

## RISE PLD ELA Grade 7

| PLD                 | Standard | Below Proficient   | Approaching Proficient  | Proficient  | Highly Proficient   |
|---------------------|----------|--|---|---|---|
|                     |          | The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support. | The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support. | The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support. | The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the Utah Core State Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.      |
|                     |          | For grade-appropriate, low-complexity texts, the Level 1 student   | For grade-appropriate, low-to-moderate-complexity texts, the Level 2 student  | For grade-appropriate, moderate-to-high-complexity texts, the Level 3 student   | For grade-appropriate, high-complexity texts, the Level 4 student   |
| Reading: Literature |          |  |   |   |   |
| Range               | RL.7.1   | generally refers to the text to support analysis of what it says explicitly.   | identifies 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 strong and thorough textual evidence to support a complex inference or analysis of a text.  |
| Range               | RL.7.2   | identifies a theme or central idea of a text; provides a basic sequence of events in a text.   | identifies a theme or central idea of a text; provides a simple objective summary of a text.  | determines a theme or central idea of a text and analyzes its development over the course of a text; provides an objective summary of a text.   | evaluates themes or central ideas and their development over the course of a text; provides a comprehensive objective summary of a text.  |
| Range               | RL.7.3   | identifies particular elements of a story or drama (e.g., setting or characters).  | explains how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  | analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  | evaluates the impact of relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot).  |
| Range               | RL.7.4   | with textual support (e.g. context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.  | with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; 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 or drama.                  | determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.   | determines the meaning and analyzes the impact of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; analyzes and evaluates 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. |
| Range               | RL.7.5   | describes a drama's or poem's form or structure (e.g., soliloquy, sonnet).   | describes and identifies how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  | analyzes how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  | analyzes and evaluates how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning and effectiveness.  |

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| Range                              | RL.7.6   | describes the points of view of different characters or narrators in a text.  | analyzes 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 how the author develops and contrasts the points of view of different, complex characters or narrators in a text and evaluates the effectiveness of the points of view.  |
| Range                              | RL.7.7   | compares and contrasts 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 the techniques unique to each medium (e.g., lighting, sound, color, or 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, or 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, or camera focus and angles in a film) and critiquing its use by its director. |
| Range                              | RL.7.9   | compares and contrasts 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, identifying 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.  | cites evidence from both 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.   |
| <b>Reading: Informational Text</b> |          |   |  |   |   |
| Range                              | RI.7.1   | generally refers to the text to support analysis of what it says explicitly.  | identifies 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 strong and thorough textual evidence to support a complex inference or analysis of a text.  |
| Range                              | RI.7.2   | identifies a central of the text; provides a basic sequence of events or ideas in the text.   | identifies two or more central ideas of the text; 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; provides an objective summary of the text.   | evaluates two or more central ideas and their development over the course of the text; provides a comprehensive, objective summary of the text.   |
| Range                              | RI.7.3   | identifies the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                                     | describes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).   | analyzes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).   | evaluates the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).   |
| Range                              | RI.7.4   | with textual support (e.g. context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in a text; identifies the impact of a specific word choice on meaning. | with textual support (e.g. context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the impact of a specific word choice on meaning and tone. | determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone.                                       | analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of a specific word choice on meaning and tone.   |

