PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the	For grade-appropriate texts, the	For grade-appropriate texts,	For grade-appropriate texts,
		Minimally Proficient student	Partially Proficient student	the Proficient student	the Highly Proficient student
			Reading: Literature		
Detailed	3.RL.1	asks and answers questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary.
Detailed	3.RL.2	identifies details that recount and paraphrase stories; identifies an explicitly stated central message, lesson, or moral.	identifies key details that recount and paraphrase stories; determines a central message, lesson, or moral.	recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text.	provides key details that completely recount and paraphrase stories; determines implicitly stated central messages, lessons, or morals; and explains how these are conveyed through key details in the text.
Detailed	3.RL.3	identifies basic elements (e.g., traits, motivations, or feelings) of characters in a story.	identifies basic elements (e.g., traits, motivations, or feelings) of characters in a story and explains how these elements contribute to the story.	describes characters in a story (e.g., traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.	describes complex elements (e.g., traits, motivations, or feelings) of complex characters in a story and explains how their actions contribute to a complex sequence of events.
Detailed	3.RL.4	uses easily located, explicitly stated details in order to determine the meanings of familiar words and phrases as they are used in a text.	uses details from the text in order to determine the meaning of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	determines the meaning of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Detailed	3.RL.5	refers to easily identified parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza.	refers to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; identifies how one part builds on an earlier section.	refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections.	refers to intricate parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; explains how each successive part builds on earlier sections.
Detailed	3.RL.6	identifies the points of view of the narrator or characters.	distinguishes his or her own point of view from explicitly stated points of view of the narrator or characters.	distinguishes his or her own point of view from that of the narrator or those of the characters.	distinguishes his or her own point of view from implicitly stated points of view of the narrator or those of the characters.
Detailed	3.RL.7	uses specific aspects of a text's simple illustrations to understand the text and identifies explicit details about how the illustrations reflect characters, setting, or mood.	uses specific aspects of a text's illustrations to understand the text and makes lower-level inferences about how the illustrations reflect characters, setting, or mood.	explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting, create mood).	analyzes how specific aspects of a complex text's illustrations contribute to a more thorough understanding of the text; makes higher-level inferences about how the illustrations reflect characters, setting, or mood.
Detailed	3.RL.9	identifies simple and explicit themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	describes explicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	compares and contrasts highly complex, implicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series); makes inferences to identify support used by authors.

	Reading: Informational Text							
Detailed	3.RI.1	asks and answers questions to demonstrate understanding of a text.	asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.	asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary.			
Detailed	3.RI.2	identifies an explicitly stated main idea of a text; identifies key details to recount and paraphrase the main idea.	determines the main idea of a text; identifies key details to recount and paraphrase the main idea.	determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea.	determines an implicitly stated main idea of a text; recounts and paraphrases key details and explains how they support the main idea.			
Detailed	3.RI.3	identifies historical events, scientific ideas, or some steps in technical procedures in a text, using language with an attempt at time or sequence.	describes simple relationships between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using vague language that pertains to time, sequence, and cause/effect.	describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	analyzes complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with immerging application, using academic language that pertains to time, sequence, and cause/effect.			
Detailed	3.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines the meaning of advanced academic and domain-specific words and phrases in a text.			
Detailed	3.RI.5	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text.	uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.	uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	uses complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently.			

Detailed	3.RI.6	identifies the point of view of the author of a text.	distinguishes his or her own point of view from an explicitly stated point of view of the author of a text.	distinguishes his or her own point of view from that of the author of a text.	distinguishes his or her own point of view from an implicitly stated point of view of the author of a text.
Detailed	3.RI.7	identifies information gained from simple illustrations (e.g., maps, photographs) and the explicit statements within a text to demonstrate understanding of the text.	uses information gained from simple illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	uses information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	analyzes information gained from complex illustrations (e.g., maps, photographs) and the inferences within a text to demonstrate understanding of the text.
Detailed	3.RI.8	identifies the simple connections between particular sentences in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	identifies the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	describes the complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence).
Detailed	3.RI.9	identifies the most important points and key details presented in a text.	describes the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic.	compares and contrasts the most important points and key details presented in two texts on the same topic and provides textual evidence to support these comparisons.

			Writing		
Detailed	3.W.1	writes an opinion piece that lacks organization and attempts to use reasons to support one's point of view:  a. does not include an introduction or includes an ineffective one.  b. provides irrelevant facts, definitions, and details to support the topic.  c. inconsistently uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  d. does not include a concluding statement or section or includes	writing writes a moderately organized opinion piece, using some reasons to support one's point of view:  a. includes a simple introduction and organizational structure that states an opinion and lists reasons.  b. provides limited reasons to support the opinion.  c. uses some linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  d. provides a simple concluding statement or section.	writes an opinion piece on topics or texts, using reasons to support one's point of view.  a. introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons.  b. provides reasons that support the opinion.  c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  d. provides a concluding statement or section.	writes a well-organized, multi-paragraph opinion piece, using sound reasons to support one's point of view.  a. effectively introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons.  b. provides strong evidence that effectively supports the opinion.  c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
		reasons.  d. does not include a concluding	d. provides a simple concluding	d. provides a concluding	phrases (e.g., because, therefore, since, for example) to connect opinion

Detailed	3.W.2	writes an explanatory text that lacks organization and attempts to use reasons to support one's point of view:  a. does not include an introduction or includes an ineffective one; does not group related information together or ineffectively groups information together; occasionally includes illustrations when useful to aiding comprehension.	writes a moderately organized explanatory text to examine a topic and generally conveys ideas and information clearly:  a. includes a simple introduction and generally groups related information together; includes illustrations when useful to aiding comprehension.  b. provides limited facts, definitions, and details to support the topic.	writes an informative/explanatory text to examine a topic and conveys ideas and information clearly:  a. introduces a topic and groups related information together; includes illustrations when useful to aiding comprehension.  b. develops the topic with facts, definitions, and details.	writes a well-organized, multi-paragraph explanatory piece and conveys ideas and information clearly:  a. effectively introduces the topic and groups related information together; includes illustrations when useful to aiding comprehension.  b. provides facts, definitions, and details that
		<ul> <li>b. provides irrelevant facts, definitions, and details to support the topic.</li> <li>c. inconsistently uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. does not include a concluding statement or section or includes an ineffective one.</li> </ul>	c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. includes a simple concluding statement or section.	c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  d. provides a concluding statement or section.	effectively support the topic.  c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  d. provides an effective concluding statement or section.
Detailed	3.W.4-6	produces writing with guidance and support that includes incomplete and insufficient development, incomplete revision, and collaborative elements.	produces writing with guidance and support that includes incomplete or insufficient development, minimal revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits development, revision, and collaborative elements.	produces writing with guidance and support that includes and exhibits complex development, concise revision, and collaborative elements.

			Writing: Foundational Skills		
Detailed	3.WF.3	demonstrates limited knowledge	demonstrates basic knowledge of	demonstrates knowledge of	demonstrates thorough
		of and ability to apply spelling	and ability to apply spelling	and ability to apply spelling	knowledge of and a strong
		conventions and patterns,	conventions and patterns,	conventions and patterns,	ability to ability to apply
		including:	including:	including:	spelling conventions and
					patterns, including:
		a. single-syllable words with less	a. some single-syllable words	a. single-syllable words with	
		common and complex	with less common and complex	less common and complex	a. single-syllable words with
		graphemes;	graphemes;	graphemes;	less common and complex graphemes;
		b. singular and plural	b. some singular and plural	b. singular and plural	
		possessives;	possessives;	possessives;	b. singular and plural
					possessives;
		c. regular two- and three-syllable	c. some regular two- and three-	c. regular two- and three-	
		words that combine some basic	syllable words that combine	syllable words that combine	c. regular two- and three-
		syllable types and include	some basic syllable types and	basic syllable types and	syllable words that combine
		common, transparent prefixes	include common, transparent	include common, transparent	basic syllable types and
		and suffixes;	prefixes and suffixes;	prefixes and suffixes;	include common, transparent prefixes and
		d. grade-level-appropriate words	d. some grade-level-appropriate	d. grade-level-appropriate	suffixes; and
		in English including:	words in English including:	words in English including:	Suffixes, and
		in English melading.	words in English meldaling.	words in English including.	d. grade-level-appropriate
		1.irregular words	1. irregular words	1. irregular words	words in English including:
				21 68 110	
		2. pattern-based words.	2. pattern-based words.	2. pattern-based words.	1. irregular words
					2. pattern-based words.

			Listening		
Detailed	3.SL.2	identifies details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	identifies the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	accurately summarizes the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	3.SL.3	asks and answers simple questions about information from a speaker.	asks and answers explicit questions about information from a speaker.	asks and answers questions about information from a speaker, offering appropriate elaboration and detail.	asks and answers complex questions about information from a speaker, offering relevant and effective elaboration and detail.

			Language		
Detailed	3.L.1	demonstrates basic	demonstrates understanding of	demonstrates command of	demonstrates strong
		understanding of the	the conventions of Standard	the conventions of Standard	command of the
		conventions of Standard English	English grammar and usage when	English grammar and usage	conventions of Standard
		grammar and usage when	writing or speaking:	when writing or speaking:	English grammar and usage
		writing or speaking:			when writing or speaking:
			a. identifies the function of	a. explains the function of	
		a. recognizes the function of	nouns, pronouns, verbs,	nouns, pronouns, verbs,	a. explains the function of
		nouns, pronouns, verbs,	adjectives, and adverbs in	adjectives, and adverbs in	nouns, pronouns, verbs,
		adjectives, and adverbs in	general and their functions in	general and their functions in	adjectives, and adverbs in
		general and their functions in	particular sentences.	particular sentences.	general and their functions
		simple sentences.			in particular sentences.
			b. forms and uses	b. forms and uses regular and	
		b. inconsistently forms and uses	straightforward regular and	irregular plural nouns.	b. forms and uses regular
		regular and irregular plural	irregular plural nouns.		and irregular plural nouns.
		nouns.		c. uses abstract nouns (e.g.,	
			c. occasionally uses abstract	childhood).	c. uses abstract nouns (e.g.,
		c. inconsistently uses abstract	nouns (e.g., childhood).		childhood).
		nouns (e.g., childhood).		d. forms and uses regular and	
			d. generally forms and uses	irregular verbs.	d. forms and uses regular
		d. inconsistently forms and uses	regular and irregular verbs.		and irregular verbs.
		regular and irregular verbs.		e. forms and uses the simple	
			e. generally forms and uses the	verb tenses (e.g., I walked; I	e. forms and uses the simple
		e. inconsistently forms and uses	simple verb tenses (e.g., I	walk; I will walk).	verb tenses (e.g., I walked; I
		the simple verb tenses (e.g., I	walked; I walk; I will walk).		walk; I will walk).
		walked; I walk; I will walk).		f. ensures subject-verb and	
			f. generally ensures subject-verb	pronoun-antecedent	f. ensures subject-verb and
		f. inconsistently ensures subject-	and pronoun-antecedent	agreement.	pronoun-antecedent
		verb and pronoun-antecedent	agreement.		agreement.
		agreement.		g. forms and uses	
			g. forms and uses	comparative and superlative	g. forms and uses
		g. inconsistently forms and uses	straightforward comparative and	adjectives and adverbs, and	comparative and superlative
		comparative and superlative	superlative adjectives and	chooses between them	adjectives and adverbs, and
		adjectives and adverbs, and	adverbs, and generally chooses	depending on what is to be	chooses between them
		chooses between them	correctly between them	modified.	depending on what is to be
		depending on what is to be	depending on what is to be		modified.
		modified.	modified.		

h. inconsistently uses	h. generally recognizes when to		h. uses coordinating and
coordinating and subordinating	use coordinating and	h. uses coordinating and	subordinating conjunctions.
conjunctions.	subordinating conjunctions.	subordinating conjunctions.	i. produces simple,
i. produces simple sentences.	i. produces simple, compound,	i. produces simple,	compound, and complex
i. produces simple sentences.	and complex sentences.	compound, and complex	sentences.
	·	sentences.	

