Learning Progressions

FOR THE NC STANDARD COURSE OF STUDY IN ENGLISH LANGUAGE ARTS

North Carolina Department of
PUBLIC INSTRUCTION

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NC DEPARTMENT OF PUBLIC INSTRUCTION

Catherine Truitt, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825

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Formative Assessment and Learning Progressions

Formative assessment is a recursive process that occurs during instruction and uses evidence of student learning to adjust instruction to improve achievement (NC Department of Public Instruction, n.d.). The best formative assessments focus on timely information teachers can use to better support students in their learning and evidence students can use to actively manage and adjust their own learning. Through formative assessment, teachers can determine the pace at which students are learning; measure students' current knowledge of the topic, concept, or skill; uncover what students still need to learn; determine if learning opportunities are effective; and identify when instruction must be adapted.

Formative Assessment:
- Highlights the needs of each student
- Supports goal setting within the classroom curriculum
- Allows for monitoring of student progress on an ongoing basis
- Allows students to assume greater responsibility for monitoring and supporting their own learning
- Informs and targets next steps in instruction
- Allows teachers to provide descriptive feedback to students as to where they are in the learning process

Using This Resource

This resource is organized by grade-level to bring further clarity to the skills and expectations measured by the North Carolina English Language Arts Standard Course of Study (NCSCOS). Different from the Vertical Progression that shows how the standards build towards Career and College Readiness, each learning progression focuses on a singular standard and shows how the skills within the standard build towards mastery and extension.

When determining a student's skill set within each learning progression, it is important that teachers ensure the formative assessment aligns with the standards that were taught. With that in mind, if a student's skill set falls within beginning and/or progressing towards mastery of that particular standard, certain misunderstandings may be evident and/or the student may only have a simple understanding of one of more parts of that standard. If a student's skill set falls within applying, the student has shown evidence of mastery of some, if not all skills within that standard. When a student has shown consistent mastery of his/her grade-level expectations for a particular standard, then his or her skill set has moved into the extending phase, which prompts the teacher to provide more challenging learning opportunities.

Once teachers determine students' progress towards standards mastery, teachers can use this data to identify necessary strategies, scaffolds, supports, and/or extensions to meet students' needs.

*Note: Students' skill set may fall across several parts of the learning progressions. ELA educators should use their professional judgement when determining needed supports and/or extensions for students.

Other Considerations

To reach true grade-level standards' expectations, students must be provided with grade-level, complex texts, topics, and tasks. When students are only provided with or exposed to independent, reading-level texts, they are not able to fully engage with the rigor expected of the skills found within their grade-level standards.

Grade-level proficiency in and instructional alignment to the NC ELA Standards requires students to apply the skills within the standards to grade-level, complex texts.

*Note: While grade-level, complex texts should be used for core instruction, independent reading-level texts may be used for purposes of reading for enjoyment, wide reading, and/or scaffolding. Educators should use their professional judgement when determining the appropriate text for the appropriate purpose.

Disclaimer

Each learning progression shows the skills students should know and be able to do by the end of each grade and/or course. The learning progressions emphasize that standards' mastery is a growth process; the learning progressions should not be used to group, categorize, or track students. This resource is meant to help educators explore formative student data to avoid inequitable outcomes that limit the expectations held for students.

The substandards in L.3 and L.5 (K-12) are not separated from the main standard as seen in W.1 - W.3 and SL.1. The substandards are included in the progressions for L.3 and L.5 (K-12) as a whole to provide clarity on the skills and expectations of each of these grade-level standards.

Reading Literature – Grade 7

STANDARD
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.7.1 proficiency with below grade-level texts ❏ Cite textual evidence ❏ Make inferences	❏ Cite textual evidence to support an analysis of what a text says explicitly ❏ Cite textual evidence to support inferences	❏ Cite several pieces of textual evidence to support an analysis of what grade-level, complex text says explicitly ❏ Cite several pieces of textual evidence to support inferences drawn from a grade-level, complex text ❏ Consistently demonstrate comprehensive understanding of RL.7.1 with grade-level texts, with increasing independence	❏ Evaluate the strength of textual evidence ❏ Evaluate the weakness of textual evidence ❏ Cite the strongest textual evidence to support an analysis of what a grade-level, complex text says explicitly ❏ Cite the strongest textual evidence to support inferences drawn from a grade-level, complex text

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

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.7.2 proficiency with below grade-level texts ❏ Determine the theme of a text ❏ Provide a summary of a text ❏ Understand that an objective summary is based solely on the text	❏ Provide a summary of the text free from personal opinion or judgment ❏ Determine how a theme is conveyed through particular details	❏ Determine a theme of a grade-level, complex text ❏ Analyze a theme's development over the course of a text ❏ Understand that an objective summary is based solely on the text ❏ Provide an objective summary of a grade-level, complex text ❏ Consistently demonstrate a comprehensive understanding of RL.7.2 with grade-level texts, with increasing independence	❏ Analyze the theme's development over the course of a grade-level, complex text ❏ Analyze a theme's relationship to the characters ❏ Analyze a theme's relationship to the setting ❏ Analyze a theme's relationship to the plot ❏ Provide objective summaries of increasingly complex texts

STANDARD			
RL.7.3 Analyze how particular elements of a story or drama interact.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.7.3 proficiency with below grade-level texts ❏ Describe how a story's or drama's plot unfolds	❏ Describe how characters respond or change as a story's or drama's plot moves toward a resolution	❏ Identify elements in a story or drama that contribute to its meaning and/or structure ❏ Identify the interaction between elements in a story or drama ❏ Analyze specific interactions between elements in a story or drama ❏ Consistently demonstrate a comprehensive understanding of RL.7.3 with grade-level texts, with increasing independence	❏ Analyze how particular lines of dialogue in a story or drama propel the action within the text ❏ Analyze how particular incidents in a story or drama propel the action within the text ❏ Analyze how particular lines of dialogue in a story or drama reveal aspects of a character ❏ Analyze how particular incidents in a story or drama reveal aspects of a character ❏ Analyze how particular lines of dialogue in a story or drama provoke a decision ❏ Analyze how particular incidents in a story or drama provoke a decision

