

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.
The performance level descriptors describe what a typical student scoring at each performance level can do. A student who scores at a level would be expected to also be able to demonstrate the skills described in previous levels. A student would not necessarily demonstrate all the skills listed at a particular performance level on a particular test in order to score at that level.				
	Reading			
	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	<ul style="list-style-type: none"> reads and minimally comprehends literature and informational texts in the grade 7 text complexity level. 	<ul style="list-style-type: none"> reads and partially comprehends literature and informational texts in the grade 7 text complexity level. 	<ul style="list-style-type: none"> reads and proficiently comprehends literature and informational texts in the grade 7 text complexity level. 	<ul style="list-style-type: none"> reads and thoroughly comprehends literature and informational texts in the grade 7 text complexity level.
7.RL.KI.1	<ul style="list-style-type: none"> attempts to cite some textual evidence to support analysis of what the text says explicitly or inferences drawn from the text. 	<ul style="list-style-type: none"> cites pieces of textual evidence to support a simplistic analysis of what the text says explicitly or inferences drawn from the text. 	<ul style="list-style-type: none"> cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> cites several pieces of textual evidence to support a complex analysis of what the text says explicitly as well as inferences drawn from text.
7.RL.RI.2	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> determines a theme or central idea of a text and analyzes its development over the course of the text; provides an objective summary of the text. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> attempts to analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	<ul style="list-style-type: none"> analyzes simplistically how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	<ul style="list-style-type: none"> analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 	<ul style="list-style-type: none"> analyzes in depth how particular, complex elements of a story or drama interact (e.g., how setting shapes the characters or plot).
7.RL.CS.4	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> attempts to analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 	<ul style="list-style-type: none"> analyzes simplistically how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 	<ul style="list-style-type: none"> analyzes how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> attempts to analyze how an author develops and contrasts the points of view of different 	<ul style="list-style-type: none"> analyzes simplistically how an author develops and contrasts the points of view of different 	<ul style="list-style-type: none"> analyzes how an author develops and contrasts the points of view of different characters or narrators in a text. 	<ul style="list-style-type: none"> analyzes in depth how an author develops and contrasts the points of view of different

7.RL.IK.8	<p>characters or narrators in a text.</p> <ul style="list-style-type: none"> attempts to 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. 	<p>characters or narrators in a text.</p> <ul style="list-style-type: none"> compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of demonstrating a simplistic understanding of how authors of fiction use or alter history. 	<ul style="list-style-type: none"> 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 how authors of fiction use or alter history. 	<p>characters or narrators in a complex text.</p> <ul style="list-style-type: none"> compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of demonstrating an advanced understanding how authors of fiction use or alter history.
7.RI.KI.10	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> cites pieces of textual evidence to support a simplistic analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<ul style="list-style-type: none"> cites several pieces of textual evidence to support a complex analysis of what the text says explicitly as well as inferences drawn from the text.
7.RI.KI.11	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> attempts to analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals 	<ul style="list-style-type: none"> analyzes simplistically the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> analyzes in depth the interactions between individuals, events, and ideas in a complex text (e.g., how ideas influence individuals or events, or

7.RI.CS.13	<p>influence ideas or events).</p> <ul style="list-style-type: none"> attempts to determine the meaning of some 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. 	<p>how individuals influence ideas or events).</p> <ul style="list-style-type: none"> determines the meaning of words and phrases as 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 and tone. 	<ul style="list-style-type: none"> determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone. 	<p>how individuals influence ideas or events).</p> <ul style="list-style-type: none"> determines the meaning of words and phrases as 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 choice on meaning and tone.
7.RI.CS.14	<ul style="list-style-type: none"> attempts to 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. 	<ul style="list-style-type: none"> analyzes simplistically the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 	<ul style="list-style-type: none"> analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 	<ul style="list-style-type: none"> analyzes in depth 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.
7.RI.CS.15	<ul style="list-style-type: none"> attempts to determine 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> determines an author's point of view or purpose in a text and analyzes how the author distinguishes his or her position from that of others. 	<ul style="list-style-type: none"> 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.
7.RI.IK.17	<ul style="list-style-type: none"> attempts to trace and evaluate the argument and specific claims in a text, assessing whether 	<ul style="list-style-type: none"> partially traces and evaluates the argument and specific claims in a 	<ul style="list-style-type: none"> traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence 	<ul style="list-style-type: none"> traces and evaluates the argument and specific claims in depth in a