Detailed	3.L.2	demonstrates basic understanding of the conventions of Standard English capitalization and punctuation when writing:  a. inconsistently capitalizes appropriate words in titles.  b. inconsistently uses commas in addresses.  c. inconsistently uses commas and quotation marks in dialogue.d. inconsistently forms and uses possessives.	demonstrates understanding of the conventions of Standard English capitalization and punctuation when writing:  a. generally capitalizes appropriate words in titles.  b. generally uses commas in addresses.  c. generally uses commas and quotation marks in dialogue.d. forms and uses simple possessives.  uses knowledge of language and	demonstrates command of the conventions of Standard English capitalization and punctuation when writing:  a. capitalizes appropriate words in titles.  b. uses commas in addresses.  c. uses commas and quotation marks in dialogue.d. forms and uses possessives.	demonstrates strong command of the conventions of Standard English capitalization and punctuation when writing:  a. capitalizes appropriate words in titles.  b. uses commas in addresses.  c. uses commas and quotation marks in dialogue.d. forms and uses possessives.  uses comprehensive
		when writing, speaking, reading, or listening:  a. inconsistently chooses words and phrases for effect.  b. occasionally recognizes differences between the conventions of spoken and written Standard English.	a. occasionally chooses words and phrases for effect. b. recognizes differences between the conventions of spoken and written Standard English.	writing, speaking, reading, or listening:  a. chooses words and phrases for effect.  b. recognizes and observes differences between the conventions of spoken and written Standard English.	its conventions when writing, speaking, reading, or listening:  a. strategically chooses words and phrases for effect.  b. recognizes and observes differences between the conventions of spoken and written Standard English.

Detailed	3.L.4	inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from at least one strategy:  a. determines the meaning of the new word formed when a belowgrade affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  b. uses below-grade root words as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  c. uses sentence-level context as a clue to the meaning of straightforward words or phrases.  d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies:  a. determines the meaning of the new word formed when a known affix is added to a known word.  b. uses a known root word as a clue to the meaning of an unknown word with the same root.  c. uses sentence-level context as a clue to the meaning of a word or phrase.  d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:  a. determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  b. uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  c. uses sentence-level context as a clue to the meaning of a word or phrase.  d. uses glossaries or beginning dictionaries, both print and digital, to	authoritatively determines or clarifies the meaning of unknown and multiplemeaning words and phrases, choosing flexibly from a range of strategies:  a. determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  b. uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  c. uses sentence-level context as a clue to the meaning of a word or phrase.
		c. uses sentence-level context as a clue to the meaning of straightforward words or phrases.  d. uses glossaries or beginning	d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words	companion).  c. uses sentence-level context as a clue to the meaning of a word or phrase.  d. uses glossaries or	an unknown word with the same root (e.g., company, companion).  c. uses sentence-level context as a clue to the meaning of a word or

Detailed	3.L.5	demonstrates limited	demonstrates basic	demonstrates understanding	demonstrates deep
		understanding of word	understanding of word	of word relationships and	understanding of word
		relationships and nuances in	relationships and nuances in	nuances in word meanings:	relationships and nuances in
		word meanings:	word meanings:		word meanings:
				a. distinguishes the literal	
		a. inconsistently recognizes the	a. recognizes the literal and	and nonliteral meanings of	a. distinguishes the literal
		literal and nonliteral meanings of	nonliteral meanings of words and	words and phrases in context	and nonliteral meanings of
		words and phrases in context	phrases in context (e.g., take	(e.g., take steps).	words and phrases in
		(e.g., take steps).	steps).		context (e.g., take steps).
				b. identifies real-life	
		b. inconsistently identifies real-	b. generally identifies real-life	connections between words	b. identifies real-life
		life connections between words	connections between words and	and their uses (e.g., describe	connections between words
		and their uses (e.g., describe	their uses (e.g., describe people	people who are friendly or	and their uses (e.g., describe
		people who are friendly or	who are friendly or helpful).	helpful).	people who are friendly or
		helpful).			helpful).
			c. recognizes shades of meaning	c. distinguishes shades of	
		c. inconsistently recognizes	among related words that	meaning among related	c. distinguishes shades of
		shades of meaning among	describe states of mind or	words that describe states of	meaning among related
		related words that describe	degrees of certainty (e.g., knew,	mind or degrees of certainty	words that describe states
		states of mind or degrees of	believed, suspected, heard, and	(e.g., knew, believed,	of mind or degrees of
		certainty (e.g., knew, believed,	wondered).	suspected, heard, and	certainty (e.g., knew,
		suspected, heard, and		wondered).	believed, suspected, heard,
		wondered).			and wondered).

					Highly Proficient
		For grade-appropriate	For grade-appropriate texts,	For grade-appropriate	For grade-appropriate texts,
		texts, the Minimally	the Partially Proficient	texts, the Proficient	the Highly Proficient student
		Proficient student	student	student	
Detailed	4.RL.1	identifies details and	Reading: Literature explains what the text says	refers to details and	quotes accurately from a text
Detailed	4.KL.1	examples from the text	explicitly and draws simple	examples in a text when	and refers to key details and
		and draws simple	inferences; identifies key	explaining what the text	examples when explaining
		inferences.	details and examples in the	says explicitly and when	what the text says explicitly
			text.	drawing inferences from	and when drawing complex
				the text.	inferences from the text.
Detailed 4	4.RL.2	identifies an explicitly	recognizes a stated theme of	determines a theme of a	determines an implicitly
		stated theme in a story,	a story, drama, or poem;	story, drama, or poem;	stated theme, or multiple
		drama, or poem; identifies	determines the key details in	summarizes the text.	themes, of a story, drama, or
		some details from the text.	the text.		poem; comprehensively
					summarizes the text.
Detailed	4.RL.3	identifies aspects of a	describes a character, setting,	describes in depth a	describes in depth and
		character, setting, or event	or event in a story or drama,	character, setting, or event	analyzes a complex character,
		in a story or drama,	using explicit details in the	in a story or drama,	setting, or event in a story or
		drawing on explicitly stated details in the text.	text.	drawing on specific details in the text.	drama, drawing on implicit,
		stated details in the text.		in the text.	specific details in the text.
Deteiled	4 DL 4			datawaiyaa tha waxayiya af	and brookly and an interest
Detailed	4.RL.4	identifies the meaning of familiar words, phrases,	uses details from the text to understand the general	determines the meaning of words, phrases, and	analyzes the meaning of unfamiliar words, phrases,
		and figurative language as	meaning of words, phrases,	figurative language as they	and figurative language as
		they are used in a text.	and figurative language as	are used in a text,	they are used in a text,
			they are used in a text,	including those that allude	including those that allude to
			recognizing those that allude	to significant characters.	significant characters.
			to significant characters.		

Detailed	4.RL.5	identifies basic differences between poems, drama, and prose, and identifies common structural elements.	describes differences between poems, drama, and prose, and recognizes the structural elements.	explains major differences between poems, drama, and prose, and refers to the structural elements.	analyzes how major differences between poems, drama, and prose affect meaning, and refers to complex structural elements.
Detailed	4.RL.6	identifies the narrator's point of view in a story; identifies first- and third-person narrations.	determines the point of view from which different stories are narrated, including distinguishing between firstand third-person narrations.	compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	compares and contrasts, then analyzes, the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Detailed	4.RL.7	identifies obvious similarities between the text of a story or drama and the visual or oral presentation of the text.	makes simple connections between the text of a story or drama and the visual or oral presentation of the text.	makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	analyzes complex connections between the text of a story or drama and the visual or oral presentation of the text, determining where each version reflects specific descriptions and directions in the text.
Detailed	4.RL.9	identifies similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	describes the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	analyzes the different treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Reading Informational Text						
Detailed	4.RI.1	identifies details and examples from the text and draws simple inferences.	identifies key details and examples in the text; explains what the text says explicitly and draws simple inferences.	refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.	
Detailed	4.RI.2	identifies an explicitly stated main idea and key details of a text.	recognizes a stated main idea of a text and determines key details; provides a simple summary of the text.	determines the main idea of a text and explains how it is supported by key details; summarizes the text.	determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by key details; comprehensively summarizes the text.	
Detailed	4.RI.3	identifies events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	describes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation.	
Detailed	4.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words or phrases in a text.	determines the meaning of general academic and domain-specific words or phrases in a text.	determines and analyzes the meaning of academic and domain-specific words or phrases in a text.	
Detailed	4.RI.5	identifies the structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.	determines the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	analyzes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text, including how it contributes to the meaning of the text.	

Detailed	4.RI.6	identifies whether texts written on the same event or topic are a firsthand or secondhand account; determines the focus of the account.	determines the differences between a firsthand and secondhand account of the same event or topic; recognizes the difference in focus and the information provided.	compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided.	compares and contrasts, then analyzes, a firsthand and secondhand account of the same event or topic, including the difference in focus and the information provided.
Detailed	4.RI.7	identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).	identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and recognizes how the information contributes to an understanding of the text in which it appears.	interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears.	analyzes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to the overall understanding of the text in which it appears.
Detailed	4.RI.8	identifies reasons and evidence an author includes in a text.	describes how an author uses reasons and evidence to support the overall point in a text.	explains how an author uses reasons and evidence to support particular points in a text.	analyzes how an author uses reasons and evidence to support particular points in a text.
Detailed	4RI.9	identifies information from two texts on the same topic in order to answer questions, orally or in writing, about the subject.	utilizes information from two texts on the same topic to write or speak about the subject knowledgeably.	integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	synthesizes complex information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably.

			Writing		
Detailed	4.W.1	writes opinion pieces that	writes moderately organized	writes opinion pieces on	writes well-organized opinion
		lack organization and a	opinion pieces on topics or	topics or texts, supporting	pieces on topics or texts, fully
		clear point of view:	texts:	a point of view with	supporting a point of view
				reasons and information:	with reasons and
		a. states an opinion but	a. introduces a topic or text		information:
		uses an ineffective or	by stating an opinion, and	a. introduces a topic or	
		inappropriate	generally groups ideas	text clearly, states an	a. effectively introduces a
		organizational structure to	together in a way that	opinion, and creates an	topic or text clearly, states an
		present ideas.	supports the writer's purpose.	organizational structure in	opinion, and creates an
				which related ideas are	organizational structure in
		b. provides facts and	b. provides both relevant and	grouped to support the	which related ideas are
		details that are not	irrelevant facts and details.	writer's purpose.	logically grouped to support
		relevant to the topic.			the writer's purpose.
			c. links opinion and reasons	b. provides reasons that	
		c. opinion and reasons are	using basic transitional words.	are supported by facts and	b. provides logically ordered
		not linked with transitions.		details.	reasons that are supported
			d. provides a concluding		by facts and details.
		d. includes an ineffective	statement.	c. links opinion and	
		concluding statement.		reasons using words and	c. smoothly links opinion and
				phrases (e.g., for instance,	reasons using words and
				in order to, in addition).	phrases (e.g., for instance, in order to, in addition).
				d. provides a concluding	
				statement or section	d. provides a relevant and
				related to the opinion	effective concluding
				presented.	statement or section related
					to the opinion presented.

Detailed	4.W.2	writes	writes moderately organized	writes	writes
		informative/explanatory	informative/explanatory texts	informative/explanatory	informative/explanatory texts
		texts to discuss a topic:	to discuss a topic and convey	texts to examine a topic	to thoroughly examine a topic
			ideas and information:	and convey ideas and	and convey ideas and
		a. states the topic and		information clearly:	information clearly and
		groups information in an	a. introduces the topic and		completely:
		illogical or unrelated	groups related information	a. introduces a topic	
		manner; includes	logically; includes formatting	clearly and groups related	a. clearly and effectively
		irrelevant or distracting	(e.g., headings), illustrations,	information in paragraphs	introduces the topic and
		formatting, illustrations,	and multimedia.	and sections; includes	groups related information
		and multimedia.		formatting (e.g., headings),	logically in paragraphs and
			b. supports the topic with	illustrations, and	sections; includes effective
		b. provides irrelevant or	facts, definitions, concrete	multimedia when useful to	formatting (e.g., headings),
		unreliable facts,	details, quotations, or other	aid comprehension.	illustrations, and multimedia
		definitions, details,	information and examples.		that enhance comprehension.
		quotations, or other		b. develops the topic with	
		information and examples.	c. links ideas within categories	facts, definitions, concrete	b. fully develops the topic
			of information using simple	details, quotations, or	with relevant facts,
		c. ideas are not clearly or	transitional words or phrases.	other information and	definitions, concrete details,
		effectively linked.		examples related to the	quotations, or other
			d. uses domain-specific	topic.	information and examples
		d. uses simple vocabulary	vocabulary in an attempt to		related to the topic.
		when explaining the topic.	explain the topic.	c. links ideas within	
				categories of information	c. smoothly links ideas within
		e. provides an incomplete	e. provides a concluding	using words and phrases	categories of information
		concluding statement.	statement.	(e.g., another, for example,	using purposeful transitional
				also, because).	words and phrases.
				d. uses precise language	d. uses precise language and
				and domain-specific	domain-specific vocabulary
				vocabulary to inform about	efficiently and effectively to
				or explain the topic.	inform or explain about the
					topic.
				e. provides a concluding	e. provides a relevant and
				statement or section	effective concluding
				related to the information	statement related to the
				or explanation presented.	information or explanation
					presented.