STANDARD
RL.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.7.4 proficiency with below grade-level texts ❏ Determine the meaning of words and phrases as they are used in a text	❏ Identify the use of rhyme in a grade-level, complex text ❏ Identify the use of repetitions of sound in a grade-level, complex text ❏ Identify tone in a grade-level, complex text	❏ Determine the meaning of words as they are used in a grade-level, complex text ❏ Determine the meaning of phrases as they are used in a grade-level, complex text ❏ Analyze the impact of rhymes on meaning in a specific line or section ❏ Analyze the impact of repetitions of sounds on meaning in a specific line or section ❏ Analyze the impact of rhymes on tone in a specific line or section ❏ Analyze the impact of repetitions of sounds on tone in a specific line or section ❏ Consistently demonstrate a comprehensive understanding of RL.7.4 with grade-level texts, with increasing independence	❏ Determine the meaning of words as they are used in increasingly complex texts ❏ Determine the meaning of phrases as they are used in increasingly complex texts ❏ Identify analogies in a text ❏ Identify allusions in a text

STANDARD			
RL.7.5 Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.7.5 proficiency with below grade-level texts	❏ Identify the structure of a text ❏ Identify the form of a specific genre	❏ Analyze how a genre's form contributes to its meaning ❏ Analyze how a text's structure contributes to its meaning ❏ Consistently demonstrate a comprehensive understanding of RL.7.5 with grade-level texts, with increasing independence	❏ Identify an author's style in a specific text ❏ Identify styles that are specific to individual literary genres ❏ Compare the structure of two or more texts ❏ Contrast the structure of two or more texts

STANDARD			
RL.7.6 Analyze how an author develops and contrasts the perspectives of different characters in a text.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.7.6 proficiency with below grade-level texts ❏ Identify the point of view of the narrator or speaker in a grade-level, complex text	❏ Explain the development of point of view in a grade-level, complex text	❏ Analyze how an author develops the perspectives of different characters ❏ Analyze how an author contrasts the perspectives of different characters ❏ Consistently demonstrate a comprehensive understanding of RL.7.6 with grade-level texts, with increasing independence	❏ Identify places where suspense is created in a text ❏ Identify places where humor is created in a text

STANDARD			

RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❏ Demonstrate RL.7.7 proficiency with below grade-level texts
 	
 ❏ Identify characteristics of:
   ❏ A poem
   ❏ A drama
   ❏ A story
   ❏ An audio version of a text
   ❏ A filmed version of a text
   ❏ A staged version of a text
   ❏ A multimedia version of a text
	❏ Compare the experience of reading a text to listening or viewing a version
	
	 ❏ Contrast the experience of reading a text to listening or viewing a version
		❏ Compare a written text to its audio, multimedia or staged version
		
		 ❏ Contrast a written text to its audio, multimedia, or staged version
		
		 ❏ Analyze the techniques unique to an audio version of a text
		
		 ❏ Analyze the techniques to a multimedia version of a text
		
		 ❏ Analyze the techniques unique to a staged version of a text
		
		 ❏ Consistently demonstrate a comprehensive understanding of RL.7.7 with grade-level texts, with increasing independence
			❏ Analyze the extent to which a filmed or live production of a story or drama stays faithful to the text or script
			
			 ❏ Analyze the extent to which a filmed or live production of a story or drama departs from the text or script
			
			 ❏ Evaluate the choices made by the director or actors

STANDARD

RL.7.8 Not applicable to literature.

STANDARD
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RL.7.9 proficiency with below grade-level texts	❏ Compare texts in different forms or genres that have similar themes and topics ❏ Contrast texts in different forms or genres that have similar themes and topics	❏ Compare a fictional portrayal of a time, place, or character with a historical account of the same period ❏ Contrast a fictional portrayal of a time, place, or character with a historical account of the same period ❏ Understand how authors of fiction use or alter history ❏ Consistently demonstrate a comprehensive understanding of RL.7.9 with grade-level texts, with increasing independence	❏ Identify how a modern work of fiction draws on themes from myths, traditional stories, or religious works ❏ Identify how a modern work of fiction draws on patterns of events from myths, traditional stories, or religious works ❏ Identify how a modern work of fiction draws on character types from myths, traditional stories, or religious works ❏ Describe how the themes, patterns of events, or character types from myths, traditional stories, or religious works, are rendered new

STANDARD			
RL.7.10 By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Read and understand literature at the low end of the 6-8 text complexity band proficiently ❏ Connect prior knowledge and experiences to literature at the low end of the 6-8 text complexity band ❏ Connect experiences to literature at the low end of the 6-8 text complexity band	❏ Read and understand literature at the low end of the 6-8 text complexity band proficiently ❏ Independently read and understand literature at the low end of the 6-8 text complexity band ❏ Independently read and understand literature at the low end of the 6-8 text complexity band for sustained periods of time ❏ Connect prior knowledge and experiences to literature at the low end of the 6-8 text complexity band	**By the end of grade 7:** ❏ Read and understand literature within the 6-8 text complexity band proficiently ❏ Independently read and understand literature within the 6-8 text complexity band ❏ Independently read and understand literature within the 6-8 text complexity band for sustained periods of time ❏ Connect prior knowledge and experiences to literature within the 6-8 text complexity band ❏ Connect experiences to literature within the 6-8 text complexity band	❏ Read and understand increasingly complex literature ❏ Independently read and understand increasingly complex literature ❏ Connect prior knowledge to increasingly complex literature ❏ Connect experiences to increasingly complex literature

