Grade 7

Alabama Comprehensive Assessment Program (ACAP) English Language Arts PLDs

	Performance Level Descriptors (PLDs)			
	Level 1	Level 2	Level 3	Level 4
Policy Statement	The student has a minimal understanding of grade-level standards and is likely to need additional support at this level of learning as described in the Alabama Course of Study.	The student has a partial understanding of grade-level standards and is likely to need some additional support at this level of learning as described in the Alabama Course of Study.	The student has a strong understanding of grade-level standards and demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.	The student has an advanced understanding of grade-level standards and exceedingly demonstrates the knowledge and skills at this level of learning as described in the Alabama Course of Study.
to also be able t	-	n previous levels. A student would no	rmance level can do. A student who s ot necessarily demonstrate all the ski	
	A student at this level	A student at this level	A student at this level	A student at this level
7.RL.RR.9 7.RI.RR.19	 reads and minimally comprehends literature and informational texts in the grade 7 text complexity level. 	 reads and partially comprehends literature and informational texts in the grade 7 text complexity level. 	 reads and proficiently comprehends literature and informational texts in the grade 7 text complexity level. 	 reads and thoroughly comprehends literature and informational texts in the grade 7 text complexity level.
7.RL.KI.1	 attempts to cite some textual evidence to support analysis of what the text says explicitly or inferences drawn from the text. 	 cites pieces of textual evidence to support a simplistic analysis of what the text says explicitly or inferences drawn from the text. 	 cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	 cites several pieces of textual evidence to support a complex analysis of what the text says explicitly as well as inferences drawn from text.
7.RL.RI.2	 attempts to determine a theme or central idea of a text and analyzes its development over the course of the text; attempts to provide an objective summary of the text. 	 determines a theme or central idea of a text and analyzes simplistically its development over the course of the text; provides a summary of the text. 	 determines a theme or central idea of a text and analyzes its development over the course of the text; provides an objective summary of the text. 	 determines a theme or central idea of a complex text and analyzes in depth its development over the course of the text; provides an in- depth, objective summary of the text.

7.RL.KI.3	 attempts to analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	 analyzes simplistically how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	 analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	 analyzes in depth how particular, complex elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.RL.CS.4	 attempts to determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; attempts to 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. 	 determines the meaning of words and phrases as they are used in a text, demonstrating a simplistic understanding of figurative and connotative meanings; analyzes simplistically 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. 	 determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes 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. 	 determines the meaning of words and phrases as they are used in a complex text, demonstrating an advanced understanding of figurative and connotative meanings; analyzes in depth 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.
7.RL.CS.5	 attempts to analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 	 analyzes simplistically how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 	 analyzes how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 	 analyzes in depth how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
7.RL.CS.6	 attempts to analyze how an author develops and contrasts the points of view of different 	 analyzes simplistically how an author develops and contrasts the points of view of different 	 analyzes how an author develops and contrasts the points of view of different characters or narrators in a text. 	 analyzes in depth how an author develops and contrasts the points of view of different

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	characters or narrators	characters or narrators in		characters or narrators in
	in a text.	a text.		a complex text.
7.RL.IK.8	 attempts to compare and contrast a fictional portrayal of a time, place, or character and a historical account of 	 compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a 	 compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding 	 compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a
7.RI.KI.10	the same period as a means of understanding how authors of fiction use or alter history.	means of demonstrating a simplistic understanding of how authors of fiction use or alter history.	how authors of fiction use or alter history.cites several pieces of	means of demonstrating an advanced understanding how authors of fiction use or alter history.
	 attempts to cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	 cites pieces of textual evidence to support a simplistic analysis of what the text says explicitly as well as inferences drawn from the text. 	textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	 cites several pieces of textual evidence to support a complex analysis of what the text says explicitly as well as inferences drawn from the text.
7.RI.KI.11	 attempts to determine two or more central ideas in a text and attempts to analyze their development over the course of the text; attempts to provide an objective summary of the text. 	 determines two or more central ideas in a text and simplistically analyzes their development over the course of the text; provides a summary of the text. 	 determines two or more central ideas in a text and analyzes their development over the course of the text; provides an objective summary of the text. 	 determines two or more central ideas in a complex text and analyzes in depth their development over the course of the text; provides an in-depth, objective summary of the text.
7.RI.KI.12	 attempts to analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals 	 analyzes simplistically the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or 	 analyzes 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). 	 analyzes in depth the interactions between individuals, events, and ideas in a complex text (e.g., how ideas influence individuals or events, or

