning with an interesting fact, quote, or question). <p>The student will recognize or recall specific vocabulary (for example, <i>causation, comparison, description, problem/solution, sequence</i>) and perform basic processes such as: (W7.1a, W7.2a)</p> <ul style="list-style-type: none"> • Use a structure-specific graphic organizer to plan out a piece of writing with a particular structure (for example, use a Venn diagram to plan a comparison text). • Describe what components are necessary for each text structure (for example, a causation structure needs to show how one thing causes another thing to happen). <p>The student will recognize or recall specific vocabulary (for example, <i>transition</i>) and perform basic processes such as: (W7.1c, W7.2c, W7.3c)</p> <ul style="list-style-type: none"> • List transitions that are typically used with particular text structures (for example, transition words that show sequence include <i>first, next, last</i>). • Describe the kind of relationship a transitional word or phrase indicates. • Annotate places in a text where evidence is presented and create a list of possible transition words that could be used to introduce the evidence. <p>The student will recognize or recall specific vocabulary (for example, <i>summary</i>) and perform basic processes such as: (W7.1e, W7.2f)</p> <ul style="list-style-type: none"> • Summarize important ideas in a text. • Describe what a reader should know or want to do after reading a text. • Explain what should be included in a strong conclusion.
<p>1.5</p>	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>
<p>1.0 Beginning</p>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>
<p>0.0</p>	<p>Even with help, no understanding or skill demonstrated.</p>

Learning Requirement: I can write using claims, evidence, and reasoning.

Prioritized Standard:

W7.1 Write arguments to support claims with clear reasons and relevant evidence.

W7.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W7.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Supporting Standard: SL7.1d, SL7.4

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Prove, using evidence and reasoning, why one claim is stronger than another (W7.1, W7.1a, W7.1b)	For example, read the beginning of John Steinbeck's <i>Travels with Charley: In Search of America</i> , use textual evidence to support a claim about the primary purpose for the journey, and explain why this evidence supports your claim rather than a counterclaim
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Generate claims with logical reasoning to support them (W7.1, W7.1a, W7.1b) Support claims and reasons with evidence (W7.1b) Acknowledge counterclaims (W7.1a)	For example, make a claim about whether parents or schools should be responsible for dealing with bullies and provide grounds for the claim For example, use textual evidence to support an interpretation of the nonsense words and figurative language in Lewis Carroll's "Jabberwocky" For example, choose a topic for a persuasive letter to the principal that makes a claim about an issue or potential change in the school and address a reason why the principal may not immediately agree with the claim
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>backing, claim, grounds, logic, qualifier, reasoning</i>) and perform basic processes such as: (W7.1, W7.1a, W7.1b) <ul style="list-style-type: none">Annotate words or phrases in a prompt or task that indicate what information a claim should address.Generate possible claims in response to a task or prompt.Explain the role of grounds, backing, and qualifiers.Generate grounds for a given claim.Describe any qualifiers for a given claim. The student will recognize or recall specific vocabulary (for example, <i>graphic, textual evidence</i>) and perform basic processes such as: (W7.1b) <ul style="list-style-type: none">Describe different sources of backing or evidence (such as books, articles, the Internet).	

	<ul style="list-style-type: none"> • Identify different ways of incorporating evidence into a text (such as through quotes, paraphrases, or graphics). • Annotate words, phrases, or passages in a text that would support a given claim. <p>The student will recognize or recall specific vocabulary (for example, <i>counterclaim</i>) and perform basic processes such as: (W7.1a)</p> <ul style="list-style-type: none"> • Explain why it is important to acknowledge counterclaims. • Generate possible counterclaims for a given claim. • Annotate evidence in a text that would support a given counterclaim.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can use sources and research to support my writing.