Reading Informational Text – Grade 7

STANDARD

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.7.1 proficiency with below grade-level texts ❏ Cite textual evidence ❏ Make inferences	❏ Cite textual evidence to support an analysis of what a text says explicitly ❏ Cite textual evidence to support inferences	❏ Cite several pieces of textual evidence to support an analysis of what a text says explicitly ❏ Cite several pieces of textual evidence to support inferences ❏ Consistently demonstrate a comprehensive understanding of RI.7.1 with grade-level texts, with increasing independence	❏ Evaluate the strength of textual evidence ❏ Evaluate the weakness of textual evidence ❏ Cite the strongest textual evidence to support an analysis of what a grade-level, complex text says explicitly ❏ Cite the strongest textual evidence to support inferences drawn from a grade-level, complex text

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

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.7.2 proficiency with below grade-level texts ❏ Determine the central idea of a text ❏ Provide a summary of a text ❏ Understand that an objective summary is based solely on the text	❏ Determine the central idea of a grade-level, complex text ❏ Determine how the central idea of a grade-level, complex text is conveyed through particular details ❏ Provide a summary free of personal opinion or judgment	❏ Determine two or more central ideas of a text ❏ Analyze the development of multiple central ideas in a text ❏ Understand that an objective summary is based solely on the text ❏ Provide an objective summary of a text ❏ Consistently demonstrate a comprehensive understanding of RI.7.2 with grade-level texts, with increasing independence	❏ Analyze the central idea's development over the course of increasingly complex texts ❏ Determine a central idea's relationship to supporting details in a text ❏ Provide objective summaries of increasingly complex texts

STANDARD			
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.7.3 proficiency with below grade-level texts ❏ Identify how a key individual is introduced, illustrated and elaborated in a text ❏ Identify how an event is introduced, illustrated and elaborated in a text ❏ Identify how an idea is introduced, illustrated and elaborated in a text	❏ Analyze how a key individual is introduced, illustrated and elaborated in a grade-level, complex text ❏ Analyze how an event is introduced, illustrated and elaborated in a grade-level, complex text ❏ Analyze how an idea is introduced, illustrated and elaborated in a grade-level, complex text	❏ Analyze the interactions between individuals, events, and ideas in a text ❏ Consistently demonstrate a comprehensive understanding of RI.7.3 with grade-level texts, with increasing independence	❏ Identify the distinctions between individuals, ideas, or events in a text ❏ Identify the connections between individuals, ideas, or events in a text

STANDARD			
RI.7.4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.7.4 proficiency with below grade-level texts ❏ Determine the meaning of words as they are used in a text ❏ Determine the meaning of phrases as they are used in a text	❏ Identify tone in a text	❏ Determine the meaning of words as they are used in a grade-level, complex text ❏ Determine the meaning of phrases as they are used in a grade-level, complex text ❏ Analyze the impact of a specific word choice on meaning ❏ Analyze the impact of a specific word choice on tone ❏ Consistently demonstrate a comprehensive understanding of RI.7.4 with grade-level texts, with increasing independence	❏ Determine the meaning of words as they are used in increasingly complex texts ❏ Determine the meaning of phrases as they are used in increasingly complex texts ❏ Identify analogies in a text ❏ Identify allusions in a text

STANDARD			
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.7.5 proficiency with below grade-level texts ❏ Identify various text structures present in grade-level, complex texts	❏ Identify sentences, paragraphs, chapters, or sections that contribute to the development of ideas in a grade-level, complex text	❏ Analyze the structure an author uses to organize a text ❏ Analyze how major sections contribute to the whole text ❏ Analyze how major sections contribute to the development of ideas ❏ Consistently demonstrate a comprehensive understanding of RI.7.5 with grade-level texts, with increasing independence	❏ Analyze the structure of a specific paragraph in a text ❏ Analyze the role of particular sentences in developing a key concept ❏ Analyze the role of particular sentences in refining a key concept

STANDARD			
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.7.6 proficiency with below grade-level texts ❏ Identify author's point of view in a text ❏ Identify author's purpose in a text	❏ Explain how an author's point of view is conveyed in a text ❏ Explain how an author's purpose is conveyed in a text	❏ Determine an author's point of view in a grade-level, complex text ❏ Determine an author's purpose in a grade-level, complex text ❏ Identify how an author distinguishes his or her position from that of others ❏ Consistently demonstrate a comprehensive understanding of RI.7.6 with grade-level texts, with increasing independence	❏ Determine an author's point of view in increasingly complex texts ❏ Determine an author's purpose in increasingly complex texts ❏ Identify how the author acknowledges conflicting evidence or viewpoints ❏ Identify how the author responds to conflicting evidence or viewpoints

STANDARD			
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❏ Demonstrate RI.7.7 proficiency with below grade-level texts	❏ Identify the specific aspects of:
	  ❏ A written text
	  ❏ An audio version of a text
	  ❏ A video version of a text
	  ❏ A multimedia version of a text
		❏ Compare a text to an audio, video, or multimedia version
		
		❏ Contrast a text to an audio, video, or multimedia version
		
		❏ Analyze a text's portrayal of the subject
		
		❏ Analyze an audio's, video's, or multimedia's portrayal of the subject
		
		❏ Consistently demonstrate a comprehensive understanding of RI.7.7 with grade-level texts, with increasing independence
			❏ Determine the strengths and weaknesses of different mediums to present a topic or idea
			
			❏ Evaluate the advantages of using different mediums to present a particular topic or idea
			
			❏ Evaluate the disadvantages of using different mediums to present a particular topic or idea