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	influence ideas or	how individuals influence		how individuals influence
	events).	ideas or events).		ideas or events).
7.RI.CS.13	 attempts to determine the meaning of some words and phrases as 	 determines the meaning of words and phrases as 	 determines the meaning of words and phrases as they are used in a text, including figurative, 	 determines the meaning of words and phrases as
	they are used in a text, including figurative, connotative, and technical meanings; attempts to analyze the impact of a specific word choice on meaning and tone.	they are used in a text, demonstrating a simplistic understanding of figurative, connotative, and technical meanings; analyzes simplistically the impact of a specific word choice on meaning	connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone.	they are used in a complex text, demonstrating an advanced understanding of figurative, connotative, and technical meanings; analyzes in depth the impact of a specific word
		and tone.		choice on meaning and
7.RI.CS.14	 attempts to analyze the structure an author uses to organize a text, 	 analyzes simplistically the structure an author 	 analyzes the structure an author uses to organize a text, including how the major sections 	 tone. analyzes in depth the structure an author uses
	including how the major sections contribute to the whole and to the development of the ideas.	uses to organize a text, including how the major sections contribute to the whole and to the development of the	contribute to the whole and to the development of the ideas.	to organize a text, including how the major sections contribute to the whole and to the development of the
7.RI.CS.15	attempts to determine	ideas.	 determines an author's point of view or purpose 	ideas.
7.RI.IK.17	an author's point of view or purpose in a text and attempts to analyze how the author distinguishes his or her position from that of others.	 determines an author's point of view or purpose in a text and analyzes simplistically how the author distinguishes his or her position from that of others. 	in a text and analyzes how the author distinguishes his or her position from that of others.	 determines an author's point of view or purpose in a complex text and analyzes in depth how the author distinguishes his or her position from that of others.
/.NI.IK.1/	 attempts to trace and evaluate the argument and specific claims in a text, assessing whether 	 partially traces and evaluates the argument and specific claims in a 	 traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence 	 traces and evaluates the argument and specific claims in depth in a

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	the reasoning is sound	text, simplistically	is relevant and sufficient	complex text, assessing
	and the evidence is	assessing whether the	to support the claims.	whether the reasoning is
	relevant and sufficient	reasoning is sound and		sound and the evidence
	to support the claims.	the evidence is relevant		is relevant and sufficient
		and sufficient to support	 analyzes how two or 	to support the claims.
7.RI.IK.18		the claims.	more authors writing	
	 attempts to analyze 		about the same topic	
	how two or more	 analyzes simplistically 	shape their	 analyzes in depth how
	authors writing about	how two or more	presentations of key	two or more authors
	the same topic shape	authors writing about	information by	writing about the same
	their presentations of	the same topic shape	emphasizing different	topic shape their
	key information by	their presentations of	evidence or advancing	presentations of key
	emphasizing different	key information by	different interpretations	information by
	evidence or advancing	emphasizing different	of facts.	emphasizing different
	different interpretations	evidence or advancing		evidence or advancing
	of facts.	different interpretations		different interpretations
		of facts.		of facts.
	Writing			
	A student at this level	A student at this level	A student at this level	A student at this level
7.W.TTP.20	attempts to write	• writes arguments to	• writes arguments to	 writes engaging
	arguments to support	simplistically support	support claims with clear	arguments to thoroughly
	claims with clear	claims with clear reasons	reasons and relevant	support claims with clear
	reasons and relevant	and relevant evidence:	evidence: introduces	reasons and relevant
	evidence: attempts to	introduces claim(s),	claim(s), acknowledges	evidence: introduces
	introduce claim(s),	partially acknowledges	alternate or opposing	claim(s), acknowledges
	attempts to	alternate or opposing	claims, and organizes the	alternate or opposing
	acknowledge alternate	claims, and organizes the	reasons and evidence	claims, and organizes the
	or opposing claims, and	reasons and evidence	logically; supports	reasons and evidence
	attempts to organize	logically; partially	claim(s) with logical	logically; thoroughly
	the reasons and	supports claim(s) with	reasoning and relevant	supports claim(s) with
	evidence logically;	logical reasoning or	evidence, using accurate,	logical reasoning and
	attempts to support	relevant evidence, using	credible sources and	relevant evidence, using
	claim(s) with logical	accurate, credible	demonstrating an	accurate, credible
	reasoning and relevant	sources and	understanding of the	sources and
	evidence, attempting to	demonstrating a	topic or text; uses words,	demonstrating an
	use accurate, credible	simplistic understanding	phrases, and clauses to	advanced understanding
1	sources and attempting	of the topic or text; uses	create cohesion and	of the topic or text; uses

