



Achievement Level Descriptors
for
Grade 7 English Language Arts

Georgia Department of Education
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Achievement Levels and Achievement Level Descriptors

With the implementation of the Georgia Milestones Assessment System, Georgia educators have developed four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia’s content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The general meaning of each of the four levels is provided below:

Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students **need substantial academic support** to be prepared for the next grade level or course and to be on track for college and career readiness.

Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students **need additional academic support** to ensure success in the next grade level or course and to be on track for college and career readiness.

Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students **are prepared** for the next grade level or course and are on track for college and career readiness.

Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students **are well prepared** for the next grade level or course and are well prepared for college and career readiness.

More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the **Achievement Level Descriptors** (ALDs). ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.

ALDs show a progression of knowledge and skills for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level *as well as all content and skills in any achievement levels that precede his/her own, if any*. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
Policy		Beginning Learners do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for <i>college and career readiness</i> .	Developing Learners demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for <i>college and career readiness</i> .	Proficient Learners demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for <i>college and career readiness</i> .	Distinguished Learners demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for <i>college and career readiness</i> .
Range		A student who achieves at the Beginning Learner level tends to read and comprehend informational texts and literature that do not meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires substantial instructional support to improve reading skills.	A student who achieves at the Developing Learner level tends to read and comprehend informational texts and literature of low-to-moderate complexity and sometimes struggle to meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires some instructional support to enhance reading skills.	A student who achieves at the Proficient Learner level reads and comprehends informational texts and literature of moderate-to-high complexity and is meeting the demands of grade level texts that signal this student is on track for college and career readiness.	A student who achieves at the Distinguished Learner level reads and comprehends informational texts and literature of high complexity and is meeting and often exceeding the demands of grade level texts that clearly signal this student is on track for college and career readiness.
	7.RL.1	Identifies basic text to support a simple analysis of what the text says explicitly.	Identifies textual evidence to support an analysis of what the text says explicitly.	Cites several pieces of textual evidence to support an analysis of what the text says explicitly and to support inferences drawn from the text.	Cites extensive and significant textual evidence to support an elaborate inference or thorough analysis of a text.
	7.RL.2	Identifies a theme or central idea of a text and provides a simple sequence of events in a text.	Identifies a theme or central idea of a text and provides a basic, objective summary of a text.	Determines a theme or central idea of a text and analyzes its development throughout a text and provides a detailed, objective summary of the text.	Evaluates and summarizes complex themes or central ideas and their development over the course of a text and provides a thorough, objective summary of the text.

	7.RL.3	Identifies the basic elements of a story or drama (e.g., setting, characters).	Explains how specific elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Analyzes how specific elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Evaluates the impact of relationships between specific elements of a story or drama (e.g., how setting shapes the characters or plot).
	7.RL.4	Determines the literal meanings of words and phrases as they are used in a text through the use of textual support (e.g. context clues, embedded definition) and identifies the impact of a specific word choice on meaning.	Determines the meanings, including figurative and connotative meanings, of words and phrases as they are used in a text through the use of textual support (e.g., context clues, embedded definitions) and describes 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.	Determines the meanings, including figurative and connotative meanings, of words and phrases as they are used in a text and 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 meanings, including figurative and connotative meanings, and analyzes the impact of words and phrases as they are used in a text and determines their effectiveness and analyzes and evaluates the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
	7.RL.5	Describes the form or structure of a simple drama or poem (e.g., soliloquy, sonnet).	Describes and identifies how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning.	Analyzes how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning.	Analyzes and evaluates how the form or structure of a drama or poem (e.g., soliloquy, sonnet) contributes to its meaning and effectiveness.
	7.RL.6	Describes the points of view of different characters or narrators in a text.	Explains the points of view of different characters or narrators in a text.	Analyzes how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyzes the techniques the author uses to develop and contrast the points of view of different characters or narrators in a text and evaluates the effectiveness of the points of view.
	7.RL.7	Makes a basic comparison of a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	Compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version and identifies some techniques that are unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film).	Compares and contrasts 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, camera focus and angles in a film).	Compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, evaluating the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles in a film).
	7.RL.8	N/A	N/A	N/A	N/A