7.RI.IK.18	<p>the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <ul style="list-style-type: none"> attempts to analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 	<p>text, simplistically assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <ul style="list-style-type: none"> analyzes simplistically how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 	<p>is relevant and sufficient to support the claims.</p> <ul style="list-style-type: none"> analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. 	<p>complex text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <ul style="list-style-type: none"> analyzes in depth how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Writing				
7.W.TTP.20	<p>A student at this level</p> <ul style="list-style-type: none"> attempts to write arguments to support claims with clear reasons and relevant evidence: attempts to introduce claim(s), attempts to acknowledge alternate or opposing claims, and attempts to organize the reasons and evidence logically; attempts to support claim(s) with logical reasoning and relevant evidence, attempting to use accurate, credible sources and attempting 	<p>A student at this level</p> <ul style="list-style-type: none"> writes arguments to simplistically support claims with clear reasons and relevant evidence: introduces claim(s), partially acknowledges alternate or opposing claims, and organizes the reasons and evidence logically; partially supports claim(s) with logical reasoning or relevant evidence, using accurate, credible sources and demonstrating a simplistic understanding of the topic or text; uses 	<p>A student at this level</p> <ul style="list-style-type: none"> writes arguments to support claims with clear reasons and relevant evidence: introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence logically; supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; uses words, phrases, and clauses to create cohesion and 	<p>A student at this level</p> <ul style="list-style-type: none"> writes engaging arguments to thoroughly support claims with clear reasons and relevant evidence: introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence logically; thoroughly supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an advanced understanding of the topic or text; uses

7.W.TTP.21	<p>to demonstrate an understanding of the topic or text; attempts to use some words, phrase, and clauses to create cohesion and clarify the relationship among claim(s), reasons, and evidence; attempts to establish and maintain a formal style; attempts to provide a concluding statement or section that follows from the argument presented.</p> <ul style="list-style-type: none"> attempts to write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: attempts to introduce a topic clearly, previewing what is to follow; attempts to organize ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; attempts to include formatting (e.g., 	<p>words, phrases, or clauses to partially clarify the relationships among claims, reasons, or evidence; establishes a formal style; provides a simplistic concluding statement or section that follows from the argument presented.</p> <ul style="list-style-type: none"> writes informative or explanatory texts to simplistically examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic; partially organizes ideas, concepts, or information, using one or more strategies that may include definition, classification, comparison or contrast, or cause and effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), or multimedia; simplistically develops the topic with 	<p>clarify the relationships among claim(s), reasons, and evidence; establishes and maintains a formal style; provides a concluding statement or section that follows from and supports the argument presented.</p> <ul style="list-style-type: none"> writes informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison or contrast, and cause and effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful 	<p>words, phrases, and clauses to create cohesion and clarify the complex relationships among claim(s), reasons, and evidence; establishes and maintains a formal style; provides a concluding statement or section that follows from and thoroughly supports the argument presented.</p> <ul style="list-style-type: none"> writes in depth informative or explanatory texts to thoroughly examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content: introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, effectively using strategies such as definition, classification, comparison or contrast, and cause and effect; includes formatting (e.g., headings), graphics (e.g., charts, tables), and
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<p>7.W.TTP.22</p>	<p>headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension; attempts to develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; attempts to use appropriate transitions; attempts to use precise language and domain-specific vocabulary to inform about or explain the topic; attempts to establish and maintain a formal style; attempts to provide a concluding statement or section that follows from the information or explanation presented.</p> <ul style="list-style-type: none"> attempts to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and well-structured event sequences: attempts to engage and orient the reader by establishing a context and a point of 	<p>relevant facts, definitions, concrete details, quotations, or other information or examples; uses transitions to clarify the relationships among ideas or concepts; uses appropriate language or domain-specific vocabulary to partially inform about or explain the topic; establishes a formal style; provides a concluding statement or section.</p> <ul style="list-style-type: none"> writes simplistic narratives to develop real or imagined experiences and events using technique, details, and event sequences: engages or orients the reader by establishing a simplistic context or point of view or introducing a narrator, characters, or both; 	<p>to aiding comprehension; develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; uses precise language and domain-specific vocabulary to inform about or explain the topic; establishes and maintains a formal style; provides a concluding statement or section that follows from and supports the information or explanation presented.</p> <ul style="list-style-type: none"> writes narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: engages and orients the reader by establishing a context and point of view and introducing a narrator, 	<p>multimedia when useful to aiding comprehension; thoroughly develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; uses precise language and domain-specific vocabulary to thoroughly inform about or explain the topic; establishes and maintains a formal style; provides a concluding statement or section that follows from and thoroughly supports the information or explanation presented.</p> <ul style="list-style-type: none"> writes engaging narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences: engages and orients the reader by establishing in detail a context and point of
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7.W.R.26	<p>view and introducing a narrator, characters and/or both; attempts to organize an event sequence; attempts to use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, or characters; attempts to use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; attempts to use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; attempts to provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <ul style="list-style-type: none"> attempts to conduct short research projects to answer a question, drawing on several sources and generating additional, related focused questions for further research and investigation. 	<p>organizes an event sequence; uses narrative techniques, such as dialogue, pacing, or description, to simplistically develop experiences, events, or characters; uses transition words or phrases; uses precise words, phrases, descriptive details and/or sensory language to capture the action or convey experiences or events; provides a simplistic conclusion that partially reflects on narrated experiences or events.</p> <ul style="list-style-type: none"> conducts short research projects to answer a simplistic question, drawing on sources and generating additional related, questions for further research and investigation. 	<p>characters, or both; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; provides a conclusion that follows from and reflects on the narrated experiences or events.</p> <ul style="list-style-type: none"> conducts short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. 	<p>view and introducing a narrator, characters, or both; organizes an event sequence that unfolds naturally and logically; uses narrative techniques, such as dialogue, pacing, and description, to thoroughly develop experiences, events, and/or characters; uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events; provides a conclusion that follows from and reflects on the narrated experiences or events.</p> <ul style="list-style-type: none"> conducts short research projects to answer a complex question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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7.W.R.27	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> gathers relevant information from multiple print and digital sources, using search terms effectively; assesses the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> attempts to draw evidence from literary or informational texts to support analysis, reflection, or research. 	<ul style="list-style-type: none"> draws evidence from literary or informational texts to partially support simplistic analysis, reflection, and/or research. 	<ul style="list-style-type: none"> draws evidence from literary or informational texts to support analysis, reflection, and research. 	<ul style="list-style-type: none"> draws evidence from literary or informational texts to thoroughly support complex analysis, reflection, and research.
	Language			
7.L.C.36	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates emerging command of the conventions of Standard English grammar and usage when writing or speaking; attempts to demonstrate knowledge of subject-verb 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates simplistic command of the conventions of Standard English grammar and usage when writing or speaking; demonstrates fundamental knowledge of subject-verb 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates command of the conventions of Standard English grammar and usage when writing or speaking; demonstrates knowledge of subject-verb agreement when 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates advanced command of the conventions of Standard English grammar and usage when writing or speaking; demonstrates extensive knowledge of subject-verb agreement