Prioritized Standard:

W7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Supporting Standard: W7.1b, W7.2, W7.2b, W7.2d, W7.7, W7.9

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Develop a strategy to assess the credibility, accuracy, and relevance of print or digital sources for a particular research topic or question (W7.8) 	For example, create an annotated bibliography that explains why each source is credible, accurate, and relevant
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	<p>The student will: Use print and digital sources to answer a research question (W7.8)</p> <p>Assess the credibility and accuracy of sources (W7.8)</p> <p>Cite sources when quoting or paraphrasing the data or conclusions of others (W7.8)</p>	<p>For example, use digital or print sources to answer a research question about the possible causes for the extinction of the dinosaurs and summarize how each source addresses the question</p> <p>For example, use a search engine to find a web page that describes how astronauts train for space and explain why this particular webpage would or would not be a credible and accurate source for a research paper</p> <p>For example, identify the speaker or author when incorporating quotes and ideas from outside sources, including page numbers for quotes from print sources, and bibliography entries for each source</p>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	<p>The student will recognize or recall specific vocabulary (for example, <i>Boolean operator, resource</i>) and perform basic processes such as: (W7.8)</p> <ul style="list-style-type: none"> Identify different methods for finding sources (such as databases, search engines). Explain how to use the Boolean operators <i>or</i>, <i>and</i>, and <i>not</i>. List types of print and digital sources that might be relevant to a particular research topic. <p>The student will recognize or recall specific vocabulary (for example, <i>accuracy, blog, credibility, forum, journal, relevance</i>) and perform basic processes such as: (W7.8)</p> <ul style="list-style-type: none"> Explain why it is important to use credible and accurate sources in a research project. Identify types of sources that are generally not credible. Identify citations or bibliographies in a text. <p>The student will recognize or recall specific vocabulary (for example, <i>citation, cite, works cited</i>) and perform basic processes such as: (W7.8)</p>	

	<ul style="list-style-type: none">• Explain why it is important to cite others' work and ideas.• Identify types of sources and information that need to be cited.• Identify the author, title, and publication information for print and digital sources.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can write narratives.

Prioritized Standard:

W7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W7.3a Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

W7.3d Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Supporting Standard: W7.3b

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none">Select the best words and figurative language to develop tone and mood in a narrative (W7.3d)	For example, use descriptive language to develop a mood of excitement or suspense in a narrative about a character who is preparing for an important event, performance, or competition; use word choice to convey the character's feelings about the event and to create tone
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Establish and use a consistent point of view in a narrative (W7.3a) Create structured event sequences that logically and naturally relay the events of a narrative (W7.3, W7.3a)	For example, after reading Frances Goodrich and Albert Hackett's <i>The Diary of Anne Frank: A Play</i> , write a diary entry in the voice of Anne Frank that describes some of the events in the play or fictional events she may have experienced while in hiding For example, write a short narrative about a character who matured or changed as a person; explain which events caused this change and what outcomes resulted
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>point of view</i>) and perform basic processes such as: (W7.3a) <ul style="list-style-type: none">Identify which pronouns are associated with first-, second-, and third-person points of view.Describe the difference between a character's, narrator's, speaker's, and author's points of view (for example, authors are usually not the narrators in fiction texts; instead, the narrator or speaker is a persona created for the story or poem).Identify what kinds of texts should use first-, second-, and third-person points of view. The student will recognize or recall specific vocabulary (for example, <i>exposition, resolution</i>) and perform basic processes such as: (W7.3, W7.3a) <ul style="list-style-type: none">Explain what should happen in the beginning, middle, and end of a narrative (for example, in the beginning a reader should learn who the characters are and the conflict should begin to develop).Determine a main conflict or problem for a narrative, as well as possible causes and solutions.Create a timeline of events to guide a draft of a narrative.Explain how events in a timeline cause later events and lead to the resolution.	

1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can attend to audience, purpose and task.

Prioritized Standard:

W7.1d Establish and maintain a formal style.

W7.2e Establish and maintain a formal style.