	7.RL.9	Makes a basic comparison between a fictional portrayal of a time, place, or character and a historical account of the same period.	Compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period, recognizing how the author uses or alters history.	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.	Citing textual evidence, compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period to support an analysis and evaluation of how authors of fiction use or alter history.
	7.RI.1	Provides references to the text to support analysis of what the text says explicitly.	Cites textual evidence to support analysis of what the text says explicitly.	Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cites significant and relevant textual evidence to support a complete analysis of what the text says explicitly as well as complex inferences drawn from the text.
	7.RI.2	Identifies a central idea of the text and provides a basic sequence of events or summary of ideas in the text.	Determines a central idea of the text and provides a simple summary of the text.	Determines two or more central ideas in a text and analyzes their development over the course of the text and provides an objective summary of the text.	Analyzes and evaluates two or more central ideas and their development over the course of the text and provides an in-depth, objective summary of the text.
	7.RI.3	Identifies the basic interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).	Identifies the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).	Analyzes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).	Analyzes and evaluates the interactions and relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).
	7.RI.4	Determines the literal meanings of words and phrases as they are used in a text through the use of textual support (e.g., context clues, embedded definition) and identifies the impact of a specific word choice on the meaning of a text.	Through the use of textual support, determines the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text and describes the impact of a specific word choice on the meaning and tone of a text.	Determines the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text and analyzes the impact of a specific word choice on the meaning and tone of a text.	Analyzes the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in a text and assesses the rhetorical effect of a specific word choice on meaning and tone.
	7.RI.5	Describes the structure an author uses to organize a text	Identifies and explains the structure an author uses to	Analyzes the structure an author uses to organize a text,	Analyzes and evaluates the structure an author uses to

		and recognizes the major sections of the text.	organize a text and identifies and describes how the major sections contribute to the whole and to the development of the ideas in the text.	including how the major sections contribute to the whole and to the development of the ideas in the text.	organize a text, including how the major sections contribute to the whole and to the development of the ideas in the text, and communicates how a different text structure might impact the meaning of the text.
	7.RI.6	Identifies an author's basic purpose in a text and what distinguishes his or her position from that of others.	Identifies an author's point of view or purpose in a text and states 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 how the author distinguishes his or her position from that of others.	Identifies and analyzes an author's point of view and purpose in a text and evaluates how effectively the author distinguishes his or her position from that of others.
	7.RI.7	Compares and contrasts a text to an audio, a video, or a multimedia version of the text.	Compares and contrasts a text to an audio, a video, or a multimedia version of the text, describing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Compares and contrasts a text to an audio, a video, or a multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Compares and contrasts a text to an audio, a filmed, a staged, or a multimedia version, assessing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) and providing specific evidence to support the evaluation.
	7.RI.8	Identifies the argument, basic claim, and counterclaim in a text.	Traces the argument and claims in a text, explaining the reasoning and evidence used to support the claims.	Traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Analyzes and evaluates the argument and specific claims in a complex text and cites specific information from the text in an assessment of whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
	7.RI.9	Gives an explanation of how two or more authors writing about the same topic shape their presentations of key information.	Explains how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.	Analyzes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence	Cites textual evidence in an evaluation of the different methods used by two or more authors writing about the same topic to shape their presentations of key