7.L.C.37	<p>agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence; attempts to explain the functions of phrases and clauses in general and their function in specific sentences; attempts to choose among simple, compound, and complex sentences to signal differing relationships among ideas; attempts to place phrases and clauses within a sentence, recognizing and correcting misplaced and/or dangling modifiers.</p> <ul style="list-style-type: none"> demonstrates emerging command of the conventions of Standard English capitalization, punctuation, and spelling when writing: attempts to use a 	<p>agreement when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence; explains the function of phrases and clauses in general; chooses among simple, compound, or complex sentences to signal differing relationships among ideas; places phrases or clauses within a sentence, recognizing and correcting misplaced and/or dangling modifiers.</p> <ul style="list-style-type: none"> demonstrates simplistic command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses a comma to separate 	<p>interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence; explains the function of phrases and clauses in general and their function in specific sentences; chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <ul style="list-style-type: none"> demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses a comma to separate 	<p>when interrupted by a prepositional phrase, with inverted word order, with indefinite pronouns as subjects, compound subjects joined by correlative and coordinating conjunctions, and collective nouns when verb form depends on the rest of the sentence; explains the function of phrases and clauses in general and their functions in specific sentences; chooses among simple, compound, complex, and compound-complex sentences to effectively signal differing relationships among ideas; places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <ul style="list-style-type: none"> demonstrates advanced command of the conventions of Standard English capitalization, punctuation, and spelling when writing: uses a comma to separate
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7.L.V.39	<p>comma to separate some coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>); attempts to spell words correctly.</p> <ul style="list-style-type: none"> attempts to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i>, attempting to choose flexibly from a range of strategies: attempts to use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; attempts to use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>); attempts to consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the 	<p>coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>); spells fundamental words correctly.</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown or multiple-meaning words and phrases based on <i>Grade 7 reading and content</i>, choosing flexibly from strategies: uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek or Latin affixes or roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>); consults general reference materials (e.g., dictionaries and glossaries), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verifies the preliminary 	<p>coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>); spells correctly.</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i>, choosing flexibly from a range of strategies: uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>); consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech; verifies 	<p>coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt</i>); spells complex words correctly.</p> <ul style="list-style-type: none"> consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 7 reading and content</i>, choosing flexibly from a range of strategies: uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent, bellicose, rebel</i>); consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its
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7.L.V.40	<p>pronunciation of a word or determine or clarify its precise meaning or its part of speech; attempts to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> 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> 	<p>determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> 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>). 	<p>the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> demonstrates understanding of figurative language, word relationships, and nuances in word meanings: interprets 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>). 	<p>part of speech; verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <ul style="list-style-type: none"> demonstrates 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., <i>refined, respectful, polite, diplomatic, condescending</i>).
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	<i>polite, diplomatic, condescending).</i>			
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