

7.SL.2.A Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume at an understandable pace.

<u>Mastery (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Delivers a well-developed presentation ● Uses appropriate verbal and nonverbal skills ● Displays evidence of preparation ● Clarifies, expands upon, and emphasizes key points. ● Presentation fits the intended audience, task, and purpose ● Meets the standard independently and consistently. 	<ul style="list-style-type: none"> ● Need to strengthen verbal and nonverbal skills (volume, eye contact, tone) ● Presentation is lacking key components, organization, or development. ● Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Relies heavily on teacher assistance. ● Presentation is unplanned or “off the cuff” ● Uses inappropriate tone or language

7.W.3.A.B Review, **revise, and edit writing** with consideration for the task, purpose, and audience; Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.

<u>Mastery (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Writes with the intended audience in mind ● Applies revision and editing skills to writing with a particular focus on word choice and sentence structure ● Meets the standard independently and consistently. 	<ul style="list-style-type: none"> ● Attempts to use sophisticated language and varied sentence structure but lacks precision ● Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Relies heavily on a single sentence type or needs scaffolding for sentence construction ● Skips the revision process ● Overly simplistic word choice ● Lacks awareness of the audience.

7.W.2.A.C Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques; **Argumentative:** Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.

Mastery (3)	Approaching (2)	Beginning (1)
<ul style="list-style-type: none"> ● Recognizes and follow all stages of the writing process ● Utilizes a variety of strategies to develop topics, ideas and support ● Identifies audience and purpose and writes with them in mind ● Produces clear and coherent argumentative writing ● Supports arguments with strong claims and evidence ● Responds effectively to counterclaims ● Meets standard independently and consistently. 	<ul style="list-style-type: none"> ● Doesn't complete all steps of the writing process ● Needs to further develop support for claim ● Needs to focus more on audience or purpose ● Needs to address relevant counterclaims ● Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Does not recognize or follow the steps of the writing process (simply produces a draft), ● Needs significant assistance to select a topic, ideas or support ● Does not identify an audience or clear purpose for their writing ● Does not consider counterclaims

7.W.2.A.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; **Expository:** Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Mastery (3)	Approaching (2)	Beginning (1)
<ul style="list-style-type: none"> ● Follows the writing process to produce writing which includes a clear thesis ● Supports thesis with relevant source(s) ● Correctly quotes and paraphrases sources ● Includes a clear progression of ideas with effective transitions ● Integrates and elaborates upon facts and details from source materials ● Uses vocabulary appropriate for the audience and purpose ● Meets standard independently and consistently. 	<ul style="list-style-type: none"> ● Skips a step of the writing process ● Ideas are underdeveloped ● Transitions are repetitive or basic ● Vocabulary is basic ● Meets the standard inconsistently or with teacher support 	<ul style="list-style-type: none"> ● Skips steps of the writing process ● Produces unclear writing with a weak thesis ● Anemic progression of ideas or unsupported ideas ● Sources are not integrated into the writing or may be plagiarised.

7.W.2.A.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; **Narrative:** Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details

Mastery (3)	Approaching (2)	Beginning (1)
<ul style="list-style-type: none"> ● Follows the writing process ● Narrative has clear ideas ● flows smoothly using effective transitions ● Characters, setting and events are well-developed ● Effective beginning, middle, and end ● Includes specific and relevant details ● Uses precise and vivid language and figurative language ● Clear sentences with varied structure ● Dialogue develops plot or a character ● Meets standard independently and consistently. 	<ul style="list-style-type: none"> ● Underdeveloped beginning, middle and end ● Transitions are repetitive or sequencing of events is unclear. ● Characters have some vague or unrealistic details ● Dialogue does not develop the story or a character ● Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Summarizes rather than develops the plot ● Struggles to use transitions to move through events ● Provides generic details or few about character(s) ● Relies heavily on the same sentence structures ● Does not utilize dialogue or it is ineffectual

7.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.