				or advancing different interpretations of facts.	information by explicitly emphasizing different evidence or advancing different interpretations of facts.
	7.W.1	Writes arguments that include a claim and basic reasons to support the claim: <ul style="list-style-type: none"> a. Introduces the claim and organizes the reasons. b. Supports the claim with reasoning, demonstrating a basic understanding of the topic or text. c. Uses basic transitional words to link the claim, reasons, and evidence. d. Attempts to establish a formal style. e. Provides a concluding statement or section. 	Writes arguments to support a claim with evidence to support the claim: <ul style="list-style-type: none"> a. Introduces the claim and organizes the reasons and evidence with some logic. b. Supports the claim with reasoning and evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Uses words, phrases, and clauses to link the claim, reasons, and evidence. d. Establishes a formal style. e. Provides a concluding statement or section that follows from the argument presented. 	Writes arguments to support a claim with clear reasons and relevant evidence: <ul style="list-style-type: none"> a. Introduces the claim, acknowledges alternate or opposing claims, and organizes the reasons and evidence logically. b. Supports the claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Uses words, phrases, and clauses to create cohesion and clarify the relationships among the claim, reasons, and evidence. d. Establishes and maintains a formal style. e. Provides a concluding statement or section that follows from and supports the argument presented. 	Writes arguments to support a claim with thoughtful, clear reasons and relevant evidence: <ul style="list-style-type: none"> a. Introduces a solid claim, acknowledges and evaluates alternate or opposing claims, and organizes the reasons and evidence in a logical sequence. b. Supports the claim with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an astute understanding of the topic or text. c. Uses precise words, phrases, and clauses to create cohesive links between major sections of the essay and to clearly show the relationships among the claim, reasons, and evidence. d. Establishes and maintains a formal style and an objective tone. e. Provides a meaningful concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.
	7.W.2	Writes basic informative/explanatory texts to examine a topic: <ul style="list-style-type: none"> a. Introduces a topic clearly; 	Writes general informative/explanatory texts to examine a topic and convey ideas and information through	Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the	Writes precise informative/explanatory texts to examine a topic and convey ideas, concepts, and

		<p>organizes ideas and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; and attempts to include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develops the topic with relevant facts or other information and examples.</p> <p>c. Uses appropriate transitions.</p> <p>d. Uses appropriate language and domain-specific vocabulary to explain the topic.</p> <p>e. Attempts to establish a formal style.</p> <p>f. Provides a concluding statement.</p>	<p>the selection and organization of the content:</p> <p>a. Introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; and includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develops the topic with relevant facts, concrete details, or other information and examples.</p> <p>c. Uses appropriate transitions to create cohesion between ideas and concepts.</p> <p>d. Uses appropriate language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establishes a formal style.</p> <p>f. Provides a concluding statement or section that follows from the information presented.</p>	<p>selection, organization, and analysis of relevant content:</p> <p>a. Introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; and includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Uses appropriate transitions to create cohesion and to clarify the relationships between ideas and concepts.</p> <p>d. Uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establishes and maintains a formal style.</p> <p>f. Provides a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>information through the selection, organization, analysis, and evaluation of relevant content:</p> <p>a. Introduces a topic concisely, explicitly previewing what is to follow; expertly organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; and includes formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.</p> <p>b. Clearly develops the topic with only relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Uses appropriate transitions to create cohesion and to clarify the relationships between ideas and concepts.</p> <p>d. Uses precise language and domain-specific vocabulary to explicitly inform about or explain the topic.</p> <p>e. Clearly establishes and maintains a formal style.</p> <p>f. Provides a compelling concluding statement or section that follows from, supports, and evaluates the information or explanation presented.</p>
	7.W.3	Writes narratives to recount real or imagined experiences or	Writes narratives to recount real or imagined experiences or	Writes narratives to develop real or imagined experiences or	Write narratives to elaborate real or imagined experiences

		<p>events:</p> <p>a. Engages the reader by establishing a point of view and introducing a narrator and/or characters and organizes an event sequence.</p> <p>b. Uses narrative techniques, such as dialogue and description.</p> <p>c. Uses a variety of transition words.</p> <p>d. Uses appropriate words and details to explain events.</p> <p>e. Provides a conclusion.</p>	<p>events using relevant descriptive details and event sequences:</p> <p>a. Engages the reader by establishing a point of view and introducing a narrator and/or characters and organizes an event sequence that unfolds naturally.</p> <p>b. Uses narrative techniques, such as dialogue, pacing, and description, to develop events.</p> <p>c. Uses a variety of transition words and phrases to convey sequence.</p> <p>d. Uses appropriate words, phrases, and descriptive details to capture the action and convey experiences and events.</p> <p>e. Provides a conclusion that follows from the narrated experiences or events.</p>	<p>events using effective techniques, relevant descriptive details, and well-structured event sequences:</p> <p>a. Engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters and organizes an event sequence that unfolds naturally and logically.</p> <p>b. Uses narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Uses a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>e. Provides a conclusion that follows from and reflects on the narrated experiences or events.</p>	<p>or events using a variety of effective techniques, relevant descriptive details, and well-structured event sequences:</p> <p>a. Engages, entertains, and orients the reader by establishing a context and point of view and introducing a narrator and/or characters and organizes a thoughtful event sequence that unfolds naturally and logically.</p> <p>b. Uses narrative techniques, such as dialogue, pacing, and description, to elaborate on experiences, events, and/or characters.</p> <p>c. Uses a wide variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Uses precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences, feelings, and events.</p> <p>e. Provides an elaborate conclusion that follows from and reflects on the narrated experiences or events.</p>
	7.W.4	Produces writing in which the development, organization, and style are inadequate for tasks, purposes, and audiences.	Produces writing in which the development, organization, and style are incomplete or inadequate for tasks, purposes, and audiences.	Produces clear and coherent writing in which development, organization, and style are appropriate for tasks, purposes, and audiences.	Produces effective writing in which the development, organization, and style are complete and appropriate for tasks, purposes, and audiences.
	7.W.5	With guidance and support from peers and adults,	With guidance and support from peers and adults,	With minimal guidance and support from peers and adults,	With support from peers and adults, develops, elaborates