STANDARD			
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate RI.7.8 proficiency with below grade-level texts ❏ Identify the main argument in a text ❏ Identify claims in a text	❏ Determine relevant claims in a text ❏ Determine claims that are not supported by reasons and evidence	❏ Trace the argument and specific claims in a text ❏ Evaluate the argument and specific claims in a text ❏ Assess whether the reasoning is sound ❏ Assess whether evidence is relevant ❏ Assess whether evidence is sufficient ❏ Consistently demonstrate a comprehensive understanding of RI.7.8 with grade-level texts, with increasing independence	❏ Evaluate the argument and specific claims in increasingly complex texts ❏ Delineate the argument and specific claims in a text ❏ Recognize when irrelevant evidence is introduced

STANDARD

RI.7.9 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.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❑ Demonstrate RI.7.9 proficiency with below grade-level texts ❑ Understand how authors shape their presentations of key information	❑ Identify how two texts on the same topic emphasize different evidence in grade-level, complex texts ❑ Identify how two texts on the same topic advance different interpretations of facts in grade-level, complex texts	❑ Analyze how multiple authors writing about the same topic shape their presentations of key information ❑ Analyze how multiple authors writing about the same topic emphasize different evidence ❑ Analyze how multiple authors writing about the same topic advance different interpretations of facts ❑ Consistently demonstrate a comprehensive understanding of RI.7.9 with grade-level texts, with increasing independence	❑ Recognize a case in which two or more texts provide conflicting information on the same topic ❑ Identify where the texts disagree on matters of fact ❑ Identify where the texts disagree on matters of interpretation

STANDARD			
RI.7.10 By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Independently read and understand informational texts at the low end of the 6-8 text complexity band ❏ Connect prior knowledge to informational texts at the low end of the 6-8 text complexity band ❏ Connect experiences to informational texts at the low end of the 6-8 text complexity band	❏ Read and understand informational texts at the low end of the 6-8 text complexity band proficiently ❏ Independently read and understand informational texts at the low end of the 6-8 text complexity band for sustained periods of time ❏ Connect prior knowledge and experiences to informational texts at the low end of the 6-8 text complexity band	**By the end of grade 7:** ❏ Read and understand informational texts within the 6-8 text complexity band proficiently ❏ Independently read and understand informational texts within the 6-8 text complexity band ❏ Independently read and understand informational texts within the 6-8 text complexity band for sustained periods of time ❏ Connect prior knowledge and experiences to informational texts within the 6-8 text complexity band ❏ Connect experiences to informational texts within the 6-8 text complexity band	❏ Read and understand increasingly complex informational texts proficiently ❏ Independently read and understand increasingly complex informational texts ❏ Independently read and understand increasingly complex informational texts for sustained periods of time ❏ Connect prior knowledge and experiences to increasingly complex informational texts ❏ Connect experiences to increasingly complex informational texts

Writing – Grade 7

STANDARD

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

   a. Organize information and ideas around a topic to plan and prepare to write.

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

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

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

   e. Establish and maintain a formal style.

   f. Provide a concluding statement or section that follows from and supports the argument presented.

   g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
W.7.1			
❑ Formulate an opinion on a topic or text ❑ Determine claim(s) for an argument	❑ Support a point of view with reasons and information	❑ Write arguments to support claim(s) with clear reasons ❑ Write arguments to support claim(s) with relevant evidence ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Write arguments to support claim(s) using valid reasoning ❑ Write arguments to support claim(s) using relevant and sufficient evidence ❑ Show W.7.1 proficiency with increasingly complex topics or texts
W.7.1a			
❑ Organize information and ideas to plan and prepare to write	❑ Organize information and ideas around a topic to plan and prepare to write	❑ Organize information and ideas around grade-level topics to plan and prepare to write ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Show W.7.1a proficiency organizing information and ideas to plan and prepare to write on increasingly complex topics or texts

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W.7.1b			
❏ Introduce a topic or text clearly ❏ Create an organizational structure ❏ Identify claim(s)	❏ Identify alternate or opposing claim(s) ❏ Organize reasons and evidence	❏ Introduce claim(s) ❏ Acknowledge alternate or opposing claim(s) ❏ Organize the reasons and evidence logically ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Distinguish the claim(s) from alternate or opposing claim(s) ❏ Show W.7.1b proficiency with increasingly complex topics or texts
W.7.1c			
❏ Support claim(s) with clear reasons ❏ Support claim(s) with evidence ❏ Cite sources ❏ Demonstrate an understanding of the topic or text	❏ Demonstrate a clear understanding of the topic or text ❏ Evaluate the credibility of sources	❏ Support claim(s) with logical reasoning ❏ Support claim(s) with relevant evidence ❏ Use accurate, credible sources ❏ Demonstrate an understanding of the grade-level topic or text ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Introduce precise claim(s) ❏ Create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ❏ Show W.7.1c proficiency with substantive increasingly complex topics or texts

W.7.1d			
❏ Determine transitional words and phrases to link claim(s,) and evidence	❏ Make connections to link claim(s), reasons, and evidence	❏ Use words, phrases, and clauses to create cohesion among claim(s), reasons, and evidence ❏ Use words, phrases, and clauses to clarify the relationships among claim(s), reasons, and evidence ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Use words, phrases, and clauses to link sections of the text ❏ Use words, phrases, and clauses to clarify the relationships between claim(s) and counterclaims ❏ Show W.7.1d proficiency with increasingly complex topics or texts
W.7.1e			
❏ Identify informal style ❏ Identify formal style	❏ Compare and contrast characteristics of formal and informal writing styles ❏ Demonstrate an understanding of when to use a formal style in writing	❏ Establish a formal style ❏ Maintain a formal style ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Establish an objective tone ❏ Maintain an objective tone ❏ Show W.7.1e proficiency with substantive increasingly complex topics or texts

W.7.1f			
❑ Provide a concluding statement related to the argument presented	❑ Provide a concluding section related to the argument presented	❑ Provide a concluding statement that follows from the argument presented ❑ Provide a concluding statement that supports the argument presented ❑ Provide a concluding section that follows from the argument presented ❑ Provide a concluding section that supports the argument presented ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Show W.7.1f proficiency with increasingly complex topics or texts

W.7.1g			
With extensive guidance and support from peers and adults: ❏ Identify a purpose for writing ❏ Determine possible audiences for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With guidance and support from peers and adults:** ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With some guidance and support from peers and adults:** ❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on how well purpose has been addressed ❏ Focus on how well audience has been addressed ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on how well purpose has been addressed ❏ Focus on how well audience has been addressed ❏ Show W.7.1g proficiency with increasingly complex topics or texts

STANDARD

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

    a. Organize information and ideas around a topic to plan and prepare to write.

    b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.

    c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

    d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

    e. Use precise language and domain-specific vocabulary to inform about or explain the topic.

    f. Establish and maintain a formal style.