Detailed	4.W.4-6	produces writing with guidance and support in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; with guidance and support, develops writing by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with guidance and support, develops and strengthens writing by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, and editing, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	4.W.7-8	conducts short research projects about a topic; recalls some information from experiences and sources; provides notes regarding information.	conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides brief notes about information.	conducts short research projects that build knowledge through investigation of different aspects of a topic; recalls relevant information from experiences or gathers relevant information from print and digital sources; takes notes and categorizes information.	conducts research projects that use several high-quality sources to build knowledge by fully investigating a topic; uses relevant information from experiences and gathered from print and digital sources; fully summarizes or paraphrases information in notes and efficiently categorizes information.

			Listening		
Detailed	4.SL.2	identifies key details from a text read aloud or information presented in a single media format, including visually, quantitatively, and orally.	describes key details from a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly, coherently, and efficiently paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	4.SL.3	identifies the points a speaker makes.	identifies the points a speaker makes and key details about the topic.	identifies the reasons and evidence a speaker provides to support particular points.	evaluates the reasons and evidence a speaker provides to support particular points.

			Language		
Detailed	4.L.1	demonstrates a basic	demonstrates an	demonstrates command of	demonstrates strong
		understanding of the	understanding of the	the conventions of	command of the conventions
		conventions of standard	conventions of standard	Standard English grammar	of standard English grammar
		English grammar and	English grammar and usage	and usage when writing or	and usage when writing or
		usage when writing or	when writing or speaking:	speaking:	speaking:
		speaking:			
			a. occasionally uses	a. uses relative pronouns	a. uses relative pronouns
		a. inconsistently uses	straightforward relative	(who, whose, whom,	(who, whose, whom, which,
		relative pronouns (who,	pronouns (who, whose,	which, that) and relative	that) and relative adverbs
		whose, whom, which,	whom, which, that) and	adverbs (where, when,	(where, when, why).
		that) and relative adverbs	relative adverbs (where,	why).	
		(where, when, why).	when, why).		b. forms and uses the
				b. forms and uses the	progressive verb tenses (e.g.,
		b. inconsistently forms and	b. occasionally forms and uses	progressive verb tenses	I was walking; I am walking; I
		uses the progressive verb	the progressive verb tenses	(e.g., I was walking; I am	will be walking).
		tenses (e.g., I was walking;	(e.g., I was walking; I am	walking; I will be walking).	
		I am walking; I will be	walking; I will be walking).		c. uses modal auxiliaries (e.g.,
		walking).		c. uses modal auxiliaries	can, may, must) to convey
			c. occasionally uses modal	(e.g., can, may, must) to	various conditions.
		c. inconsistently uses	auxiliaries (e.g., can, may,	convey various conditions.	
		modal auxiliaries (e.g., can,	must) to convey various		d. orders adjectives within
		may, must) to convey	conditions.	d. orders adjectives within	sentences according to
		various conditions.		sentences according to	conventional patterns (e.g., a
			d. generally orders adjectives	conventional patterns	small red bag rather than a
		d. inconsistently orders	within sentences according to	(e.g., a small red bag rather	red small bag).
		adjectives within	conventional patterns (e.g., a	than a red small bag).	
		sentences according to	small red bag rather than a		e. forms and uses
		conventional patterns	red small bag).	e. forms and uses	prepositional phrases.
		(e.g., a small red bag		prepositional phrases.	
		rather than a red small	e. generally forms and uses		f. produces complete
		bag).	simple prepositional phrases.	f. produces complete	sentences, recognizing and
				sentences, recognizing and	correcting inappropriate
		e. inconsistently forms and	f. generally produces	correcting inappropriate	fragments and run-ons.
		uses simple prepositional	complete sentences,	fragments and run-ons.	
		phrases.	recognizing and correcting		g. correctly uses frequently
			inappropriate fragments and		confused words (e.g., to, too,
			run-ons.		two; there, their).

	f. inconsistently produces complete sentences, recognizing inappropriate fragments and run-ons.  g. inconsistently uses frequently confused words correctly (e.g., to, too, two; there, their).  h. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	g. generally uses frequently confused words correctly (e.g., to, too, two; there, their).  h. generally writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	g. correctly uses frequently confused words (e.g., to, too, two; there, their).  h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.
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Detailed	4.L.2	demonstrates a basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. inconsistently uses correct capitalization.  b. inconsistently uses commas and quotation marks to mark direct speech and quotations from a text.  c. inconsistently uses a comma before a coordinating conjunction in a compound sentence.  d. inconsistently spells grade-appropriate words correctly, consulting references as needed.	demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. generally uses correct capitalization.  b. occasionally uses commas and quotation marks to mark direct speech and quotations from a text.  c. occasionally uses a comma before a coordinating conjunction in a compound sentence.  d. generally spells grade-appropriate words correctly, consulting references as needed.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. uses correct capitalization.  b. uses commas and quotation marks to mark direct speech and quotations from a text.  c. uses a comma before a coordinating conjunction in a compound sentence.  d. spells grade-appropriate words correctly, consulting references as needed.	demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:  a. uses correct capitalization.  b. uses commas and quotation marks to mark direct speech and quotations from a text.  c. uses a comma before a coordinating conjunction in a compound sentence.  d. spells above-grade-appropriate words correctly, consulting references as needed.
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Detailed	4.L.3	uses a basic knowledge of	uses a basic knowledge of	uses knowledge of	uses deep knowledge of
		language and its	language and its conventions	language and its	language and its conventions
		conventions when writing,	when writing, speaking,	conventions when writing,	when writing, speaking,
		speaking, reading, or	reading, or listening:	speaking, reading, or	reading, or listening; chooses
		listening:		listening:	words and phrases to convey
			a. occasionally chooses words		ideas precisely:
		a. inconsistently chooses	and phrases to convey ideas	a. chooses words and	
		words and phrases to	precisely.	phrases to convey ideas	a. chooses words and phrases
		convey ideas.		precisely.	to convey ideas precisely.
			b. occasionally chooses		
		b. inconsistently chooses	punctuation for effect.	b. chooses punctuation for	b. chooses punctuation for
		punctuation for effect.		effect.	effect.
			c. occasionally recognizes the		
		c. inconsistently	differences between contexts	c. differentiates between	c. differentiates between
		recognizes the differences	that call for formal English	contexts that call for	contexts that call for formal
		between contexts that call	(e.g., presenting ideas) and	formal English (e.g.,	English (e.g., presenting
		for formal English (e.g.,	situations where informal	presenting ideas) and	ideas) and situations where
		presenting ideas) and	discourse is appropriate (e.g.,	situations where informal	informal discourse is
		situations where informal	small-group discussion).	discourse is appropriate	appropriate (e.g., small-group
		discourse is appropriate		(e.g., small-group	discussion).
		(e.g., small-group		discussion).	
		discussion).			

Detailed	4.L.4	clarifies the meaning of	determines or clarifies the	determines or clarifies the	determines or clarifies and
Detailed	7.2.4	unknown words and	meaning of unknown and	meaning of unknown and	applies the meaning of
		phrases, choosing from at	multiple-meaning words and	multiple-meaning words	unknown and multiple-
		least one strategy:	phrases, choosing from one	and phrases, choosing	meaning words and phrases,
		least one strategy.	_ ·	flexibly from a range of	_ :
		balanc	or more strategies:	,	choosing strategically from a
		a. uses common, below-		strategies:	range of strategies:
		grade level Greek and	a. uses common, grade-		
		Latin affixes and roots as	appropriate Greek and Latin	a.uses common, grade-	a. uses common, grade-
		clues to the meaning of a	affixes and roots as clues to	appropriate Greek and	appropriate Greek and Latin
		word (e.g., telegraph,	the meaning of a word (e.g.,	Latin affixes and roots as	affixes and roots as clues to
		photograph, autograph).	telegraph, photograph,	clues to the meaning of a	the meaning of a word (e.g.,
			autograph).	word (e.g., telegraph,	telegraph, photograph,
		b. uses explicit context		photograph, autograph).	autograph).
		(e.g., definitions,	b. uses immediate context		
		examples, or restatements	(e.g., definitions, examples, or	b. uses context (e.g.,	b. uses context (e.g.,
		in text) as a clue to the	restatements in text) as a clue	definitions, examples, or	definitions, examples, or
		meaning of a	to the meaning of a word or	restatements in text) as a	restatements in text) as a
		straightforward word or	phrase.	clue to the meaning of a	clue to the meaning of a word
		phrase.		word or phrase.	or phrase.
			c. consults reference	·	
		c. consults reference	materials (e.g., dictionaries,	c. consults reference	c. consults reference
		materials (e.g.,	glossaries, thesauri), both	materials (e.g.,	materials (e.g., dictionaries,
		dictionaries, glossaries,	print and digital, to find the	dictionaries, glossaries,	glossaries, thesauri), both
		thesauri), both print and	pronunciation and determine	thesauri), both print and	print and digital, to find the
		digital, to find the	or clarify the precise meaning	digital, to find the	pronunciation and determine
		pronunciation and	of key words and phrases.	pronunciation and	or clarify the precise meaning
		determine or clarify the	or key words and prinases.	determine or clarify the	of key words and phrases.
		precise meaning of key		precise meaning of key	or key words and pinases.
		words and phrases.		words and phrases.	
		words and piliases.		words and pillases.	

Detailed	4.L.5	recognizes simple figurative language, simple	demonstrates understanding of simple figurative language,	demonstrates understanding of figurative	demonstrates understanding of complex figurative
		word relationships, and	simple word relationships,	language, word	language, complex word
		nuances in word	and nuances in word	relationships, and nuances	relationships, and subtle
		meanings:	meanings:	in word meanings:	nuances in word meanings:
		a. inconsistently recognizes simple similes and metaphors (e.g., as	a. generally explains the meaning of simple similes and metaphors (e.g., as pretty as a	a. explains the meaning of simple similes and metaphors (e.g., as pretty	a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in
		pretty as a picture) in context.	picture) in context.	as a picture) in context.	context.
		b. inconsistently	b. generally recognizes and explains the meaning of	b. recognizes and explains the meaning of common	b. recognizes and explains the meaning of common idioms,
		recognizes simple idioms, adages, and proverbs.	simple idioms, adages, and proverbs.	idioms, adages, and proverbs.	adages, and proverbs.
		a imagnetanth.		- down-a-tt	c. demonstrates
		c. inconsistently demonstrates	c. generally demonstrates understanding of words by	c. demonstrates understanding of words by	understanding of words by relating them to their
		understanding of words by	relating them to their	relating them to their	synonyms and antonyms.
		relating them to their	synonyms and antonyms.	synonyms and antonyms.	synonyms and antonyms.
		synonyms and antonyms.	synonyms and antonyms.	symonyms and amonyms.	

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
			Reading: Literature		
Detailed	5.RL.1	explains what the text says explicitly and draws simple inferences.	paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	5.RL.2	identifies an explicitly stated theme of a story, drama, or poem; provides a basic list of events in a text.	identifies a theme of a story, drama, or poem; identifies the key events or details in a text.	determines a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarizes the text.	determines implicitly stated themes of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; comprehensively summarizes the text.
Detailed	5.RL.3	identifies differences or similarities between two characters, settings, or events in a story or drama, drawing on simple, explicit details in the text.	determines differences or similarities between two or more characters, settings, or events in a story or drama, using explicit details in the text.	compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	analyzes the similarities and differences between two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text (e.g., how characters interact).
Detailed	5.RL.4	identifies the literal meaning of familiar words and phrases as they are used in a text.	distinguishes between literal and figurative meanings of words and phrases as they are used in a text, including recognizing figurative language such as metaphors and similes.	determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	analyzes the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Detailed	5.RL.5	identifies a particular chapter, scene, or stanza that provides structure to a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas affects the basic structure of a particular story, drama, or poem.	explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	analyzes how a series of chapters, scenes, or stanzas fits together and interacts to provide the overall structure of a particular story, drama, or poem.
Detailed	RL.5.6	identifies a narrator's or speaker's point of view.	describes how a narrator or speaker describes events in a text.	describes how a narrator's or speaker's point of view influences how events are described.	analyzes how a narrator's or speaker's point of view influences how complex events are developed.
Detailed	5.RL.7	identifies how visual and multimedia elements support the meaning of a portion of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	describes how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	analyzes how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	analyzes, then evaluates, how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Detailed	5.RL.9	identifies various genre- specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), but with little or no connection to the themes and topics.	determines various genre- specific characteristics of stories in the same genre (e.g., mysteries and adventure stories) with similar themes and topics.	compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	compares, contrasts, and analyzes/evaluates stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Detailed	5.RI.1	explains what the text says explicitly and draws simple inferences.	Reading: Informational T paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.	quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text.
Detailed	5.RI.2	identifies two or more explicitly stated main ideas of a text; identifies relevant details from the text; provides a basic list of events or facts from the text.	determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.	determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.	analyzes the relationship between two or more main ideas of a text and explains how they are supported by key details; provides a comprehensive summary of the text.
Detailed	5.RI.3	identifies straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.	describes the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on a general understanding of the text.	explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	analyzes complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text.
Detailed	5.RI.4	identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	determines the approximate meaning of academic and domain-specific words and phrases in a text.	determines the meaning of general academic and domain-specific words and phrases in a text.	determines and analyzes the meaning and effect of advanced academic and domain-specific words and phrases in a text.