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	to demonstrate an	words, phrases, or	clarify the relationships	words, phrases, and
	understanding of the	clauses to partially clarify	among claim(s), reasons,	clauses to create
	topic or text; attempts	the relationships among	and evidence; establishes	cohesion and clarify the
	to use some words,	claims, reasons, or	and maintains a formal	complex relationships
	phrase, and clauses to	evidence; establishes a	style; provides a	among claim(s), reasons,
	create cohesion and	formal style; provides a	concluding statement or	and evidence;
	clarify the relationship	simplistic concluding	section that follows from	establishes and
	among claim(s),	statement or section that	and supports the	maintains a formal style;
	reasons, and evidence;	follows from the	argument presented.	provides a concluding
	attempts to establish	argument presented.		statement or section
	and maintain a formal			that follows from and
	style; attempts to			thoroughly supports the
	provide a concluding			argument presented.
	statement or section			
	that follows from the			
	argument presented.			
7.W.TTP.21	 attempts to write 	 writes informative or 	 writes informative or 	 writes in depth
	informative and	explanatory texts to	explanatory texts to	informative or
	explanatory texts to	simplistically examine a	examine a topic and	explanatory texts to
	examine a topic and	topic and convey ideas,	convey ideas, concepts,	thoroughly examine a
	convey ideas, concepts,	concepts, and	and information through	topic and convey ideas,
	and information	information through the	the selection,	concepts, and
	through the selection,	selection, organization,	organization, and	information through the
	organization, and	and analysis of relevant	analysis of relevant	selection, organization,
	analysis of relevant	content: introduces a	content: introduces a	and analysis of relevant
	content: attempts to	topic; partially organizes	topic clearly, previewing	content: introduces a
	introduce a topic	ideas, concepts, or	what is to follow;	topic clearly, previewing
	clearly, previewing what	information, using one or	organizes ideas,	what is to follow;
	is to follow; attempts to	more strategies that may	concepts, and	organizes ideas,
	organize ideas,	include definition,	information, using	concepts, and
	concepts, and	classification,	strategies such as	information, effectively
	information, using	comparison or contrast,	definition, classification,	using strategies such as
	strategies such as	or cause and effect;	comparison or contrast,	definition, classification,
	definition, classification,	includes formatting (e.g.,	and cause and effect;	comparison or contrast,
	comparison or contrast,	headings), graphics (e.g.,	includes formatting (e.g.,	and cause and effect;
	and cause and effect;	charts, tables), or	headings), graphics (e.g.,	includes formatting (e.g.,
	attempts to include	multimedia; simplistically	charts, tables), and	headings), graphics (e.g.,
	formatting (e.g.,	develops the topic with	multimedia when useful	charts, tables), and