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

    h. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
W.7.2			
❑ Write informative/explanatory texts about a topic ❑ Select content related to the topic	❑ Convey ideas clearly ❑ Present information clearly	❑ Write informative/ explanatory texts to examine a grade-level topic ❑ Write informative/ explanatory texts to convey ideas, concepts, and information ❑ Select relevant content ❑ Organize relevant content ❑ Analyze relevant content ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Show W.7.2 proficiency with increasingly complex ideas, topics, and information

W.7.2a			
❏ Organize information and ideas to plan and prepare to write	❏ Organize information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around a grade-level topic to plan and prepare to write ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Organize information and ideas around a grade-level topic to plan and prepare to write ❏ Organize information and ideas around increasingly complex topics to plan and prepare to write
W.7.2b			
❏ Introduce a topic clearly ❏ Identify text structures ❏ Organize ideas	❏ Apply a specific text structure to purpose and content ❏ Include visuals to aid comprehension of content	❏ Introduce a grade-level topic clearly ❏ When introducing a topic, preview what is to follow ❏ Organize ideas into broader categories ❏ Organize concepts into broader categories ❏ Organize information into broader categories ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Organize complex ideas, concepts, and information ❏ Make important connections and distinctions ❏ Show W.7.2b proficiency with increasingly complex topics or texts

W.7.2c			

❑ Develop a topic with:
  ❑ Facts
  ❑ Definitions
  ❑ Concrete details
	❑ Develop a topic with:
	  ❑ Quotations
	  ❑ Other information and examples
		❑ Develop the topic with relevant:
		  ❑ Facts
		  ❑ Definitions
		  ❑ Concrete details
		  ❑ Quotations
		  ❑ Other information and examples
		
		❑ Develop the topic with well-chosen:
		  ❑ Facts
		  ❑ Definitions
		  ❑ Concrete details
		  ❑ Quotations
		  ❑ Other information and examples
		
		❑ Consistently demonstrate a comprehensive understanding of grade-level standard
			❑ Develop the topic with:
			  ❑ Sufficient facts
			  ❑ Extended definitions
			  ❑ Concrete details
			  ❑ Quotations
			  ❑ Other information and examples
			
			❑ Show W.7.2c proficiency with increasingly complex topics or texts

W.7.2d			
❑ Identify transitions for specific purposes and structures ❑ Apply transitions for a specific purpose	❑ Use transitions to make connections among ideas and concepts ❑ Use transitions to illustrate relationships among ideas and concepts	❑ Use appropriate transitions to create cohesion among ideas and concepts ❑ Use appropriate transitions to clarify the relationships among ideas and concepts ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Use varied transitions to create cohesion among ideas and concepts ❑ Use varied transitions to clarify the relationships among ideas and concepts ❑ Show W.7.2d proficiency with substantive increasingly complex topics or texts

W.7.2e			
❏ Use below grade-level vocabulary to explain a topic ❏ Identify domain-specific vocabulary about a topic	❏ Use grade-level vocabulary to explain a topic ❏ Use domain-specific vocabulary about a topic	❏ Use precise vocabulary to explain or inform about a topic ❏ Use domain-specific vocabulary to explain or inform about a topic ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Use precise language to manage the complexity of a topic ❏ Use domain-specific vocabulary to manage the complexity of the topic ❏ Show W.7.2e proficiency with increasingly complex topics or texts
W.7.2f			
❏ Identify the features of informal and formal styles	❏ Determine when to use formal or informal styles when writing	❏ Establish a formal style ❏ Maintain a formal style ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Show W.7.2f proficiency with substantive increasingly complex topics or texts

W.7.2g			
❏ Provide a concluding statement related to the information or explanation presented	❏ Provide a concluding section related to the information or explanation present	❏ Provide a concluding statement that follows from the information or explanation presented ❏ Provide a concluding statement that supports the information or explanation presented ❏ Provide a concluding section that follows from the information or explanation presented ❏ Provide a concluding section that supports the information or explanation presented ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Show W.7.2g proficiency with substantive increasingly complex topics or texts

W.2h			
With extensive guidance and support from peers and adults: ❏ Identify a purpose for writing ❏ Identify an audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With guidance and support from peers and adults:** ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With some guidance and support from peers and adults:** ❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on how well purpose has been addressed ❏ Focus on how well audience has been addressed ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on how well purpose has been addressed ❏ Focus on how well audience has been addressed ❏ Show W.7.2h proficiency with substantive increasingly complex topics or texts

STANDARD

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

    a. Organize information and ideas around a topic to plan and prepare to write.