		strengthens writing as needed by planning, revising, and editing.	develops and strengthens writing by planning, revising, editing, and rewriting, taking into consideration how well purpose and audience have been addressed.	develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	on, and strengthens writing as needed by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches, focusing on how well purpose and audience have been addressed.
	7.W.6	Uses technology, including the Internet, to produce writing.	Uses technology, including the Internet, to produce writing and to link to and cite sources as well as to interact with others.	Uses technology, including the Internet, to produce and publish writing and to link to and cite sources as well as to interact and collaborate with others.	Uses technology, including the Internet, to produce and publish effective or creative writing and to link to and cite sources as well as to effectively interact and collaborate with others.
	7.W.7	Conducts short research projects to answer a question, drawing on a source.	Conducts short research projects to answer a question, drawing on a few sources, and attempts to generate additional related questions.	Conducts short research projects to answer a question, drawing on several sources, and generates additional related, focused questions for further research and investigation.	Conducts short research projects to answer a question, drawing on several reliable sources and generates additional related, focused, higher-level questions for further research and investigation.
	7.W.8	Gathers information from print and/or digital sources, attempting to use search terms, and assesses the accuracy of each source while avoiding plagiarism.	Gathers information from multiple print and digital sources, using search terms; assesses the accuracy of each source; paraphrases the conclusions of others while avoiding plagiarism; and attempts to follow a standard format for citations.	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 follows a standard format for citations.	Gathers relevant and important information from multiple print and digital sources, using search terms effectively; evaluates and analyzes the credibility and accuracy of each source; quotes or precisely paraphrases the data and conclusions of others while avoiding plagiarism; and always follows a standard format for citations.
	7.L.1	Demonstrates some understanding of the basic conventions of standard English	Demonstrates some understanding of the conventions of standard English	Demonstrates command of the conventions of standard English grammar and usage when	Demonstrates a thorough command of the conventions of standard English grammar

		<p>grammar and usage when writing or speaking in the following areas:</p> <p>a. Explains the functions of phrases and clauses in general.</p> <p>b. Chooses from simple and compound sentences to signal differing relationships among ideas.</p> <p>c. Places phrases and clauses within a sentence.</p>	<p>grammar and usage when writing or speaking in the following areas:</p> <p>a. Explains the functions of phrases and clauses in general and identifies their functions in specific sentences.</p> <p>b. Chooses from simple, compound, and complex sentences to signal differing relationships among ideas.</p> <p>c. Places phrases and clauses within a sentence, sometimes recognizing and correcting misplaced and dangling modifiers.</p>	<p>writing or speaking:</p> <p>a. Explains the functions of phrases and clauses in general and their functions in specific sentences.</p> <p>b. Chooses from simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>and usage when writing or speaking:</p> <p>a. Consistently explains the functions of phrases and clauses in general and evaluates their functions in specific sentences.</p> <p>b. Consistently chooses from simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Consistently places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>
	7.L.2	<p>Demonstrates an understanding of the basic conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Demonstrates an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. Uses a comma.</p> <p>b. Attempts to spell correctly.</p>	<p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. Uses a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old[,] green shirt”).</p> <p>b. Spells correctly.</p>	<p>Demonstrates a thorough command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <p>a. Uses a comma to separate coordinate adjectives (e.g., “It was a fascinating, enjoyable movie” but not “He wore an old[,] green shirt”).</p> <p>b. Consistently spells correctly.</p>
	7.L.3	<p>Attempts to use the basic conventions of language when writing, speaking, reading, or listening: inconsistently chooses appropriate language that expresses ideas without wordiness and redundancy.</p>	<p>Generally uses knowledge of language and its conventions when writing, speaking, reading, or listening: attempts to choose language that expresses ideas, recognizing and eliminating wordiness and redundancy.</p>	<p>Uses knowledge of language and its conventions when writing, speaking, reading, or listening: chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	<p>Uses substantial knowledge of language and its conventions when writing, speaking, reading, or listening: makes calculated choices of language that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>
	7.L.4	<p>Tentatively determines or clarifies the meaning of basic unknown and multiple-meaning</p>	<p>Attempts to determine or clarifies the meaning of some unknown and multiple-meaning</p>	<p>Determines or clarifies the meaning of unknown and multiple-meaning words and</p>	<p>Consistently determines or clarifies the meaning of unknown and multiple-</p>