Mastery (3)	Approaching (2)	Beginning (1)
<ul style="list-style-type: none"> ● Correctly identifies the meaning of words/phrases in context ● Correctly interprets figurative meanings of words/phrases in context ● Uses resources correctly to identify a word's meaning ● Can determine the correct strategy to determine the word's meaning ● Meets standard independently and consistently. 	<ul style="list-style-type: none"> ● Recognizes types of figurative words/phrases but struggles to determine meaning ● Struggles to apply an appropriate strategy to determine the meaning of words ● Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Relies heavily on teacher assistance and prompting ● Struggles to identify types of figurative language ● Misinterprets figurative meanings of words/phrases ● Relies on a single strategy to determine meaning of unknown word

7.RL.2.D Analyze how the setting, characters, and plot of text affect each other and contribute to meaning

Mastery (3)	Approaching (2)	Beginning (1)
<ul style="list-style-type: none">• Identifies how a character's actions make them feel• Identifies how a character's desires or feelings lead to an action.• Identifies how a character responds to a challenge that is presented in the text• Analyzes setting and its role in understanding and moving the plot• Analyzes how the plot affects aspects of the story, including character choices and setting• Meets standard independently and consistently.	<ul style="list-style-type: none">• Struggles with identifying a key area, such as plot, character, or setting• Meets the standard inconsistently or with teacher assistance	<ul style="list-style-type: none">• Relies heavily on teacher assistance, graphic organizers, and prompting• Struggles to identify key areas and with analysis of how they affect each other.

7.RL.1.A Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

Mastery (3)	Approaching (2)	Beginning (1)
<ul style="list-style-type: none">• Read a grade level literary text,• Make inferences supported by details from the literary text• Uses important and relevant details in their textual evidence to support claims and inferences• Identify themes within the text as well as direct supporting evidence for those themes• Logically connects evidence to the themes• Meets standard independently and consistently	<ul style="list-style-type: none">• Meets the expectations with a lower level text• Inferences that are not clearly supported from the literary text• Cites weak evidence from the text to support claims and inferences• Struggles to identify a theme or to connect the theme to evidence with the text• Offers a cliché theme statement• Meets the standard inconsistently or with teacher assistance.	<ul style="list-style-type: none">• Draws incorrect inferences from the literary text or no inferences• Does not cite relevant evidence from the text to support claims and inferences• Demonstrates a misunderstanding of what a theme• Unable to support a theme with textual evidence

7.RI.1.D Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.

<u>Mastery (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Identifies the main idea(s) of the text ● Supports reasoning with textual evidence ● Summaries are concise and, cover the key aspects of the text ● Summary is devoid of personal opinions. ● Meets standard independently and consistently. 	<ul style="list-style-type: none"> ● Lacks supporting textual evidence of main idea(s) ● Summary is incomplete or biased. ● Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Struggles to identify main idea (s) ● Summary is missing key components or is an opinion of the text rather than a summary

7.RL.1.D Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.

<u>Mastery (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> ● Reads grade level literary text ● Identifies themes within the text ● Identifies direct supporting evidence for those themes ● Logically connects the evidence to the themes ● Summarizes the text without simply giving an opinion of the text ● Meets standard independently and consistently. 	<ul style="list-style-type: none"> ● Meets the expectations with a lower level text ● Struggles to identify a theme or to connect the theme to evidence with the text ● Focuses more on opinion of the text rather than objective summary ● Meets the standard inconsistently or with teacher assistance 	<ul style="list-style-type: none"> ● Demonstrate a misunderstanding of what a theme is ● Struggles to find evidence of a theme in a text. ● May only be able to give an opinion of a text ● Unable to identify main ideas when attempting to summarize.

7.RI.1.A Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<u>Mastery (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none">• Makes clear inferences• Supports inferences with details from the informational text• Uses important and relevant details in their textual evidence• Meets standard independently and consistently	<ul style="list-style-type: none">• Draws inferences that are not clearly supported by details from the informational text• Cites weak evidence from the text to support claims and inferences• Meets the standard inconsistently or with teacher assistance.	<ul style="list-style-type: none">• Draws incorrect inferences from the informational text• Does not cite relevant evidence from the text to support claims and inferences.