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

    c. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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

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

    f. Provide a conclusion that follows from and reflects on the narrated experiences or events.

    g. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
W.7.3			
❏ Write narratives to develop real experiences or events ❏ Use details ❏ Determine an event sequence	❏ Write narratives to develop imagined experiences or events ❏ Use descriptive details ❏ Use clear event sequences	❏ Write narratives to develop real or imagined experiences or events ❏ Use effective technique ❏ Use relevant descriptive details ❏ Use well-structured event sequences ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Show W.7.3 proficiency with substantive increasingly complex topics or texts

W.7.3a			
❏ Organize information and ideas to plan and prepare to write ❏	❏ Organize information and ideas around a topic to plan and prepare to write	❏ Organize information and ideas around a grade-level topic to plan and prepare to write ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Show W.7.3a proficiency with substantive increasingly complex topics or texts
W.7.3b			

❏ Identify narrative elements such as characters, narrator, point of view, and purpose	❏ Match point of view to purpose
	
	❏ Organize an event sequence
		❏ Engage and orient the reader by:
		  ❏ Establishing a context
		  ❏ Establishing a point of view
		  ❏ Introduce a narrator and/or characters
		  ❏ Organize an event sequence that unfolds naturally and logically
		
		❏ Consistently demonstrate a comprehensive understanding of grade-level standard
			❏ Set out a problem
			
			❏ Create a smooth progression of experiences or events
			
			❏ Show W.7.3b proficiency with substantive increasingly complex topics or texts

W.7.3c			

❏ Identify narrative techniques	❏ Apply narrative techniques for a purpose	❏ Use narrative techniques, such as:
		    ❏ Dialogue
		    ❏ Pacing
		    ❏ Description
		    ❏ Reflection
		
		 ❏ Use narrative techniques to develop experiences
		
		 ❏ Use narrative techniques to develop events
		
		 ❏ Use narrative techniques to develop characters
		
		 ❏ Consistently demonstrate a comprehensive understanding of grade-level standard
			❏ Use narrative techniques, such as:
			    ❏ Reflection
			    ❏ Multiple plotlines
			
			 ❏ Show W.7.3c proficiency with substantive increasingly complex topics or texts

W.7.3d			

❏ Use a variety of transition words, phrases, and clauses	❏ Identify relationships among experiences and events in a narrative	❏ Use a variety of transition words, phrases, and clauses to:
		    ❏ Convey sequence
		    ❏ Signal shifts from one time frame or setting to another
		
		 ❏ Consistently demonstrate a comprehensive understanding of grade-level standard
			❏ Use a variety of transition words, phrases, and clauses to show the relationships among experiences and events
			
			 ❏ Show W.7.3d proficiency with substantive increasingly complex topics or texts

W.7.3e			
❏ Use below grade-level academic words and phrases ❏ Use details	❏ Use grade-level academic words and phrases ❏ Use descriptive details ❏ Use sensory language	❏ Use precise words and phrases ❏ Use relevant descriptive details ❏ Use sensory language ❏ Capture the action ❏ Convey experiences ❏ Convey events ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Use telling details ❏ Convey a vivid picture ❏ Show W.7.3e proficiency with substantive increasingly complex topics or texts
W.7.3f			
❏ Provide a conclusion	❏ Provide a conclusion related to the experiences or events	❏ Provide a conclusion that follows from the narrated experiences or events ❏ Provide a conclusion that reflects on the narrated experiences or events ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Provide a conclusion that reflects on what is experienced, observed, or resolved over the course of the narrative ❏ Show W.7.3f proficiency with substantive increasingly complex topics or texts

W.7.3g			
With extensive guidance and support from peers and adults: ❏ Identify a purpose for writing ❏ Identify an audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With guidance and support from peers and adults:** ❏ Identify a specific purpose for writing ❏ Identify a specific audience for writing ❏ Determine writing techniques to use to address audience ❏ Determine writing techniques to use to address purpose	**With some guidance and support from peers and adults:** ❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on addressing purpose ❏ Focus on addressing audience ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Develop and strengthen writing as needed by revising ❏ Develop and strengthen writing as needed by editing ❏ Develop and strengthen writing as needed by rewriting ❏ Develop and strengthen writing as needed by trying a new approach ❏ Focus on addressing purpose ❏ Focus on addressing audience ❏ Show W.7.3g proficiency with substantive increasingly complex topics or texts

STANDARD			
W.7.4 Use digital tools and resources to produce and publish writing, link to and cite sources, and to interact and collaborate with others.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Identify tools and resources to collaborate with others ❏ Use digital tools and resources to cite sources	❏ Use digital tools and resources to link to sources ❏ Establish appropriate norms for interacting with others using digital tools and resources	❏ Use digital tools and resources to produce writing ❏ Use digital tools and resources to publish writing ❏ Use digital tools and resources to interact with others ❏ Use digital tools and resources to collaborate with others ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Use digital tools and resources to present the relationships between information and ideas efficiently ❏ Show W.7.4 proficiency with increasingly complex writing

STANDARD			
W.7.5 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Conduct short research projects to build knowledge ❏ Investigate different aspects of a topic	❏ Refocus the investigation when appropriate ❏ Identify key aspects of a topic for research	❏ Conduct short research projects to answer a question ❏ Draw on several sources ❏ Generate additional related, focused questions for further research and investigations ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Conduct short research projects to answer a self-generated question ❏ Generate additional related, focused questions that allow for multiple avenues of exploration ❏ Show W.7.5 proficiency with increasingly complex topics, texts, and/or sources

STANDARD
W.7.6 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Quote data ❏ Quote conclusions ❏ Cite sources ❏ Gather information from print sources	❏ Gather information from digital sources ❏ Identify appropriate search terms for a topic ❏ Identify credible sources ❏ Paraphrase data ❏ Paraphrase conclusions	❏ Gather relevant information from multiple print and digital sources ❏ Use search terms effectively ❏ Assess the credibility and accuracy of each source ❏ Quote data while avoiding plagiarism ❏ Paraphrase data while avoiding plagiarism ❏ Quote the conclusions of others while avoiding plagiarism ❏ Paraphrase the conclusions of others while avoiding plagiarism ❏ Follow a standard format for citation ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Gather relevant information from multiple authoritative print and digital sources ❏ Use advanced searches effectively ❏ Assess the usefulness of sources in answering the research question ❏ Show W.7.6 proficiency with increasingly complex topics, texts, and/or sources