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	headings), graphics	relevant facts,	to aiding comprehension;	multimedia when useful
	(e.g., charts, tables),	definitions, concrete	develops the topic with	to aiding
	and multimedia when	details, quotations, or	relevant facts,	comprehension;
	useful to aiding	other information or	definitions, concrete	thoroughly develops the
	comprehension;	examples; uses	details, quotations, or	topic with relevant facts,
	attempts to develop the	transitions to clarify the	other information and	definitions, concrete
	topic with relevant	relationships among	examples; uses	details, quotations, or
	facts, definitions,	ideas or concepts; uses	appropriate transitions	other information and
	concrete details,	appropriate language or	to create cohesion and	examples; uses
	quotations, or other	domain-specific	clarify the relationships	appropriate transitions
	information and	vocabulary to partially	among ideas and	to create cohesion and
	examples; attempts to	inform about or explain	concepts; uses precise	clarify the relationships
	use appropriate	the topic; establishes a	language and domain-	among ideas and
	transitions; attempts to	formal style; provides a	specific vocabulary to	concepts; uses precise
	use precise language	concluding statement or	inform about or explain	language and domain-
	and domain-specific	section.	the topic; establishes and	specific vocabulary to
	vocabulary to inform		maintains a formal style;	thoroughly inform about
	about or explain the		provides a concluding	or explain the topic;
	topic; attempts to		statement or section that	establishes and
	establish and maintain a		follows from and	maintains a formal style;
	formal style; attempts		supports the information	provides a concluding
	to provide a concluding		or explanation	statement or section
	statement or section		presented.	that follows from and
	that follows from the			thoroughly supports the
	information or			information or
	explanation presented.			explanation presented.
7.W.TTP.22	attempts to write	• writes simplistic	• writes narratives to	 writes engaging
	narratives to develop	narratives to develop	develop real or imagined	narratives to develop
	real or imagined	real or imagined	experiences or events	real or imagined
	experiences or events	experiences and events	using effective	experiences or events
	using effective	using technique, details,	technique, relevant	using effective
	technique, descriptive	and event sequences:	descriptive details, and	technique, relevant
	details, and well-	engages or orients the	well-structured event	descriptive details, and
	structured event	reader by establishing a	sequences: engages and	well-structured event
	sequences: attempts to	simplistic context or	orients the reader by	sequences: engages and
	engage and orient the	point of view or	establishing a context	orients the reader by
	reader by establishing a	introducing a narrator,	and point of view and	establishing in detail a
	context and a point of	characters, or both;	introducing a narrator,	context and point of

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	view and introducing a	organizes an event	characters, or both;	view and introducing a
	narrator, characters	sequence; uses narrative	organizes an event	narrator, characters, or
	and/or both; attempts	techniques, such as	sequence that unfolds	both; organizes an event
	to organize an event	dialogue, pacing, or	naturally and logically;	sequence that unfolds
	sequence; attempts to	description, to	uses narrative	naturally and logically;
	use narrative	simplistically develop	techniques, such as	uses narrative
	techniques, such as	experiences, events, or	dialogue, pacing, and	techniques, such as
	dialogue, pacing, and	characters; uses	description, to develop	dialogue, pacing, and
	description, to develop	transition words or	experiences, events,	description, to
	experiences, events, or	phrases; uses precise	and/or characters; uses a	thoroughly develop
	characters; attempts to	words, phrases,	variety of transition	experiences, events,
	use a variety of	descriptive details and/or	words, phrases, and	and/or characters; uses a
	transition words,	sensory language to	clauses to convey	variety of transition
	phrases, and clauses to	capture the action or	sequence and signal	words, phrases, and
	convey sequence and	convey experiences or	shifts from one time	clauses to convey
	signal shifts from one	events; provides a	frame or setting to	sequence and signal
	time frame or setting to	simplistic conclusion that	another; uses precise	shifts from one time
	another; attempts to	partially reflects on	words and phrases,	frame or setting to
	use precise words and	narrated experiences or	relevant descriptive	another; uses precise
	phrases, relevant	events.	details, and sensory	words and phrases,
	descriptive details, and		language to capture the	relevant descriptive
	sensory language to		action and convey	details, and sensory
	capture the action and		experiences and events;	language to capture the
	convey experiences and		provides a conclusion	action and convey
	events; attempts to		that follows from and	experiences and events;
	provide a conclusion		reflects on the narrated	provides a conclusion
	that follows from and		experiences or events.	that follows from and
	reflects on the narrated			reflects on the narrated
	experiences or events.			experiences or events.
7.W.R.26	 attempts to conduct 	 conducts short research 	 conducts short research 	 conducts short research
	short research projects	projects to answer a	projects to answer a	projects to answer a
	to answer a question,	simplistic question,	question, drawing on	complex question,
	drawing on several	drawing on sources and	several sources and	drawing on several
	sources and generating	generating additional	generating additional	sources and generating
	additional, related	related, questions for	related, focused	additional related,
	focused questions for	further research and	questions for further	focused questions for
	further research and	investigation.	research and	further research and
	investigation.		investigation.	investigation.