Detailed	5.RI.5	identifies the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	explains the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	compares and contrasts, then analyzes, the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts, including how that structure contributes to the overall meaning.
Detailed	5.RI.6	identifies the point of view in multiple accounts of the same event or topic.	determines similarities and differences in the points of view in multiple accounts of the same event or topic.	analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	analyzes multiple accounts of the same event or topic, explains important similarities and differences in the point of view they represent, and evaluates the effectiveness of the accounts.
Detailed	5.RI.7	identifies explicit information within print or digital sources in order to locate an answer to a basic question or solve a basic problem.	draws on information from multiple print or digital sources, demonstrating the ability to locate a simple answer to an explicit question or to solve an explicit problem.	draws on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	draws on relevant information from reliable multiple print or digital sources, demonstrating the ability to fully answer complex questions or to solve a complex problem efficiently.

Detailed	5.RI.8	identifies which reasons or evidence support a particular point in a text.	describes how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.	explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	evaluates the strength of the reasons and evidence an author uses to support particular points in a text, explaining how the reasons and evidence support the point(s).
Detailed	5.RI.9	identifies information from one or two texts and provides an incomplete response when writing or speaking about the subject.	finds relevant information from several texts on the same topic in order to write or speak about the subject.	integrates information from several texts on the same topic in order to write or speak about the subject knowledgably.	integrates complex or inferred information from several texts on the same topic in order to write or speak about the subject knowledgably, using textual evidence as support.

			Writing		
Detailed	5.W.1	writes opinion pieces that	writes moderately organized	writes opinion pieces on	writes well-organized, multi-
		lack organization and a clear	opinion pieces on topics or	topics or texts, supporting a	paragraph opinion pieces,
		point of view:	texts, providing a clear point	point of view with reasons	supporting a point of view
			of view:	and information:	with effective reasons and
		a. states an opinion but uses			relevant information:
		an ineffective or	a. introduces a topic or text	a. introduces a topic or text	
		inappropriate organizational	by stating an opinion and	clearly, states an opinion, and	a. effectively introduces a
		structure to present ideas.	organizes ideas in a	creates an organizational	topic or text clearly, states an
			generally effective	structure in which ideas are	opinion, and creates an
		b. provides facts and details	organizational structure.	logically grouped to support	effective organizational
		that are not relevant to the		the writer's purpose.	structure in which ideas are
		topic.	b. provides both relevant		logically and effectively
			and irrelevant reasons that	b. provides logically ordered	grouped, emphasizing the
		c. opinions and reasons are	are logically ordered.	reasons that are supported by	writer's purpose.
		not linked with transitions.		facts and details.	
			c. links opinions and reasons		b. provides effective, relevant
		d. includes an ineffective	using basic transitional	c. links opinion and reasons	reasons that are logically and
		concluding statement.	words.	using words, phrases, and	purposefully ordered and
			d. provides a concluding	clauses (e.g., consequently, specifically).	supported by facts and details.
			statement.	specifically).	c. smoothly links opinions and
			statement.	d. provides a concluding	reasons using words, phrases,
				statement or section related	and clauses (e.g.,
				to the opinion presented.	consequently, specifically).
				to the opinion presented.	consequently, specifically).
					d. provides a relevant and
					effective concluding statement
					or section related to the
					opinion presented.

Detailed	5.W.2	writes	writes	writes	writes
		informative/explanatory	informative/explanatory	informative/explanatory texts	informative/explanatory texts
		texts to discuss a topic:	texts to discuss a topic and	to examine a topic and	to thoroughly examine a topic
		·	convey ideas and	convey ideas and information	and convey complex ideas and
		a. states the topic, writes	information:	clearly:	information clearly:
		with little focus, and groups			
		information in an illogical or	a. introduces the topic,	a. introduces a topic clearly,	a. clearly and effectively
		unrelated manner; includes	provides a general	provides a general	introduces the topic, provides
		irrelevant or distracting	observation with a loose	observation and focus, and	a specific observation and
		formatting, illustrations, and	focus, and groups related	groups related information	clear focus, and groups related
		multimedia.	information logically;	logically; includes formatting	information logically; includes
			includes formatting (e.g.,	(e.g., headings), illustrations,	effective and purposeful
		b. provides irrelevant or	headings), illustrations, and	and multimedia when useful	formatting (e.g., headings),
		unreliable facts, definitions,	multimedia.	to aiding comprehension.	illustrations, and multimedia
		details, quotations, or other			to enhance comprehension.
		information and examples.	b. supports the topic with	b. develops the topic with	
			facts, definitions, concrete	facts, definitions, concrete	b. fully develops the topic with
		c. ideas are not clearly or	details, quotations, or other	details, quotations, or other	relevant facts, definitions,
		effectively linked.	information and examples.	information and examples	concrete details, quotations,
				related to the topic.	or other information and
		d. uses simple vocabulary	c. links ideas within		examples related to the topic.
		when explaining the topic.	categories of information	c. links ideas within and	
			using simple transitional	across categories of	c. smoothly links supported
		e. provides an incomplete	words or phrases.	information using words,	ideas within and across
		concluding statement.		phrases, and clauses (e.g., in	categories of information
			d. uses domain-specific	contrast, especially).	using purposeful transitional
			vocabulary in an attempt to		phrases and clauses.
			explain the topic.	d. uses precise language and	
				domain-specific vocabulary to	d. uses precise language and
			e. provides a concluding	inform about or explain the	domain-specific vocabulary
			statement.	topic.	efficiently and effectively to
					inform or explain about the
				e. provides a concluding	topic.
				statement or section related	
				to the information or	e. provides a relevant and
				explanation presented.	effective concluding statement
					related to the information or
					explanation presented.

Detailed	5.W.4-6	produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; with guidance and support, develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	5.W.7-8	conducts short research projects about a topic; recalls some information from experiences and sources; provides an incomplete summary or list of information in notes.	conducts short research projects that use several sources to discuss a topic; recalls some information from experiences and gathers information from sources; provides a brief summary of information in notes and finished work.	conducts short research projects that use several sources to investigate a topic; recalls relevant information from experiences and gathers relevant information from sources; summarizes or paraphrases information in notes and finished work.	conducts research projects that use several high-quality sources to fully investigate a topic; uses relevant information from experiences and gathered from sources; fully summarizes or paraphrases information in notes and finished work.

			Listening		
Detailed	5.SL.2	identifies details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	clearly and coherently summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Detailed	5.SL.3	identifies the points a speaker makes.	determines the points a speaker makes and identifies key details that support the points.	summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.	provides a comprehensive summary of the points a speaker makes and evaluates how each claim is supported by reasons and evidence.

			Language		
Detailed	5.L.1	demonstrates a basic	demonstrates an	demonstrates command of	demonstrates strong
		understanding of the	understanding of the	the conventions of Standard	command of the conventions
		conventions of standard	conventions of standard	English grammar and usage	of standard English grammar
		English grammar and usage	English grammar and usage	when writing or speaking:	and usage when writing or
		when writing or speaking:	when writing or speaking:		speaking:
				a. explains the function of	
		a. recognizes the function of	a. identifies the function of	conjunctions, prepositions,	a. explains the function of
		conjunctions, prepositions,	conjunctions, prepositions,	and interjections in general	conjunctions, prepositions,
		and interjections in general	and interjections in general	and their function in	and interjections in general
		and their function in simple	and their function in	particular sentences.	and their function in particular
		sentences.	particular sentences.		sentences.
				b. forms and uses the perfect	
		b. inconsistently forms and	b. generally forms and uses	(e.g., I had walked; I have	b. forms and uses the perfect
		uses the perfect (e.g., I had	the perfect (e.g., I had	walked; I will have walked)	(e.g., I had walked; I have
		walked; I have walked; I will	walked; I have walked; I will	verb tenses.	walked; I will have walked)
		have walked) verb tenses.	have walked) verb tenses.		verb tenses.
				c. uses verb tense to convey	
		c. inconsistently uses verb	c. generally uses verb tense	various times, sequences,	c. uses verb tense to convey
		tense to convey various	to convey various times,	states, and conditions.	various times, sequences,
		times, sequences, states,	sequences, states, and		states, and conditions.
		and conditions.	conditions.	d. recognizes and corrects	
				inappropriate shifts in verb	d. recognizes and corrects
		d. inconsistently recognizes	d. generally identifies	tense.	inappropriate shifts in verb
		inappropriate shifts in verb	inappropriate shifts in verb		tense.
		tense.	tense.	e. uses correlative	
				conjunctions (e.g., either/or,	e. uses correlative
		e. inconsistently uses	e. generally uses correlative	neither/nor).	conjunctions (e.g., either/or,
		correlative conjunctions	conjunctions (e.g., either/or,		neither/nor).
		(e.g., either/or,	neither/nor).	f. writes and organizes one or	
		neither/nor).		more paragraphs that	f. writes and organizes one or
		f. inconsistently writes and	f. generally writes and	contain: a topic sentence,	more paragraphs that contain:
		organizes one or more	organizes one or more	supporting details, and a	a topic sentence, supporting
		paragraphs that contain: a	paragraphs that contain: a	conclusion that is appropriate	details, and a conclusion that
		topic sentence, supporting	topic sentence, supporting	to the writing task	is appropriate to the writing
		details, and a conclusion	details, and a conclusion		task
		that is appropriate to the	that is appropriate to the		
		writing task.	writing task		

Detailed	5.L.2	demonstrates limited	demonstrates an	demonstrates command of	demonstrates strong
		understanding of the	understanding of the	the conventions of Standard	command of the conventions
		conventions of standard	conventions of standard	English capitalization,	of standard English
		English capitalization,	English capitalization,	punctuation, and spelling	capitalization, punctuation,
		punctuation, and spelling	punctuation, and spelling	when writing:	and spelling when writing:
		when writing:	when writing:		
				a. uses punctuation to	a. uses punctuation to
		a. inconsistently uses	a.generally uses punctuation	separate items in a series.	separate items in a series.
		punctuation to separate	to separate items in a series		
		items in a series.		b. uses a comma to separate	b. uses a comma to separate
			b. generally uses a comma to	an introductory element from	an introductory element from
		b. inconsistently uses a	separate an introductory	the rest of the sentence.	the rest of the sentence.
		comma to separate an	element from the rest of the		
		introductory element from	sentence.	c. uses a comma to set off the	c. uses a comma to set off the
		the rest of the sentence.		words yes and no (e.g., Yes,	words yes and no (e.g., Yes,
			c. generally uses a comma to	thank you), to set off a tag	thank you), to set off a tag
		c. inconsistently uses a	set off the words yes and no	question from the rest of the	question from the rest of the
		comma to set off the words	(e.g., Yes, thank you), to set	sentence (e.g., It's true, isn't	sentence (e.g., It's true, isn't
		yes and no (e.g., Yes, thank	off a tag question from the	it?), and to indicate direct	it?), and to indicate direct
		you), to set off a tag	rest of the sentence (e.g.,	address (e.g., Is that you,	address (e.g., Is that you,
		question from the rest of	It's true, isn't it?), and to	Steve?).	Steve?).
		the sentence (e.g., It's true,	indicate direct address (e.g.,		
		isn't it?), and to indicate	Is that you, Steve?).	d. uses underlining, quotation	d. uses underlining, quotation
		direct address (e.g., Is that		marks, or italics to indicate	marks, or italics to indicate
		you, Steve?).	d. generally uses	titles of works.	titles of works.
			underlining, quotation		
		d. inconsistently uses	marks, or italics to indicate	e. spells grade-appropriate	e. spells above-grade-
		underlining, quotation	titles of works.	words correctly, consulting	appropriate words correctly,
		marks, or italics to indicate		references as needed.	consulting references as
		titles of works.	e. generally spells grade-		needed.
			appropriate words correctly,		
		e. inconsistently spells	consulting references as		
		grade-appropriate words	needed.		
		correctly, consulting			
		references as needed.			