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|------------------|----------|--|--|---|--|
| Range            | RI.7.5   | describes the structure an author uses to organize a text; identifies the major sections of the text.        | describes and identifies the structure an author uses to organize a text; describes how the major sections contribute to the whole and to the development of the ideas.                                      | analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.   | evaluates the rhetorical effect of the structure an author uses to organize a text and analyzes how the major sections contribute to the whole and to the development of the ideas; articulates how a different text structure might impact the meaning of the text. |
| Range            | RI.7.6   | identifies an author's 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 describes 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.  | analyzes an author's point of view and purpose in a text; evaluates how effectively the author distinguishes his or her position from that of others.  |
| Range            | RI.7.7   | generally compares and contrasts a text to an audio, video, or multimedia version of the text.               | compares and contrasts a text to an audio, video, or 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, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | compares and contrasts a text to an audio, filmed, staged, or multimedia version, evaluating 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 evaluation.      |
| Range            | RI.7.8   | traces the argument and claim in a text, identifying the reasoning and evidence used to support the claim.   | traces and evaluates the argument and claims in a text, describing 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.                                | explicates and evaluates the argument and specific claims in a complex text; cites specific language in the text in an assessment of why or why not the reasoning is sound and the evidence is relevant and sufficient to support the claims.                        |
| Range            | RI.7.9   | describes how two or more authors writing about the same topic shape their presentations of key information. | describes 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 or advancing different interpretations of facts.               | cites textual evidence in an evaluation of the different rhetorical effects of 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.  |
| <b>Listening</b> |          |  |  |   |  |
| Range            | SL.7.2   | identifies the main ideas and supporting details presented in diverse media and formats.                     | identifies the main ideas and supporting details presented in diverse media and formats and how they relate to the topic.  | analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.       | analyzes and interprets the main ideas and supporting details presented in diverse media and formats and explains how the ideas clarify a topic, text, or issue under study.   |
| Range            | SL.7.3   | delineates a speaker's argument and specific claims.   | delineates a speaker's argument and specific claims, identifying the relevance of the evidence introduced.   | delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.   | delineates a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence using real world application and/or rhetorical analysis.  |

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| <b>Language</b> |          |   |   |  |   |
| Range           | L.7.1    | <p>demonstrates basic understanding of the conventions of standard English grammar and usage when writing or speaking in the following areas:</p> <ul style="list-style-type: none"> <li>a. explains the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. chooses among simple, compound, complex, and compound- complex sentences to signal differing relationships among ideas.</li> <li>c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> | <p>demonstrates understanding of the conventions of standard English grammar and usage when writing or speaking in the following areas:</p> <ul style="list-style-type: none"> <li>a. explains the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. chooses among simple, compound, complex, and compound- complex sentences to signal differing relationships among ideas.</li> <li>c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> | <p>demonstrates command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. explains the function of phrases and clauses in general and their function in specific sentences.</li> <li>b. chooses among simple, compound, complex, and compound- complex sentences to signal differing relationships among ideas.</li> <li>c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> | <p>demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. explains the function of phrases and clauses in general and evaluates their function in specific sentences.</li> <li>b. chooses among simple, compound, complex, and compound- complex sentences to signal differing relationships among ideas.</li> <li>c. places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ul> |
| Range           | L.7.2    | <p>demonstrates basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>b. spells correctly.</li> </ul>   | <p>demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>b. spells correctly.</li> </ul>   | <p>demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>b. spells correctly.</li> </ul>  | <p>demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. uses a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</li> <li>b. spells correctly.</li> </ul>  |
| Range           | L.7.3    | <p>attempts to use the conventions of language when writing, speaking, reading, or listening:</p> <ul style="list-style-type: none"> <li>a. inconsistently chooses language that expresses ideas without wordiness and redundancy.</li> </ul>   | <p>generally uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <ul style="list-style-type: none"> <li>a. attempts to choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>   | <p>uses knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <ul style="list-style-type: none"> <li>a. chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>   | <p>uses deep knowledge of language and its conventions when writing, speaking, reading, or listening:</p> <ul style="list-style-type: none"> <li>a. strategically chooses language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> </ul>   |

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|-------|----------|---|---|---|---|
| Range | L.7.4    | <p>with textual support (e.g. context clues, embedded definitions), tentatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> <li>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.</li> <li>uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>inconsistently verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol> | <p>generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> <li>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.</li> <li>uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol> | <p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> <li>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.</li> <li>uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol> | <p>authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> <li>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.</li> <li>uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol> |
| Range | L.7.5    | <p>demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> <li>identifies some figures of speech (e.g., literary, biblical, mythological allusions) in context.</li> <li>uses the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>inconsistently distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending)</li> </ol>  | <p>demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> <li>identifies figures of speech (e.g., literary, biblical, mythological allusions) in context.</li> <li>uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ol>   | <p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> <li>interprets figures of speech (e.g., literary, biblical, and mythological allusions) in context.</li> <li>uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ol>   | <p>demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <ol style="list-style-type: none"> <li>interprets figures of speech (e.g., literary, biblical, mythological allusions) in context.</li> <li>uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ol>  |