7.W.R.27	 attempts to gather relevant information from multiple print and/or digital sources, attempting to use search terms effectively; attempts to assess the credibility and accuracy of each source; attempts to quote or paraphrase the data and conclusions of others while attempting to avoid plagiarism and attempting to follow a standard format for citation. 	 gathers information from multiple print and digital sources, using search terms effectively; partially assesses the credibility and accuracy of sources; quotes or paraphrases the data and conclusions of others while avoiding plagiarism. 	 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. 	 gathers relevant information from multiple print and digital sources, using search terms effectively; thoroughly assesses the credibility and accuracy of each source; effectively quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
7.W.R.28	 attempts to draw evidence from literary or informational texts to support analysis, reflection, or research. 	 draws evidence from literary or informational texts to partially support simplistic analysis, reflection, and/or research. 	 draws evidence from literary or informational texts to support analysis, reflection, and research. 	 draws evidence from literary or informational texts to thoroughly support complex analysis, reflection, and research.
	Language			
	A student at this level	A student at this level	A student at this level	A student at this level
7.L.C.36	 demonstrates emerging command of the conventions of Standard English grammar and usage when writing or speaking: attempts to demonstrate knowledge of subject-verb 	 demonstrates simplistic command of the conventions of Standard English grammar and usage when writing or speaking: demonstrates fundamental knowledge of subject-verb 	 demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: demonstrates knowledge of subject- verb agreement when 	 demonstrates advanced command of the conventions of Standard English grammar and usage when writing or speaking: demonstrates extensive knowledge of subject-verb agreement

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	agreement when	agreement when	interrupted by a	when interrupted by a
	interrupted by a	interrupted by a	prepositional phrase,	prepositional phrase,
	prepositional phrase,	prepositional phrase,	with inverted word	with inverted word
	with inverted word	with inverted word	order, with indefinite	order, with indefinite
	order, with indefinite	order, with indefinite	pronouns as subjects,	pronouns as subjects,
	pronouns as subjects,	pronouns as subjects,	compound subjects	compound subjects
	compound subjects	compound subjects	joined by correlative and	joined by correlative and
	joined by correlative	joined by correlative and	coordinating	coordinating
	and coordinating	coordinating	conjunctions, and	conjunctions, and
	conjunctions, and	conjunctions, and	collective nouns when	collective nouns when
	collective nouns when	collective nouns when	verb form depends on	verb form depends on
	verb form depends on	verb form depends on	the rest of the sentence;	the rest of the sentence;
	the rest of the	the rest of the sentence;	explains the function of	explains the function of
	sentence; attempts to	explains the function of	phrases and clauses in	phrases and clauses in
	explain the functions of	phrases and clauses in	general and their	general and their
	phrases and clauses in	general; chooses among	function in specific	functions in specific
	general and their	simple, compound, or	sentences; chooses	sentences; chooses
	function in specific	complex sentences to	among simple,	among simple,
	sentences; attempts to	signal differing	compound, complex, and	compound, complex, and
	choose among simple,	relationships among	compound-complex	compound-complex
	compound, and	ideas; places phrases or	sentences to signal	sentences to effectively
	complex sentences to	clauses within a	differing relationships	signal differing
	signal differing	sentence, recognizing	among ideas; places	relationships among
	relationships among	and correcting misplaced	phrases and clauses	ideas; places phrases
	ideas; attempts to place	and/or dangling	within a sentence,	and clauses within a
	phrases and clauses	modifiers.	recognizing and	sentence, recognizing
	within a sentence,		correcting misplaced and	and correcting misplaced
	recognizing and		dangling modifiers.	and dangling modifiers.
	correcting misplaced			
	and/or dangling			
	modifiers.			
7.L.C.37	 demonstrates emerging 	demonstrates simplistic	 demonstrates command 	 demonstrates advanced
	command of the	command of the	of the conventions of	command of the
	conventions of Standard	conventions of Standard	Standard English	conventions of Standard
	English capitalization,	English capitalization,	capitalization,	English capitalization,
	punctuation, and	punctuation, and spelling	punctuation, and spelling	punctuation, and spelling
	spelling when writing:	when writing: uses a	when writing: uses a	when writing: uses a
	attempts to use a	comma to separate	comma to separate	comma to separate