Detailed	5.L.3	uses a basic knowledge of	uses knowledge of language	uses knowledge of language	uses deep knowledge of
		language and its	and its conventions when	and its conventions when	language and its conventions
		conventions when writing,	writing, speaking, reading, or	writing, speaking, reading, or	when writing, speaking,
		speaking, reading, or	listening:	listening:	reading, or listening:
		listening:			0.
			a. generally expands,	a. expands, combines, and	a. expands, combines, and
		a. inconsistently expands,	combines, and reduces	reduces sentences for	reduces sentences for
		combines, and reduces	sentences for meaning,	meaning, reader/listener	meaning, reader/listener
		sentences for meaning,	reader/listener interest, and	interest, and style.	interest, and style.
		reader/listener interest, and	style.		
		style.		b. compares and contrasts the	b. compares and contrasts the
			b. generally recognizes the	varieties of English (e.g.,	varieties of English (e.g.,
		b. inconsistently identifies	varieties of English (e.g.,	dialects, registers) used in	dialects, registers) used in
		the varieties of English (e.g.,	dialects, registers) used in	stories, dramas, or poems.	stories, dramas, or poems.
		dialects, registers) used in	stories, dramas, or poems.		
		stories, dramas, or poems.	stories, dramas, or poems.		
		stories, dramas, or poems.			

Detailed	5.L.4	clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies:  a. uses common, belowgrade Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  b. uses explicit context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:  a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a straightforward word (e.g., photograph, photosynthesis).  b. uses immediate context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:  a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  b. uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	determines or clarifies and applies the meaning of unknown and multiplemeaning words and phrases, choosing strategically from a range of strategies:  a. uses common, gradeappropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  b. uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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Detailed	5.L.5	recognizes figurative language, basic word relationships, and nuances in word meanings:  a. recognizes figurative	demonstrates understanding of basic figurative language, basic word relationships, and nuances in word meanings:	demonstrates understanding of figurative language, word relationships, and nuances in word meanings:  a. interprets figurative	demonstrates a strong understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:
		language, including similes and metaphors, in context.	a. interprets figurative language, including similes and metaphors, in context.	language, including similes and metaphors, in context.	a. interprets figurative language, including similes and metaphors, in context.
		b. recognizes common idioms, adages, and proverbs.  c. understands the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	b. recognizes the meaning of common idioms, adages, and proverbs.  c. recognizes the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	b. recognizes and explains the meaning of common idioms, adages, and proverbs.  c. uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	b. recognizes and explains the meaning of common idioms, adages, and proverbs.  c. uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
			Reading: Literature		
Detailed	6.RL.1	refers to the text generally to support analysis of what the text says explicitly.	identifies textual evidence that supports analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies strong textual evidence in supporting a complex inference or analysis of the text.
Detailed	6.RL.2	identifies a theme or central idea of a text; provides a basic list of events in a text.	identifies a theme or central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates themes or central ideas in regard to major/minor themes and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments.
Detailed	6.RL.3	identifies a basic plot of a particular story or drama and recognizes that the characters change during the story.	describes how the plot of a particular story or drama unfolds and how the characters change overall.	describes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.	analyzes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution.
Detailed	6.RL.4	identifies the literal meaning of simple words and phrases as they are used in a text.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; identifies the impact of specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone.

Detailed	6.RL.5	identifies a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text.	describes how a particular sentence, chapter, scene, or stanza contributes to the overall structure and development of a text.	analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	articulates why the author includes a particular sentence, chapter, scene, or stanza, and analyzes how it affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text.
Detailed	6.RL.6	identifies the point of view of the narrator or speaker in a text.	describes the point of view of the narrator or speaker in a text.	explains how an author develops the point of view of the narrator or speaker in a text.	analyzes how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis.
Detailed	6.RL.7	determines the similarities in the experience of reading a story, drama, or poem and listening to or viewing an audio, video, or live version of the text.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.	compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what he or she "sees" and "hears" when reading the text with what he or she perceives when listening or watching.	compares and contrasts, then analyzes, the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. Analyzes what he or she "sees" and "hears" when reading the text compared to what he or she perceives when listening or watching.
Detailed	6.RL.9	identifies various textual elements in different forms or genres with similar themes or topics.	determines differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics.	compares and contrasts texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	compares, contrasts, and analyzes/evaluates texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

			Reading: Informational Te	ext	
Detailed	6.RI.1	refers to the text generally to support analysis of what the text says explicitly.	identifies textual evidence that supports analysis of what the text says explicitly.	cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	applies strong textual evidence in supporting a complex inference or analysis of the text.
Detailed	6.RI.2	identifies a central idea of a text; provides a basic list of events in a text.	identifies a central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.	determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments.	evaluates central ideas and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments.
Detailed	6.RI.3	identifies how a key individual, event, or idea is introduced and illustrated in a text.	explains how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).	analyzes in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes) and analyzes relationships among key individuals, events, or ideas.
Detailed	6.RI.4	identifies the literal meaning of simple words and phrases as they are used in a text.	distinguishes between some literal, figurative, and connotative meanings of words and phrases as they are used in a text.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the impact of specific word choice.
Detailed	6.RI.5	locates a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text.	explains how a particular sentence, paragraph, chapter, or section contributes to the overall structure of a text and contributes to the development of the ideas.	analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	articulates why the author uses a particular sentence, paragraph, chapter, or section, and analyzes how it affects the overall structure of a text and contributes to the development of the ideas.

Detailed	6.RI.6	identifies an author's explicit point of view or purpose in a text.	identifies an author's point of view or purpose in a text and identifies an example of where it is conveyed in the text.	determines an author's point of view or purpose in a text and explains how it is conveyed in the text.	analyzes an author's point of view and purpose in a text; provides textual evidence to show how the author's point of view and purpose are conveyed in the text.
Detailed	6.RI.7	identifies key information presented in different media or formats (e.g., visually, quantitatively) as well as in words.	integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partially developed understanding of a topic or issue.	integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	evaluates and synthesizes information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a comprehensive understanding of a topic or issue.
Detailed	6.RI.8	identifies specific claims, reasoning, and evidence in a text.	determines the argument and specific claims, reasoning, and evidence in a text.	traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	traces and evaluates the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claim.
Detailed	6.RI.9	identifies explicit similarities or differences between two authors' presentations of events.	compares and contrasts the ways in which two authors present events differently.	compares and contrasts one author's presentation of events with that of another.	compares and contrasts one author's presentation of events with that of another; evaluates the effect and impact of the different presentations.

			Writing		
Detail	ed 6.W.1	writes arguments to support	writes arguments to support	writes arguments to support	writes arguments to support
		claims:	claims with clear reasons and	claims with clear reasons and	claims with clear reasons and
			evidence:	relevant evidence:	relevant evidence:
		a. introduces claim(s).			
			a. introduces claim(s) and	a. introduces claim(s) and	a. introduces solid claim(s) and
		b. supports claim(s) with	organizes the reasons and	organizes the reasons and	organizes the reasons and
		reasons, using sources or non-	evidence with purpose.	evidence clearly.	evidence clearly and logically.
		textual evidence and			
		demonstrating a basic	b. supports claim(s) with reasons	b. supports claim(s) with clear	b. supports claim(s) with clear
		understanding of the topic or	and evidence, using appropriate	reasons and relevant evidence,	reasons and relevant evidence,
		text.	sources and demonstrating a	using credible sources and	using credible sources and
			general understanding of the	demonstrating an understanding	demonstrating a thorough
		c. uses words, phrases, and	topic or text.	of the topic or text.	understanding of the topic or
		clauses to state the claim(s)	a uses words abrees and	a uses words phrases and	text.
		and reasons.	c. uses words, phrases, and clauses to state the relationships	c. uses words, phrases, and clauses to clarify the	a uses words phreses and
		d. uses an informal style.	among claim(s) and reasons.	relationships among claim(s) and	c. uses words, phrases, and clauses to clarify and elaborate
		d. uses an informal style.	aniong claim(s) and reasons.	reasons.	on the relationships among
		e. provides a concluding	d. establishes a formal style but	Teasons.	claim(s) and reasons.
		statement or section that	does not consistently maintain it.	d. establishes and maintains a	claim(s) and reasons.
		illogically follows from the	does not consistently maintain it.	formal style.	d. establishes and maintains a
		argument presented.	e. provides a concluding	Torrida seyre.	formal style.
		a. Samene presentear	statement or section that	e. provides a concluding	10
			partially follows from the	statement or section that follows	e. provides a well-developed
			argument presented.	from the argument presented.	concluding section that clearly
					and logically follows from the
					argument presented.

Detailed	6.W.2	writes	writes informative/explanatory	writes informative/explanatory	writes informative/explanatory
		informative/explanatory texts	texts to explain a topic and	texts to examine a topic and	texts to examine a topic and
		to restate a topic and convey	convey ideas, concepts, and	convey ideas, concepts, and	convey ideas, concepts, and
		ideas, concepts, and	information through the	information through the	information through the
		information through the	selection and organization of	selection, organization, and	selection, organization, and
		selection and organization of	relevant content:	analysis of relevant content:	analysis of relevant content:
		content:			
			a. introduces a topic; organizes	a. introduces a topic; organizes	a. clearly introduces a topic;
		a. partially introduces a topic;	ideas, concepts, and	ideas, concepts, and	logically organizes ideas,
		organizes ideas, concepts, and	information, using strategies	information, using strategies	concepts, and information,
		information, but	such as definition, classification,	such as definition, classification,	using strategies such as
		inconsistently applies	comparison/contrast, and	comparison/contrast, and	definition, classification,
		strategies such as definition,	cause/effect; includes formatting	cause/effect; includes formatting	comparison/contrast, and
		classification,	(e.g., headings), graphics (e.g.,	(e.g., headings) and graphics	cause/effect; includes
		comparison/contrast, and	charts, tables) when useful to	(e.g., charts, tables) and	formatting (e.g., headings) and
		cause/effect.	aiding comprehension.	multimedia when useful to	graphics (e.g., charts, tables) in
				aiding comprehension.	a way that enhances the
		b. develops the topic with	b. develops the topic with facts,		explanation.
		facts.	definitions, details, quotations,	b. develops the topic with	
			or other information and	relevant facts, definitions,	b. develops the topic with
		c. uses basic transitions to	examples.	concrete details, quotations, or	significant facts, definitions,
		connect ideas and concepts.		other information and examples.	concrete details, insightful
			c. uses appropriate transitions to		quotations, or other
		d. uses some domain-specific	connect ideas and concepts.	c. uses appropriate transitions to	information and examples.
		vocabulary to inform about or		clarify the relationships among	
		explain the topic.	d. uses some precise language	ideas and concepts.	c. uses appropriate transitions
			and domain-specific vocabulary		to clarify and elaborate on the
		e. uses an informal style.	to inform about or explain the	d. uses precise language and	relationships among ideas and
			topic.	domain-specific vocabulary to	concepts.
		f. provides a concluding		inform about or explain the	
		statement or section that	e. establishes a formal style but	topic.	d. uses precise language and
		illogically follows from the	does not consistently maintain it.		domain-specific vocabulary to
		information or explanation		e. establishes and maintains a	enhance the explanation of the
		presented.	f. provides a basic concluding	formal style.	topic.
			statement or section that		
			partially follows from the		e. establishes and maintains a
			information or explanation		formal style.
			presented.		

		f. provides a concluding statement or section that follows from the information or explanation presented.	f. provides a well-developed concluding statement or section that clearly and logically follows from the information or explanation presented.

Detailed	6.W.4-6	produces clear writing in which the development, organization, and style are evident; develops writing with some planning, revising, and editing, including editing for conventions; demonstrates basic command of keyboarding skills.	produces clear writing in which the development, organization, and style are largely appropriate to task, purpose, and audience; develops writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.	produces clear and well-developed writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing on an ongoing basis by planning, revising, editing, rewriting, or trying a new approach, including editing for conventions; demonstrates sufficient command of keyboarding skills to complete a writing task.
Detailed	6.W.7-8	conducts short research projects to answer a question, drawing on one or two sources; uses information from one or two sources; paraphrases the conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; uses information from multiple sources; assesses the credibility of some sources; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant information from multiple sources; assesses the credibility of sources as appropriate; quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts research projects to answer an important question, drawing on several sources and refocusing the inquiry when appropriate; gathers relevant, high-quality information from multiple sources; assesses the credibility of sources as appropriate; cites the data and conclusions of others while avoiding plagiarism and using standard format for citation.