W7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Rewrite a text for a new audience, adjusting style and tone to match the audience and purpose (W7.10) 	For example, transform a research report on how astronauts prepare for space travel into a presentation that uses tone to communicate how astronauts feel about different aspects of the training as well as images and interesting facts to appeal to a peer audience
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Select the most appropriate purpose for a specific task (W7.10) Select the most appropriate audience for a specific task (W7.10) Use a style and tone appropriate to a specific task (W7.1d, W7.2e)	For example, in response to the question <i>Who inspires you?</i> , write an informative text about an inspirational historical or living person and explain how this person's actions have influenced your life For example, in response to the question <i>What would you change about your family, if you could?</i> , describe a common disagreement with parents or guardians and write a persuasive letter trying to convince them to agree with your opinion; use reasons and evidence that will appeal to the audience For example, in response to a request for an informative text, use a formal writing style and objective or neutral tone
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, task) and perform basic processes such as: (W7.10) <ul style="list-style-type: none"> Identify the primary purposes of different text types or genres (for example, a novel's purpose is usually to entertain, a textbook's purpose is usually to inform, and an advertisement's purpose is usually to persuade). Identify the genre, form, or text type asked for by a prompt. Highlight keywords in a prompt that suggest the intended purpose of a response. The student will recognize or recall specific vocabulary (for example, background knowledge, text type) and perform basic processes such as: (W7.10)	

	<ul style="list-style-type: none"> • Describe relevant characteristics of a given audience (such as age, gender, place of residence, education, income level, background knowledge about a particular topic). • Predict how an audience might feel about a particular topic. • Identify the intended audience of a particular text type (for example, the audience of a newspaper would be the general public; the audience of a science journal would be scientists). <p>The student will recognize or recall specific vocabulary (for example, <i>abbreviation, neutral, quality</i>) and perform basic processes such as: (W7.1d, W7.2e)</p> <ul style="list-style-type: none"> • Describe the characteristics of formal and informal styles. • Describe situations in which a formal style should be used and those in which it is appropriate to use an informal style. • Identify kinds of words and phrases that should not appear in formal writing (such as slang, contractions, informal abbreviations). • Compare neutral, positive, and negative tones. • Identify situations in which it would be appropriate to use a negative or positive tone and situations in which it would be better to use a neutral tone.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can strengthen my writing through revision.

Prioritized Standard:

SL7.6 Adapt speech to a variety of contexts and tasks, such as conducting interviews and participating in public performances, demonstrating command of formal English when indicated or appropriate.

L7.3a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

L7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Revise an informal draft so that it has a formal style and tone (SL7.6) 	For example, write an informal response to a poem from Pablo Neruda's <i>The Book of Questions</i> that describes feelings created by the various images in the poem; then, revise the draft so that it is a formal, academic response that shows the relationship between Neruda's word choice and the images or meaning communicated by the text
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Revise writing so that word choice is clear, precise, and appropriate for the style of the text (L7.3a, SL7.6) Revise writing by removing redundancy or extraneous information (L7.3a) Revise writing for a specific audience and purpose (L6.6, SL7.6)	For example, replace nonspecific linking verbs with specific task-appropriate verbs and change vague pronouns to more accurate nouns For example, revise sentences that repeat the same ideas or use the same words as earlier sentences by deleting the sentences, finding appropriate synonyms, or adding to their ideas For example, clarify important ideas that the audience of a text may be unfamiliar with and replace slang words and idioms with formal language
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>adjectival phrase</i> , <i>adverbial phrase</i>) and perform basic processes such as: (L7.3a, SL7.6) <ul style="list-style-type: none"> Identify linking verbs and action verbs. Identify pronouns and their antecedents. Identify adjectival and adverbial phrases in a draft. Identify slang words, idioms, informal abbreviations, or overused vocabulary that should not occur in formal writing (such as <i>awesome</i>, <i>lol</i>, <i>great</i>, or <i>cool</i>). The student will recognize or recall specific vocabulary (for example, <i>concise</i> , <i>extraneous</i> , <i>pattern</i> , <i>redundant</i>) and perform basic processes such as: (L7.3a)	