		<p>words and phrases, using textual support and choosing flexibly from a range of strategies:</p> <p>a. Uses explicit context (e.g., the overall meaning of a sentence or paragraph) as a clue to the meaning of a word or phrase.</p> <p>b. Uses some common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word or its part of speech.</p> <p>c. Attempts to consult general reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.</p> <p>d. Attempts to verify the preliminary determination of the meaning of a word or phrase (e.g., by checking in a dictionary or checking the inferred meaning in context).</p>	<p>words and phrases, choosing flexibly from a range of strategies:</p> <p>a. 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.</p> <p>b. Uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., rebel).</p> <p>c. Attempts to consult general and specialized reference materials (e.g., dictionaries, glossaries), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.</p> <p>d. Attempts to verify the preliminary determination of the meanings of some words or phrases (e.g., by checking in a dictionary or checking the inferred meaning in context).</p>	<p>phrases, choosing flexibly from a range of strategies:</p> <p>a. 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.</p> <p>b. Uses less common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.</p> <p>d. Verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking in a dictionary or checking the inferred meaning in context).</p>	<p>meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>a. Accurately 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.</p> <p>b. Easily uses less common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>c. Efficiently consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or to determine or clarify its precise meaning or its part of speech.</p> <p>d. Easily verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking in a dictionary or checking the inferred meaning in context).</p>
	7.L.5	<p>Demonstrates an understanding of basic figurative language, word relationships, and nuances in word meanings:</p> <p>a. Identifies some familiar figures of speech (e.g., literary, biblical, mythological allusions) in context.</p> <p>b. Uses the relationship between particular basic words (e.g., synonym/antonym,</p>	<p>Demonstrates an understanding of some figurative language, word relationships, and nuances in word meanings:</p> <p>a. Identifies common figures of speech (e.g., literary, biblical, mythological allusions) in context.</p> <p>b. Uses the relationship between particular words (e.g., synonym/antonym, analogy) to</p>	<p>Demonstrates an understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. Interprets figures of speech (e.g., literary, biblical, mythological allusions) in context.</p> <p>b. Uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the</p>	<p>Demonstrates a solid understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. Easily interprets figures of speech (e.g., literary, biblical, mythological allusions) in context</p> <p>b. Uses the relationship between particular words (e.g., synonym/antonym,</p>

		analogy) to better understand each of the words. c. Attempts to distinguish from among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	better understand each of the words. c. Distinguishes from among the connotations (associations) of some words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	words. c. Distinguishes from among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	analogy) to better understand each of the words and evaluate their uses. c. Expertly distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
	7.L.6	Attempts to accurately use basic, grade-appropriate general, academic, and domain-specific words and phrases and attempts to gather basic vocabulary knowledge when considering a word or phrase.	Accurately uses some grade-appropriate general, academic, and domain-specific words and phrases and attempts to gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquires and accurately uses grade-appropriate general, academic, and domain-specific words and phrases and gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Acquires, evaluates, and accurately uses grade-appropriate general, academic, and domain-specific words and phrases and easily gathers vocabulary knowledge when considering a word or phrase important to comprehension or expression and uses it appropriately in different situations.