			Listening		
Detailed	6.SL.2	recalls information presented	recalls information presented in	interprets information presented	interprets and evaluates
		in diverse media and formats	diverse media and formats and	in diverse media and formats	information presented in
		and identifies a topic, text, or	describes details related to a	and explains how it contributes	diverse media and formats and
		issue under study.	topic, text, or issue under study.	to a topic, text, or issue under study.	explains how it contributes to a topic, text, or issue under study.
Detailed	6.SL.3	identifies a speaker's	identifies a speaker's argument	delineates a speaker's argument	delineates a speaker's
Betailed	J.JL.J	argument and specific claims.	and specific claims and recognizes that some claims are not supported by reasons and evidence.	and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	argument and specific claims, critiquing claims and evaluating whether or not they are supported by reasons and evidence.

			Language		
Detailed	6.L.1	demonstrates some	demonstrates understanding of	demonstrates command of the	demonstrates strong command
		understanding of the	the conventions of Standard	conventions of Standard English	of the conventions of Standard
		conventions of Standard	English grammar and usage	grammar and usage when	English grammar and usage
		English grammar and usage	when writing or speaking:	writing or speaking:	when writing or speaking:
		when writing or speaking:			
			a. identifies pronouns in the	a. ensures that pronouns are in	a. consistently ensures that
		a. can sometimes identify	proper case (subjective,	the proper case (subjective,	pronouns are in the proper
		pronouns in the proper case	objective, and possessive) and	objective, and possessive).	case (subjective, objective, and
		(subjective, objective, and	generally ensures they are used		possessive).
		possessive) and inconsistently	appropriately.	b. uses intensive pronouns (e.g.,	
		uses them.		myself, ourselves).	b. uses intensive pronouns
			b. generally uses intensive		(e.g., myself, ourselves).
		b. sometimes uses intensive	pronouns (myself, ourselves).	c. recognizes and corrects	
		pronouns (myself, ourselves).		inappropriate shifts in pronoun	c. recognizes and corrects
			c. generally recognizes and	number and person.	inappropriate shifts in pronoun
		c. sometimes recognizes and	corrects inappropriate shifts in		number and person.
		corrects inappropriate shifts	pronoun number and person.	d. recognizes and corrects vague	
		in pronoun number and		pronouns (i.e., ones with unclear	d. recognizes and corrects
		person.	d. generally recognizes and	or ambiguous antecedents).	vague pronouns (i.e., ones with
			corrects vague pronouns (i.e.,		unclear or ambiguous
		d. inconsistently recognizes	ones with unclear or ambiguous		antecedents).
		and corrects vague pronouns	antecedents).		
		(i.e., ones with unclear or			
		ambiguous antecedents).			

Detailed	6.L.2	demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. inconsistently uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  b. spells below-grade-level words correctly.	demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. generally uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  b. spells most grade-level words correctly.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  b. spells grade-level words correctly.	demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.  b. spells above-grade-level words correctly.
Detailed	6.L.3	uses basic knowledge of language and its conventions when writing, speaking, reading, or listening:  a. inconsistently varies sentence patterns for meaning, reader/listener interest, and style.  b. occasionally maintains consistent style and tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening:  a. occasionally varies sentence patterns for meaning, reader/listener interest, and style.  b. generally maintains consistent style and tone.	uses knowledge of language and its conventions when writing, speaking, reading, or listening:  a. varies sentence patterns for meaning, reader/listener interest, and style.  b. maintains consistent style and tone.	uses strong knowledge of language and its conventions when writing, speaking, reading, or listening:  a. varies sentence patterns for meaning, reader/listener interest, and style.  b. maintains consistent style and tone.

Detailed	6.L.4	inconsistently determines or clarifies the meaning of unknown and multiplemeaning words and phrases, choosing flexibly from at least one strategy:  a. uses below-grade Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  b. 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 straightforward word or phrase.  c. consults 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.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from one or more strategies:  a. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  b. 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.  c. consults 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.  d. verifies the preliminary determination of the meaning of a word or phrase	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:  a. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  b. 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.  c. consults 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.  d. verifies the preliminary determination of the meaning of a word or phrase	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:  a. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).  b. 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.  c. consults 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.  d. verifies the preliminary determination of the meaning
		print and digital, to find the pronunciation of a word or determine or clarify its precise	its precise meaning or its part of speech.  d. verifies the preliminary	its precise meaning or its part of speech.  d. verifies the preliminary	pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Detailed	6.L.5	demonstrates limited	demonstrates basic	demonstrates understanding of	demonstrates deep
		understanding of figurative	understanding of figurative	figurative language, word	understanding of figurative
		language, word relationships,	language, word relationships,	relationships, and nuances in	language, word relationships,
		and nuances in word	and nuances in word meanings:	word meanings:	and nuances in word meanings:
		meanings:			S
			a. recognizes figures of speech	a. interprets figures of speech	a. interprets figures of speech
		a. inconsistently recognizes	(e.g., personification) in context.	(e.g., personification) in context.	(e.g., personification) in
		figures of speech (e.g.,	,	,	context.
		personification) in context.	b. generally uses the relationship	b. uses the relationship between	
		,	between particular words (e.g.,	particular words (e.g.,	b. uses the relationship
		b. inconsistently uses the	cause/effect, part/whole,	cause/effect, part/whole,	between particular words (e.g.,
		relationship between	item/category) to better	item/category) to better	cause/effect, part/whole,
		particular words (e.g.,	understand each of the words.	understand each of the words.	item/category) to better
		cause/effect, part/whole,			understand each of the words.
		item/category) to better	c. recognizes the connotations	c. distinguishes among the	
		understand each of the	(associations) of words with	connotations (associations) of	c. distinguishes among the
		words.	similar denotations (definitions)	words with similar denotations	connotations (associations) of
			(e.g., stingy, scrimping,	(definitions) (e.g., stingy,	words with similar denotations
		c. inconsistently recognizes	economical, unwasteful, thrifty).	scrimping, economical,	(definitions) (e.g., stingy,
		the connotations	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	unwasteful, thrifty).	scrimping, economical,
		(associations) of words with			unwasteful, thrifty).
		similar denotations			
		(definitions) (e.g., stingy,			
		scrimping, economical,			
		unwasteful, thrifty).			

PLD	Standard	<b>Minimally Proficient</b>	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Detailed	7.RL.1	refers to the text generally to support analysis of what the text says explicitly.	Reading: Literatur identifies some textual evidence that supports 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.	applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text.
Detailed	7.RL.2	identifies a theme or central idea of a text; provides a 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 of a text and analyzes their development over the course of a text; provides a comprehensive, objective summary of a text.
Detailed	7.RL.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 relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot) and analyzes the impact.
Detailed	7.RL.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; describes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in 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 specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in 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 specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.

Detailed	7.RL.5	identifies the structure of a text in a drama or poem.	describes the structure of a text, including how a drama's or poem's form or structure generally contributes to its meaning.	analyzes the structure of a text, including how a drama's or poem's form or structure contributes to its meaning.	analyzes and evaluates the structure of a text, including how a drama's or poem's form or structure contributes to its meaning and impact.
Detailed	7.RL.6	identifies the points of view of different characters or narrators in a text.	explains the differences in 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 and evaluates the effectiveness of how an author develops and contrasts the points of view of different complex characters or narrators in a text.
Detailed	7.RL.7	identifies similarities or differences between a written story, drama, or poem and 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).	analyzes and critiques an audio, filmed, staged, or multimedia version of a written story, drama or poem as compared to its written version; evaluates the impact and effectiveness of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Detailed	7.RL.9	identifies similarities or differences between a fictional portrayal of a time, place, or character and a historical account of the same period.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period; identifies how an author of fiction 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.	compares and contrasts, then analyzes, a fictional portrayal of a time, place, or character and a historical account of the same period to understand and evaluate how authors of fiction use or alter history.

			Reading: Informationa	l Text	
Detailed	7.RI.1	refers to the text generally to support analysis of what the text says explicitly.	identifies some textual evidence that supports 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.	applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text.
Detailed	7.RI.2	identifies a central idea of the text; provides a basic sequence of events or ideas in a text.	identifies two or more central ideas of a text; provides a summary of a 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 a text.	evaluates two or more central ideas and analyzes their development over the course of the text; provides a comprehensive, objective summary of a text.
Detailed	7.RI.3	identifies some of 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).	determines 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).	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).	analyzes and evaluates complex relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Detailed	7.RI.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; recognizes that a specific word choice has an impact on meaning and tone.	distinguishes between literal, figurative, connotative, and technical meanings of words and phrases as they are used in a text; 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 effect of a specific word choice on meaning and tone.
Detailed	7.RI.5	describes the structure an author uses to organize a text; identifies the major sections of the text.	determines the structure an author uses to organize a text; describes how the major sections contribute to the structure of the whole text or 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 effectiveness 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; can articulate how a different text structure might impact the meaning of the text.

Detailed	7.RI.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 to accomplish his or her purpose.
Detailed	7.RI.7	identifies similarities or differences between a text and an audio, video, or multimedia version of the text.	compares and contrasts a text to an audio, video, or multimedia version of the text, identifying how each medium portrays 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).	evaluates the effectiveness and impact of a text as compared to an audio, filmed, staged, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Detailed	7.RI.8	traces the argument and a 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 or examples in the text in an assessment of whether or not the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Detailed	7.RI.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 used by two or more authors writing about the same topic and how they shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

			Writing		
Detailed	7.W.1	writes arguments that include a claim supported	writes arguments to support claims with reasons and	writes arguments to support claims with clear reasons and	writes clear arguments to support claims with logical reasoning and
		by extratextual evidence:	evidence:	relevant evidence:	relevant evidence:
		by extratextual evidence:  a. introduces claim(s) and organizes the reasons and evidence.  b. supports claim(s), demonstrating a basic understanding of the topic or text.  c. uses transitional words to link claim(s), reasons, and evidence.  d. writes in an informal style.  e. provides a concluding	evidence:  a. introduces claim(s) and organizes the reasons and evidence logically.  b. supports claim(s) with reasoning and evidence from the text (extratextual evidence may occasionally be present) that demonstrate an understanding of the topic or text.  c. uses words, phrases, and clauses to link claim(s), reasons, and evidence.  d. establishes a formal style,	a. introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence logically.  b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.  c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	a. introduces supportable claim(s), acknowledges and evaluates alternate or opposing claim(s), and organizes the reasons and evidence logically.  b. supports claim(s) with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an acute understanding of the topic or text.  c. uses precise words, phrases, and clauses to create cohesive links among major sections of the essay and clarify the relationships among claim(s), reasons, and
		statement or section.	but does not consistently maintain it.  e. provides a concluding statement or section that follows from the argument presented.	d. establishes and maintains a formal style.  e. provides a concluding statement or section that follows from and supports the argument presented.	evidence.  d. establishes and maintains a formal style and an objective tone.  e. provides a compelling concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.

Detailed	7.W.2	writes	writes informative/explanatory	writes informative/explanatory	writes informative/explanatory
		informative/explanatory	text to explain a topic through	texts to examine a topic and	texts to examine a topic and
		text to describe a topic	the selection and organization	convey ideas, concepts, and	convey complex ideas, concepts,
		through the selection and	of relevant content:	information through the	and information with a strongly
		organization of content:		selection, organization, and	developed focus through the
			a. introduces a topic clearly;	analysis of relevant content:	selection, organization, and
		a. introduces a topic;	organizes ideas, concepts, and		analysis of relevant content:
		attempts an organization of	information, using strategies	a. introduces a topic clearly,	
		ideas, concepts, and	such as definition,	previewing what is to follow;	a. introduces a topic with a
		information using strategies	classification,	organizes ideas, concepts, and	strongly developed focus using
		such as definition,	comparison/contrast, and	information, using strategies	appropriate strategies such as
		classification,	cause/effect; includes	such as definition, classification,	definition, classification,
		comparison/contrast, and	formatting (e.g., headings) and	comparison/contrast, and	comparison/contrast, and cause
		cause/effect.	graphics (e.g., charts, tables)	cause/effect; includes	and effect; includes formal
			when useful to aid	formatting (e.g., headings) and	formatting (e.g., headings) and
		b. describes the topic with	comprehension.	graphics (e.g., charts, tables)	graphics (e.g., charts, tables) to
		facts, definitions, concrete		when useful to aiding	enhance comprehension.
		details, quotations, or other	b. develops the topic with	comprehension.	
		information and examples.	facts, definitions, concrete		b. develops the topic with analysis
			details, quotations, or other	b. develops the topic with	of relevant facts, complex ideas,
		c. uses basic transitions to	information and examples.	relevant facts, definitions,	definitions, concrete details,
		link ideas and concepts.		concrete details, quotations, or	quotations, or other information
			c. uses appropriate transitions	other information and examples.	and examples appropriate to the
		d. uses topic-appropriate	to create cohesion.		audience's knowledge of the
		language and vocabulary to		c. uses appropriate transitions to	topic.
		inform about or describe	d. uses topic-appropriate	create cohesion and clarify the	
		the topic.	language and vocabulary to	relationships among ideas and	c. uses appropriate and varied
			inform about or explain the	concepts.	transitions to create cohesion and
		e. uses an informal style.	topic.		clarify the relationships among
			_	d. uses precise language and	ideas and concepts.
		f. provides a concluding	e. establishes a formal style,	domain-specific vocabulary to	
		statement or section.	but does not consistently	inform about or explain the	d. uses precise language and
			maintain it.	topic.	domain-specific vocabulary to
					manage the complexity of the
			f. provides a concluding	e. establishes and maintains a	topic.
			statement or section that	formal style.	
			follows from the information		
			or explanation presented.		

		f. provides a concluding statement or section that follows from and supports the information or explanation	e. establishes and maintains a formal style and an objective tone.
		presented.	f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.