	<ul style="list-style-type: none"> • Explain why it is important to write concisely. • Annotate ideas in a text that seem to repeat. • Annotate words that are repeated multiple times in one paragraph or passage of a text. • Generate a list of synonyms that could be used in place of a repeated word or phrase. • Identify passages that seem to stray from the thesis or main idea of a text. <p>The student will recognize or recall specific vocabulary (for example, <i>idiom</i>) and perform basic processes such as: (L6.6, SL7.6)</p> <ul style="list-style-type: none"> • Describe common purposes of a text (such as to inform, persuade, entertain). • Describe the audience for a text (such as age, background, occupation). • State whether the purpose and audience of a text call for an informal or formal style.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.

Learning Requirement: I can edit my writing to accurately communicate.

Prioritized Standard:

L7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L7.1a Explain the function of phrases and clauses in general and their function in specific sentences.

L7.1b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

L7.1c Place phrases and clauses within sentences, recognizing and correcting misplaced and dangling modifiers.

L7.2 Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing.

L7.2a Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie*; but NOT *He wore an old(,) green shirt.*)

L7.2b Spell correctly.

Score	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: <ul style="list-style-type: none"> Design a strategy for finding and correcting errors in drafts of a text (L7.1, L7.2) 	For example, create a flowchart to ensure that specific items or issues are addressed while editing a draft
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
3.0 Meets Grade Level Standard	The student will: Edit for grammar (L7.1) Edit for syntax (L7.1a, L7.1b, L7.1c) Edit for capitalization (L7.2) Edit for punctuation (L7.2, L7.2a) Edit for spelling (L7.2b)	For example, correct inappropriate shifts in verb tense and check for pronoun/antecedent agreement in a draft For example, correct dangling modifiers in a text For example, correct dangling modifiers in a text For example, correct comma splices in a text For example, correct the spelling of incorrectly used homophones and commonly misspelled words or taught vocabulary
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, <i>gender</i>) and perform basic processes such as: (L7.1) <ul style="list-style-type: none"> Identify when the subject and predicate of a sentence do not agree. Identify shifts in verb tense. List characteristics that indicate a pronoun matches its antecedent (such as gender, number). The student will recognize or recall specific vocabulary (for example, <i>dangling modifier</i>, <i>misplaced modifier</i>) and perform basic processes such as: (L7.1a, L7.1b, L7.1c) <ul style="list-style-type: none"> Identify a dangling modifier in a sentence. Identify a misplaced modifier in a sentence. Identify run-on sentences and sentence fragments. The student will recognize or recall specific vocabulary (for example, <i>proper noun</i>) and perform basic processes such as: (L7.2)	

	<ul style="list-style-type: none"> • Identify titles and headings in a text. • Identify when words in quotation marks should and should not be capitalized. • Identify the types of words in a title that should not be capitalized. <p>The student will recognize or recall specific vocabulary (for example, <i>comma splice</i>) and perform basic processes such as: (L7.2, L7.2a)</p> <ul style="list-style-type: none"> • Describe ways to correct comma splices (such as by adding a conjunction, using a semicolon, by creating a new sentence). • Describe why a pair of adjectives is or is not a set of coordinate adjectives. <p>The student will recognize or recall specific vocabulary (for example, <i>homophone</i>) and perform basic processes such as: (L7.2b)</p> <ul style="list-style-type: none"> • Explain how common homophones should be used in a sentence (for example, show how <i>accept</i> and <i>except</i> should be used in a sentence). • Describe the difference between two homophones (such as part of speech, meaning). • Review a document using spell check and correct the words that are misspelled.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0.0	Even with help, no understanding or skill demonstrated.