Speaking and Listening – Grade 7

STANDARD

SL.7.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

    a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

    b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

    c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

    d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
SL.7.1			
❑ Participate in collaborative discussions ❑ Engage with diverse partners on less complex topics and texts ❑ Express ideas	❑ Engage in collaborative discussions ❑ Engage with diverse partners on grade 7 topics and texts ❑ Express ideas clearly	❑ Engage effectively in a range of collaborative discussions ❑ Engage with diverse partners on grade 7 topics, texts, and issues ❑ Build on others' ideas and expressing ideas clearly ❑ Consistently demonstrate comprehensive understanding of grade-level standard	❑ Initiate and participate effectively in a range of collaborative discussions with diverse partners ❑ Express ideas clearly and persuasively ❑ Show SL.7.1 proficiency with increasingly complex topics, texts, and issues

SL.7.1a			
❑ Summarize reading or research material under study ❑ Identify details of the reading or research under study	❑ Annotate reading or research material under study ❑ Identify key details of the reading or research under study	❑ Come to discussions prepared, having read or researched material under study ❑ Explicitly draw on preparation by referring to evidence on the topic, text, or issue ❑ Probe on ideas under discussion ❑ Reflect on ideas under discussion ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Refer to evidence from texts and other research on the topic or issue ❑ Show SL.7.1a proficiency with increasingly complex topics, texts, and/or sources

SL.7.1b			
❑ Identify rules for collegial discussion	❑ Set goals and deadlines ❑ Determine effective roles for collaborative conversations	❑ Follow rules for collegial discussions ❑ Track progress toward specific goals and deadlines ❑ Define individual roles, as needed ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Follow rules for decision-making ❑ Show SL.7.1b proficiency with increasingly complex topics, texts, and/or sources

SL.7.1c			
❏ Pose and respond to specific questions with elaboration and detail	❏ Respond to others' questions and comments with relevant observations and ideas	❏ Pose questions that elicit elaboration ❏ Respond to others' questions and comments with relevant Ideas and observations that bring the discussion back on topic as needed ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Pose questions that connect the ideas of several speakers ❏ Respond to others' questions and comments with relevant evidence ❏ Show SL.7.1c proficiency with increasingly complex topics, texts, and/or sources
SL.7.1d			
❏ Review key ideas expressed ❏ Demonstrate understanding through reflection	❏ Paraphrase key ideas expressed during discussion ❏ Demonstrate an understanding of multiple perspectives	❏ Acknowledge new information expressed by others ❏ When warranted, modify one's own views ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ When warranted, qualify or justify one's own views in light of the evidence presented ❏ Respond to diverse perspectives ❏ Show SL.7.1d proficiency with increasingly complex topics, texts, and/or sources

STANDARD			
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Explain how information contributes to a topic, text, or issue under study	❏ Interpret information presented in diverse media and formats	❏ Analyze the main ideas and supporting details presented in diverse media and formats ❏ Explain how the ideas clarify the topic, text, or issue under study ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Analyze the purpose of information presented in diverse media and formats ❏ Evaluate the motives behind the presentation of information ❏ Show SL.7.2 proficiency with increasingly complex texts and/or sources

STANDARD			
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Identify a speaker's argument ❏ Identify a speaker's claims	❏ Distinguish claims that are supported by reasons and evidence from claims that are not	❏ Delineate a speaker's argument ❏ Delineate a speaker's specific claims ❏ Evaluate the soundness of the reasoning ❏ Evaluate the relevance of the evidence ❏ Evaluate the sufficiency of the evidence ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Identify when irrelevant evidence is introduced ❏ Evaluate a speaker's point of view ❏ Show SL.7.3 proficiency with increasingly complex texts and/or sources

STANDARD			
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; adapt speech to a variety of contexts and tasks.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❏ Report on a topic or text
 	
❏ Present an opinion
	❏ Sequence ideas logically
	
	❏ Accentuate main ideas or themes
		❏ Present claims and findings
		
		❏ Emphasize salient points in a focused, coherent manner
		
		❏ Emphasize salient points with pertinent:
		  ❏ Descriptions
		  ❏ Facts
		  ❏ Details
		  ❏ Examples
		
		❏ Adapt speech to a variety of contexts
		
		❏ Adapt speech to a variety of tasks
		
		❏ Consistently demonstrate a comprehensive understanding of grade-level standard
			❏ Emphasize salient points with relevant evidence
			
			❏ Emphasize salient points with sound valid reasoning
			
			❏ Emphasize salient points with well-chosen details
			
			❏ Show SL.7.4 proficiency with increasingly complex sources, information, purposes, audiences, and/or tasks

STANDARD			
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**

❏ Include multimedia components and visual displays in presentations	❏ Include multimedia components and visual displays in presentations to enhance the development of main ideas	❏ Include multimedia components and visual displays in presentations to:
		  ❏ Clarify claims
		  ❏ Clarify findings
		  ❏ Emphasize salient points
		
		❏ Consistently demonstrate a comprehensive understanding of grade-level standard
			❏ Integrate multimedia and visual displays into presentations to:
			  ❏ Clarify information
			  ❏ Strengthen claims and evidence
			  ❏ Add interest
			
			❏ Show SL.7.5 proficiency with increasingly complex presentations

Language – Grade 7

STANDARD
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum.
Learning Progression