Detailed	7.W.4-6	produces writing in which the development, organization, and style are appropriate to the task; develops writing by planning, revising, editing, or rewriting; edits for conventions; uses technology to produce writing.	produces clear writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed; edits for conventions; uses technology to produce writing.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing.	produces well-developed and cohesive writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, successfully addressing the intended purpose and audience; edits for conventions; uses technology to produce writing, as well as to connect ideas efficiently.
Detailed	7.W.7-8	conducts short research projects to answer a question, drawing on minimal sources; gathers information from a few sources; assesses the credibility of sources; paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources; gathers relevant information from multiple sources and redirects inquiry as appropriate; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism.	conducts short research projects to answer a question, drawing on several sources and generating additional related, focused ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts short research projects to answer an important question, drawing on several sources and generating additional related, focused, and evaluative ideas; gathers relevant information from multiple sources; evaluates the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

			Listening		
Detailed	7.SL.2	identifies the main ideas and supporting details presented in diverse media and formats.	explains 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 explains how the ideas clarify a topic, text, or issue under study.	analyzes the main ideas and supporting details presented in diverse media and formats and evaluates how well the ideas clarify a topic, text, or issue under study.
Detailed	7.SL.3	identifies a speaker's argument and specific claims.	explains 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, rhetorical analysis, or examination of discourse style.

			Language		
Detailed	7.L.1	demonstrates basic	demonstrates understanding	demonstrates command of the	demonstrates correct application
		understanding of the	of the conventions of Standard	conventions of Standard English	and command of the conventions
		conventions of Standard	English grammar and usage	grammar and usage when	of Standard English grammar and
		English grammar and usage	when writing or speaking in	writing or speaking:	usage when writing or speaking:
		when writing or speaking in	the following areas:		
		the following areas:		a. explains the function of	a. analyzes the function of phrases
			a. identifies the function of	phrases and clauses in general	and clauses in general and
		a. recognizes the function	phrases and clauses in general	and their function in specific	explains their function in specific
		of phrases and clauses in	and their function in specific	sentences.	sentences.
		general and their function	sentences.		
		in specific sentences.		b. chooses among simple,	b. makes informed choices among
			b. chooses among simple,	compound, complex, and	simple, compound, complex, and
		b. relies on simple,	compound, complex, and	compound-complex sentences	compound-complex sentences to
		compound, and complex	compound-complex sentences	to signal differing relationships	signal differing relationships
		sentences to signal differing	to signal relationships among	among ideas.	among ideas.
		relationships among ideas.	ideas.		60
				c. places phrases and clauses	c. effectively places phrases and
		c. places phrases and	c. places phrases and clauses	within a sentence, recognizing	clauses within a sentence,
		clauses within a sentence.	within a sentence, avoiding	and correcting misplaced and	recognizing and correcting
			misplaced and dangling modifiers.	dangling modifiers.	misplaced and dangling modifiers.
Detailed	7.L.2	demonstrates basic	demonstrates understanding	demonstrates command of the	demonstrates correct application
Detailed	7.L.Z	understanding of the	of the conventions of Standard	conventions of Standard English	and command of the conventions
		conventions of Standard	English capitalization,	capitalization, punctuation, and	of Standard English capitalization,
		English capitalization,	punctuation, and spelling	spelling when writing:	punctuation, and spelling when
		punctuation, and spelling	when writing:	spennig when writing.	writing:
		when writing:	when writing.	a. uses a comma to separate	writing.
		when writing.	a. uses a comma to separate	coordinate adjectives.	a. uses a comma to separate
		a. inconsistently uses a	coordinate adjectives.	eooramate adjectives.	coordinate adjectives.
		comma to separate		b. spells grade-level words	
		coordinate adjectives.	b. spells most grade-level	correctly.	b. spells above-grade-level words
			words correctly.		correctly.
		b. spells below-grade-level			
		words correctly.			

Detailed	7.L.3	uses a basic knowledge of language and its conventions when writing, speaking, reading, or listening:  a. inconsistently chooses	uses knowledge of language and its conventions when writing, speaking, reading, or listening:  a. chooses language that expresses ideas precisely and	uses knowledge of language and its conventions when writing, speaking, reading, or listening:  a. chooses language that expresses ideas precisely and	uses comprehensive knowledge of language and its conventions when writing, speaking, reading, or listening:  a. strategically chooses language that expresses ideas precisely and
		language that expresses ideas without wordiness	concisely, occasionally	concisely, recognizing and	concisely, consciously recognizing
		and redundancy.	recognizing and eliminating wordiness and redundancy.	eliminating wordiness and redundancy.	and eliminating wordiness and redundancy.
Detailed	7.L.4	inconsistently determines or clarifies the meaning of unknown and multiplemeaning words and phrases, using at least one strategy:  a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, using one or more strategies:  a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  b. uses common, grade-	determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:  a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  b. uses common, grade-	authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:  a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  b. uses common, gradeappropriate Greek or Latin affixes
		b. uses common, below- grade Greek or Latin affixes and roots as clues to the meaning of a word.	appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  c. 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.	appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  c. 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.	and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  c. 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.

c. 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.  d. verifies the preliminary determination of the meaning of a word or	d. verifies the preliminary determination of the meaning of a word or phrase.	d. verifies the preliminary determination of the meaning of a word or phrase.	d. verifies the preliminary determination of the meaning of a word or phrase.
phrase.			

l lan	nguaga word	understanding of figurative language, word relationships,	figurative language, word relationships, and nuances in	of figurative language, word relationships, and nuances in
rela	Inguage, word Plationships, and nuances In word meanings:	and nuances in word meanings:	word meanings:	word meanings:
a. ii figulite myi con b. ii the par syn ana und word c. ir the (ass sim (de res	inconsistently identifies gures of speech (e.g., terary, religious, and nythological allusions) in ontext.  inconsistently identifies he relationship between articular basic words (e.g., ynonym/antonym, nalogy) to better nderstand each of the yords.  inconsistently identifies he connotations has consistently identifies he connotations has consistently identifies he connotations definitions) (e.g., refined, espectful, polite, iplomatic, condescending).	a. identifies figures of speech (e.g., literary, religious, and mythological allusions) in context.  b. identifies the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. identifies the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	a. interprets figures of speech (e.g., literary, religious, and mythological allusions) in context.  b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	a. interprets figures of speech (e.g., literary, religious, and mythological allusions) in context to evaluate the effect of diction upon the text.  b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to evaluate the effect of diction upon the text.  c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) to evaluate the effect of diction upon the text.

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
		student			
Detailed	8.RL.1	cites textual evidence to	Reading: Literary Text cites textual evidence to	cites the textual evidence that	applies thorough textual
Detailed	O.NL.I	support an analysis of what	support an analysis of what the	most strongly supports an	evidence to strongly support a
		the text says explicitly.	text says explicitly as well as inferences drawn from the text.	analysis of what the text says explicitly as well as inferences drawn from the text.	deep analysis of the text as well as complex inferences drawn from the text.
Detailed	8.RL.2	identifies a theme or central idea of a text; identifies characters, setting, and plot;	identifies a theme or central idea of a text and determines details or events that develop	determines a theme or central idea of a text and analyzes its development over the course of a	determines two or more themes or central ideas and analyzes their development
		provides a list of events from	it; explains characters, setting,	text, including its relationship to	over the course of a text;
		the text.	and plot; provides a simple, objective summary of the text.	the characters, setting, and plot; provides an objective summary of	evaluates the theme(s) or central idea(s) and the
				the text.	relationship to narrative elements; provides a concise
					and comprehensive objective summary of the text.
Detailed	8.RL.3	identifies specific lines of dialogue or incidents in a	describes how specific lines of dialogue or incidents in a story	analyzes how specific lines of dialogue or incidents in a story or	analyzes and evaluates the effectiveness of an author's
		story or drama that propel the action and reveal aspects	or drama propel the action and reveal aspects of the character.	drama propel the action, reveal aspects of the character, or	use of dialogue or incidents in a story or drama to propel the
		of the character.		provoke a decision.	action, reveal aspects of the character, or provoke a decision.
					decision.

Detailed	8.RL.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies words that impact meaning and tone.	distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; determines the effect of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning and evaluates the impact of words and phrases, including figurative and connotative meanings; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Detailed	8.RL.5	compares and contrasts the structure of two texts.	compares and contrasts the structure of two or more texts, describing the connection to their meaning and style.	compares and contrasts the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style.	compares and contrasts, then evaluates for effectiveness, the structure of two or more texts, analyzing how the differing structure of each text contributes to meaning and style.
Detailed	8.RL.6	identifies that differences in the points of view of the characters or the reader affect the meaning of the text.	describes how differences in the points of view of the characters or the reader contribute to an understanding of the text.	analyzes how differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text.	evaluates the impact of differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) and the effectiveness of creating suspense or humor in the text.
Detailed	8.RL.7	identifies the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.	describes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, identifying the choices made by the director or actors.	analyzes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	evaluates the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script; critiques the choices made by the director or actors and proposes alternate treatments.

Detailed	8.RL.9	identifies a relationship between a modern work of fiction and patterns of events or character types from myths, traditional stories, or religious works.	determines how a modern work of fiction draws on explicit themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.	analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new.	evaluates how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works; evaluates the impact of the newly rendered material.

			Reading: Informational To	ext	
Detailed	8.RI.1	cites textual evidence to support an analysis of what the text says explicitly.	cites textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.	cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	applies thorough textual evidence to strongly support a deep analysis of the text as well as complex inferences drawn from the text.
Detailed	8.RI.2	identifies a central idea of a text; provides a list of events or details from the text.	identifies a central idea of a text and describes its development over the course of a text; provides a simple, objective summary of the text.	determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; provides an objective summary of the text.	determines and analyzes the central ideas of a text and analyzes their development over the course of a text; evaluates the strength of the supporting ideas; provides a comprehensive objective summary of the text.
Detailed	8.RI.3	identifies that a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	describes how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	evaluates how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Detailed	8.RI.4	identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone.	determines the meaning of basic words and phrases as they are used in a text, including common figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	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 specific word choices on meaning and tone, including analogies or allusions to other texts.

Detailed	8.RI.5	identifies the structure of a	describes the structure of a	analyzes in detail the structure of	evaluates the effect of the
Detailed	8.11.3	specific paragraph in a text;	specific paragraph in a text and	a specific paragraph in a text,	structure of a specific
			, , , , , , , , , , , , , , , , , , , ,		·
		describes the role of	describes its effect on a text;	including the role of particular	paragraph in a text and its
		particular sentences in	describes the role of particular	sentences in developing and	role in the text as a whole,
		creating that structure.	sentences in developing and	refining a key concept.	including the role of particular
			refining a key concept.		sentences in developing and
					refining a key concept.
Detailed	8.RI.6	identifies an author's point of	identifies an author's point of	determines an author's point of	analyzes an author's point of
		view, perspective, and	view, perspective, and purpose	view, perspective, and purpose in	view, perspective, and
		purpose in a text; identifies	in a text and describes how the	a text and analyzes how the	purpose in a text and
		examples where the author	author acknowledges and	author acknowledges and	evaluates the effect of how
		acknowledges or responds to	responds to conflicting	responds to conflicting evidence	the author acknowledges and
		conflicting evidence or	evidence or viewpoints.	or viewpoints.	responds to conflicting
		viewpoints.			evidence or viewpoints.
Detailed	8.RI.7	identifies differences or	compares and contrasts the	evaluates the advantages and	evaluates and critiques the
		similarities in the	use of different media (e.g.,	disadvantages of using different	use of different media (e.g.,
		presentation of a particular	print or digital text, video,	media (e.g., print or digital text,	print or digital text, video,
		topic or idea as presented in	multimedia) in presenting a	video, multimedia) to present a	multimedia) to present a
		different media (e.g., print or	particular topic or idea.	particular topic or idea.	particular topic or idea,
		digital text, video,			providing specific evidence as
		multimedia).			support.
Detailed	8.RI.8	identifies the argument or	describes the argument and	delineates and evaluates the	synthesizes the argument and
		specific claims in a text,	specific claims in a text,	argument and specific claims in a	specific claims in a text, citing
		describing the reasoning and	discussing whether the	text, assessing whether the	specific language to evaluate
		evidence used to support the	reasoning is sound and the	reasoning is sound and the	whether the reasoning is
		argument or claims.	evidence is relevant and	evidence is relevant and	sound and the evidence is
		argument or claims.	sufficient.	sufficient; recognizes when	relevant and sufficient;
			Sufficient.	irrelevant evidence is introduced.	recognizes irrelevant evidence
				irrelevant evidence is introduced.	and proves its irrelevancy.
Detailed	8.RI.9	identifies a case in which two	describes a case in which two	analyzas a sasa in which two or	
Detailed	8.81.9			analyzes a case in which two or	analyzes and evaluates a case
		or more texts provide	or more texts provide	more texts provide conflicting	in which two or more texts
		conflicting information on the	conflicting information on the	information on the same topic,	provide conflicting
		same topic, and identifies	same topic, and identifies	and identifies where the texts	information on the same
		where the texts disagree.	where the texts disagree on	disagree on matters of fact or	topic, and identifies where
			matters of fact.	interpretation.	the texts disagree on matters
					of fact or interpretation,
					evaluating the strength or
					reliability of each.