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	comma to separate	coordinate adjectives	coordinate adjectives	coordinate adjectives
	some coordinate	(e.g., It was a fascinating,	(e.g., It was a fascinating,	(e.g., It was a
	adjectives (e.g., It was a	<i>enjoyable movie</i> but not	<i>enjoyable movie</i> but not	fascinating, enjoyable
	fascinating, enjoyable	He wore an old[,] green	He wore an old[,] green	<i>movie</i> but not <i>He wore</i>
	movie but not He wore	shirt); spells fundamental	shirt); spells correctly.	an old [,] green shirt);
	an old[,] green shirt);	words correctly.		spells complex words
	attempts to spell words			correctly.
	correctly.			
7.L.V.39	attempts to determine	 determines or clarifies 	 determines or clarifies 	consistently determines
	or clarify the meaning	the meaning of	the meaning of unknown	or clarifies the meaning
	of unknown and	unknown or multiple-	and multiple-meaning	of unknown and
	multiple-meaning words	meaning words and	words and phrases based	multiple-meaning words
	and phrases based on	phrases based on Grade	on Grade 7 reading and	and phrases based on
	Grade 7 reading and	7 reading and content,	<i>content</i> , choosing flexibly	Grade 7 reading and
	content, attempting to	choosing flexibly from	from a range of	<i>content</i> , choosing
	choose flexibly from a	strategies: uses context	strategies: uses context	flexibly from a range of
	range of strategies:	(e.g., the overall meaning	(e.g., the overall meaning	strategies: uses context
	attempts to use context	of a sentence or	of a sentence or	(e.g., the overall
	(e.g., the overall	paragraph; a word's	paragraph; a word's	meaning of a sentence
	meaning of a sentence	position or function in a	position or function in a	or paragraph; a word's
	or paragraph; a word's	sentence) as a clue to the	sentence) as a clue to the	position or function in a
	position or function in a	meaning of a word or	meaning of a word or	sentence) as a clue to
	sentence) as a clue to	phrase; uses common,	phrase; uses common,	the meaning of a word
	the meaning of a word	grade-appropriate Greek	grade-appropriate Greek	or phrase; uses common,
	or phrase; attempts to	or Latin affixes or roots	or Latin affixes and roots	grade-appropriate Greek
	use common, grade-	as clues to the meaning	as clues to the meaning	or Latin affixes and roots
	appropriate Greek or	of a word (e.g.,	of a word (e.g.,	as clues to the meaning
	Latin affixes and roots	belligerent, bellicose	belligerent, bellicose,	of a word (e.g.,
	as clues to the meaning	<i>rebel</i>); consults general	rebel); consults general	belligerent, bellicose,
	of a word (e.g.,	reference materials (e.g.,	and specialized reference	rebel); consults general
	belligerent, bellicose,	dictionaries and	materials (e.g.,	and specialized
	rebel); attempts to	glossaries), both print	dictionaries, glossaries,	reference materials (e.g.,
	consult general and	and digital, to find the	thesauruses), both print	dictionaries, glossaries,
	specialized reference	pronunciation of a word	and digital, to find the	thesauruses), both print
	materials (e.g.,	or determine or clarify its	pronunciation of a word	and digital, to find the
	dictionaries, glossaries,	precise meaning or its	or determine or clarify its	pronunciation of a word
	thesauruses), both print	part of speech; verifies	precise meaning or its	or determine or clarify
	and digital, to find the	the preliminary	part of speech; verifies	its precise meaning or its

Alabama State Department of Education

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	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).	determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	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).
7.L.V.40	 attempts to demonstrate understanding of figurative language, word relationships, and nuances in word meanings: attempts to interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context; attempts to use the relationship between some words (e.g., synonym/antonym, analogy) to better understand each of the words; attempts to distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful</i>, 	 demonstrates simplistic understanding of figurative language, word relationships, and nuances in word meanings: interprets simplistically figures of speech (e.g., literary, biblical, and mythological allusions) in context; uses the simplistic relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words; distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	 demonstrates understanding of figurative language, word relationships, and nuances in word meanings: interprets figures of speech (e.g., literary, biblical, and mythological allusions) in context; uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words; distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>). 	 demonstrates advanced understanding of figurative language, word relationships, and nuances in word meanings: interprets complex figures of speech (e.g., literary, biblical, and mythological allusions) in context; uses the complex relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words; distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

Alabama Comprehensive Assessment Program (ACAP) English Language Arts PLDs

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	polite, diplomatic, condescending).		