Beginning	Progressing	Applying	Extending
❏ Consistently demonstrate strong command of conventions within the 4-5 Continua ❏ Produce complete sentences ❏ Explain the functions of prepositions ❏ Explain the functions of pronouns ❏ Place phrases and clauses within a sentence	❏ Use adverbs that modify adjectives ❏ Use adverbs that modify adverbs ❏ Choose among simple, compound, complex, and compound-complex sentences ❏ Use intensive pronouns ❏ Ensure pronoun-antecedent agreement ❏ Recognize the nominative case and objective case ❏ Correctly use confused words ❏ Explain the function of phrases and clauses in general and their function in specific sentences ❏ Form indirect/direct objects	❏ Apply grade-level conventions of grammar and usage while writing and speaking ❏ Recognize improper use of grade-level conventions of grammar and usage while reading, writing, speaking and listening ❏ Make appropriate corrections to improper conventions of grammar and usage while revising and editing writing and speaking tasks ❏ Identify and use strategies to improve expression in conventional language ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Apply grammar and usage skills to create a unique voice when writing or speaking ❏ Apply and expand grammar and usage skills from previous grades ❏ Show L.7.1 proficiency with increasingly complex texts, writing, speaking and/or listening tasks

STANDARD			

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Consistently demonstrate strong command of conventions within the 4-5 Continua ❏ Use proper punctuation within dialogue ❏ Correctly form and use possessives ❏ Correctly form and use contractions ❏ Use spelling patterns and generalizations when writing words ❏ Understand how to consult reference materials to check and correct spellings	❏ Use punctuation to set off nonrestrictive/parenthetical elements ❏ Use a comma to separate coordinate adjectives ❏ Use punctuation to indicate a pause or break ❏ Use an ellipsis to indicate an omission ❏ Use a semicolon to link two or more closely related independent clauses ❏ Use a colon to introduce a list or quotation ❏ Apply hyphen conventions ❏ Apply conventional rules to spell words correctly ❏ Consult reference materials as needed to check and correct spellings	❏ Apply grade-level conventions of capitalization, punctuation, and spelling while writing or speaking ❏ Recognize improper use of grade-level conventions of capitalization, punctuation, and spelling while reading and writing ❏ Make appropriate corrections to improper conventions of capitalization, punctuation, and spelling while editing written work ❏ Consult reference materials when needed ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Apply conventions of capitalization, punctuation, and spelling to create a unique style and voice when writing or speaking ❏ Apply and expand capitalization, punctuation, and spelling skills from previous grades ❏ Show L.7.2 proficiency with increasingly complex writing tasks

STANDARD

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
      a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Note: Substandard "a" is not separated from the main standard, as seen in W.7.1 - W.7.3 and SL.7.1. The substandard L.7.3a is included in the progression of L.7.3 as a whole to provide clarity on the skills and expectations of the standard.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
Use knowledge of language and its conventions when: ❑ Writing below grade level ❑ Speaking below grade level ❑ Reading below grade-level texts ❑ Listening to below grade-level texts	**Use knowledge of language and its conventions when:** ❑ Writing ❑ Speaking ❑ Reading ❑ Listening to below grade-level texts	**Use knowledge of language and its conventions when:** ❑ Writing on grade level ❑ Speaking on grade level ❑ Reading grade-level texts ❑ Listening to grade-level texts ❑ Choose language that expresses ideas precisely and concisely ❑ Recognize and eliminate wordiness ❑ Recognize and eliminate redundancy ❑ Consistently demonstrate a comprehensive understanding of grade-level standard	❑ Use verbs in the active voice to achieve particular effects ❑ Use verbs in the passive voice to achieve particular effects ❑ Use verbs in the conditional mood to achieve particular effects ❑ Show L.7.3 proficiency with increasingly complex texts, writing, speaking and/or listening tasks

STANDARD

L.7.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on below grade-level texts reading and content	❏ Identify context clues ❏ Determine word parts ❏ Understand word relationships ❏ Use reference materials	❏ Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade-level texts and content ❏ Choosing flexibly from a range of strategies when reading grade-level texts: 　❏ Context clues 　❏ Word parts 　❏ Word relationships 　❏ Reference materials ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on increasingly complex texts and content ❏ Choosing flexibly from a range of strategies when reading increasingly complex texts ❏ Show L.7.4 proficiency with increasingly complex texts and content

STANDARD

L.7.5 Demonstrate understanding of figurative language and nuances in word meanings.

    a. Interpret figures of speech in context based on grade 7 reading and content.

    b. Distinguish among the connotations of words with similar denotations.

Note: Substandards "a" and "b" are not separated from the main standard, as seen in W.7.1 - W.7.3 and SL.7.1. The substandards L.7.5a and L.7.5b are included in the progression of L.7.5 as a whole to provide clarity on the skills and expectations of the standard.

Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Demonstrate understanding of figurative language and nuances in word meanings with below grade-level texts and content ❏ Interpret figures of speech in context based on below grade-level reading and content	❏ Identify the connotations of grade-level words	❏ Demonstrate understanding of figurative language and nuances in word meanings with grade-level texts and content ❏ Interpret figures of speech in context based on grade-level reading and content ❏ Distinguish among the connotations of words with similar denotations ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Analyze the role of figures of speech in a text ❏ Analyze nuances in the meaning of words with similar denotations ❏ Show L.7.5 proficiency with increasingly complex texts and content

STANDARD			
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
Learning Progression			
Beginning	**Progressing**	**Applying**	**Extending**
❏ Acquire and use general academic and domain-specific words and phrases	❏ Identify words or phrases important to comprehension ❏ Identify words or phrases important to expression	❏ Acquire grade-level general academic and domain-specific words and phrases ❏ Accurately use grade-level general academic and domain-specific words and phrases ❏ Develop grade-level vocabulary knowledge when considering a word or phrase important to comprehension ❏ Develop grade-level vocabulary knowledge when considering a word or phrase important to expression ❏ Consistently demonstrate a comprehensive understanding of grade-level standard	❏ Demonstrate independence in developing vocabulary knowledge when considering a word or phrase important to comprehension or expression ❏ Shows L.7.6 proficiency with increasingly complex texts and content