			Writing		
Detailed	8.W.1	writes arguments to support	writes arguments to support	writes arguments to support	writes arguments to support
		claims with reasons and	claims with reasons and	claims with clear reasons and	claims with clear reasons and
		evidence:	relevant evidence:	relevant evidence:	analysis of relevant evidence:
		a. introduces claim(s), states	a. introduces claim(s), states	a. introduces claim(s),	a. introduces claims;
		opposing claims, and	alternate or opposing claims,	acknowledges and distinguishes	acknowledges and
		organizes reasons and	and organizes the reasons and	the claim(s) from alternate or	distinguishes the claims from
		evidence.	evidence logically.	opposing claims, and organizes	alternate or opposing claims,
				the reasons and evidence	evaluating their validity; and
		b. supports claims with	b. supports claims with	logically.	organizes the reasons and
		extratextual evidence,	reasoning and evidence, using		evidence logically.
		demonstrating a basic	sources and demonstrating an	b. supports claim(s) with logical	
		understanding of the topic or	understanding of the topic or	reasoning and relevant evidence,	b. supports claims with a clear
		text.	text.	using accurate, credible sources	position based on logical
				and demonstrating an	reasoning and relevant
		c. uses transition words to	c. uses words, phrases, and	understanding of the topic or	evidence using accurate,
		link claim(s), counterclaims,	clauses to clarify the	text.	credible sources and
		reasons, and evidence.	relationships among claim(s),		demonstrating a deep
			counterclaims, reasons, and	c. uses words, phrases, and	understanding of the topic or
		d. attempts to establish a	evidence.	clauses to create cohesion and	text.
		formal style.		clarify the relationships among	
			d. establishes a formal style.	claim(s), counterclaims, reasons,	c. uses a variety of words,
		e. provides a concluding		and evidence.	phrases, and clauses to create
		statement or section.	e. provides a concluding		cohesion and clarify the
			statement or section that	d. establishes and maintains a	relationships among claim(s),
			supports the argument	formal style.	counterclaims, reasons, and
			presented.		evidence.
				e. provides a concluding	
				statement or section that follows	d. establishes and maintains a
				from and supports the argument	formal style and objective
				presented.	tone that enhances the
					argument.
					e. provides a compelling
					concluding statement or
					section that follows from and
					supports the argument
					presented.

Detailed	8.W.2	writes	writes informative/explanatory	writes informative/explanatory	writes
		informative/explanatory text	texts to explain a topic and	texts to examine a topic and	informative/explanatory texts
		to describe a topic through	convey ideas, concepts, and	convey ideas, concepts, and	to examine a topic and convey
		the selection and organization	information through the	information through the	ideas, concepts, and
		of content:	selection and organization of	selection, organization, and	information with a strongly-
			content:	analysis of relevant content:	developed focus through the
		a. introduces a topic;			selection, organization, and
		attempts an organization of	a. introduces a topic clearly,	a. introduces a topic clearly,	analysis of highly relevant
		ideas, concepts, and	previewing what is to follow;	previewing what is to follow;	content:
		information.	organizes ideas, concepts, and	organizes ideas, concepts, and	
			information into broader	information into broader	a. introduces a complex topic
		b. summarizes the topic with	categories.	categories; includes formatting	clearly, previewing what is to
		facts, definitions, concrete		(e.g., headings) and graphics	follow; organizes ideas,
		details, quotations, or other	b. develops the topic with	(e.g., charts, tables), when useful	concepts, and information
		information and examples.	facts, definitions, concrete	to aid comprehension.	into broader categories;
			details, quotations, or other		includes formatting (e.g.,
		c. uses appropriate transitions	information and examples.	b. develops the topic with	headings) and graphics (e.g.,
		to create cohesion.		relevant, well-chosen facts,	charts, tables) when useful to
			c. uses appropriate transitions	definitions, concrete details,	enhance comprehension.
		d. uses topic-appropriate	to create cohesion and clarify	quotations, or other information	
		language and vocabulary to	the relationships among ideas	and examples.	b. develops and analyzes the
		inform.	and concepts.		topic with relevant, well-
				c. uses appropriate and varied	chosen facts, definitions,
		e. attempts a formal style.	d. uses topic-appropriate	transitions to create cohesion	concrete details, quotations,
			language and domain-specific	and clarify the relationships	or other information and
		f. provides a concluding	vocabulary to inform about or	among ideas and concepts.	examples appropriate to the
		statement or section.	explain the topic.		audience's knowledge of the
			_	d. uses precise language and	topic.
			e. establishes a formal style.	domain-specific vocabulary to	
				inform about or explain the topic.	c. effectively uses appropriate
			f. provides a concluding		and varied transitions to
			statement or section that	e. establishes and maintains a	create cohesion and clarify
			follows from the information	formal style.	the relationships among
			or explanation presented.		complex ideas and concepts.

	statement or section that follows from and supports the information or explanation presented.  e. establishes and maintains a formal style and objective tone while attending to the conventions of the discipline in which he or she is writing.  f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.
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Detailed	8.W.4-6	produces writing in which the development, organization, and style are appropriate to task and purpose; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on purpose and audience; edits for conventions; uses technology to produce writing.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing and present the relationships between information and ideas.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing and present the relationships between information and ideas efficiently.	produces clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed; edits for conventions; uses technology to produce writing and present the relationships between information and ideas in a dynamic way.
Detailed	8.W.7-8	conducts short research projects to answer a question, drawing on minimal sources; gathers relevant information from sources and redirects inquiry as appropriate; assesses the credibility of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism. Attempts to follow a standard format for citation.	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional ideas; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration; gathers relevant information from multiple sources; assesses the credibility and accuracy of each source; and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	conducts short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration and evaluation; gathers and synthesizes relevant information from multiple sources; assesses the credibility and accuracy of each source; and judiciously quotes or paraphrases the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

			Listening		
Detailed	8.SL.2	identifies the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally).	determines the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and describes the motives (e.g., social, commercial, political) behind its presentation.	analyzes the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluates the motives (e.g., social, commercial, political) behind its presentation.	analyzes and evaluates the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) to critique the motives and evaluate the impact of the presentation.
Detailed	8.SL.3	identifies a speaker's argument and specific claims.	explains a speaker's argument and specific claims, identifying whether the reasoning is sound.	delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	traces and analyzes the argument and specific claims of a speaker, citing specific examples to evaluate whether the reasoning is sound and the evidence is relevant and sufficient; recognizes irrelevant evidence and proves its irrelevancy.

			Language		
Detailed	8.L.1	demonstrates basic	demonstrates understanding	demonstrates command of the	demonstrates strong
		understanding of the	of the conventions of Standard	conventions of Standard English	command of the conventions
		conventions of Standard	English grammar and usage	grammar and usage when writing	of Standard English grammar
		English grammar and usage	when writing or speaking:	or speaking:	and usage when writing or
		when writing or speaking:			speaking:
			a. describes the function of	a. explains the function of verbals	
		a. recognizes the function of	verbals (gerunds, participles,	(gerunds, participles, infinitives)	a. explains the function of
		verbals (gerunds, participles,	infinitives) in general and their	in general and their function in	verbals (gerunds, participles,
		infinitives) in general and	function in particular	particular sentences.	infinitives) in general and
		their function in particular	sentences.		evaluates their function in
		sentences.		b. forms and uses verbs in the	particular sentences.
			b. forms and uses verbs in the	active and passive voice.	
		b. inconsistently forms and	active and passive voice.		b. intentionally forms and
		uses verbs in the active and		c. forms and uses verbs in the	uses verbs in the active and
		passive voice.	c. generally forms and uses	indicative, imperative,	passive voice to achieve a
			verbs in the indicative,	interrogative, conditional, and	desired style.
		c. inconsistently forms and	imperative, interrogative,	subjunctive mood.	
		uses verbs in the indicative,	conditional, and subjunctive		c. strategically forms and uses
		imperative, interrogative,	mood.	d. recognizes and corrects	verbs in the indicative,
		conditional, and subjunctive		inappropriate shifts in verbals,	imperative, interrogative,
		mood.	d. recognizes and occasionally	voice, and mood.	conditional, and subjunctive
			corrects inappropriate shifts in		mood.
		d. recognizes inappropriate	verbals, voice, and mood.		
		shifts in verbals, voice, and			d. analyzes and corrects
		mood.			inappropriate shifts in verbals,
					voice, and mood.

Detailed	8.L.2	demonstrates awareness of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. inconsistently uses punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. inconsistently uses an ellipsis to indicate an omission.	demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. generally uses punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. uses an ellipsis to indicate an omission.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. uses punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. uses an ellipsis to indicate an omission.  c. spells grade-level words correctly.	demonstrates strong and purposeful command of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. judiciously uses punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. uses an ellipsis to indicate an omission.
		c. spells below-grade-level words correctly.	c. spells most grade-level words correctly.		c. spells unfamiliar and above- grade level words correctly.
Detailed	8.L.3	attempts to apply the conventions of language when writing, speaking, reading, or listening:  a. inconsistently uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	demonstrates basic knowledge of language and its conventions when writing, speaking, reading, or listening:  a. uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	uses knowledge of language and its conventions when writing, speaking, reading, or listening:  a. uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	uses comprehensive knowledge of language and its conventions when writing, speaking, reading, or listening:  a. strategically uses verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Detailed	8.L.4	inconsistently determines or clarifies the meaning of unknown and multiple- meaning words or phrases, using at least one strategy:	generally determines or clarifies the meaning of unknown and multiplemeaning words or phrases, using one or more strategies:	determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:	authoritatively determines or clarifies the meaning of unknown and multiple- meaning words or phrases, choosing flexibly from a range of strategies:
		a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	a. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		<ul><li>b. uses common, below-grade</li><li>Greek or Latin affixes and</li><li>roots as clues to the meaning</li><li>of a word.</li><li>c. consults general and</li></ul>	b. uses common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	b. uses common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	b. uses common, grade- appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
		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.	c. 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.	c. 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.	c. 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
		d. verifies the preliminary determination of the meaning of a word or phrase.	d. verifies the preliminary determination of the meaning of a word or phrase.	d. verifies the preliminary determination of the meaning of a word or phrase.	d. verifies the preliminary determination of the meaning of a word or phrase.

Detailed	8.L.5	demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:	demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:	demonstrates understanding of figurative language, word relationships, and nuances in word meanings:  a. interprets figures of speech	demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:
		a. identifies figures of speech (e.g., verbal irony, puns) in context.	a. interprets figures of speech (e.g., verbal irony, puns) in context.	(e.g., verbal irony, puns) in context.  b. uses the relationship between	a. interprets figures of speech (e.g., verbal irony, puns) in context.
		b. uses the relationship between particular basic words to better understand each of the words.	b. uses the relationship between particular words to better understand each of the words.	particular words to better understand each of the words.  c. distinguishes among the connotations (associations) of words with similar denotations	b. uses the relationship between particular words to better understand each of the words.
		c. generally distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	(definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	c. distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

PLD	Standard	Minimally Proficient	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts, the Minimally Proficient student	For grade-appropriate texts, the Partially Proficient student	For grade-appropriate texts, the Proficient student	For grade-appropriate texts, the Highly Proficient student
Detailed	9-10.RL.1	cites textual evidence to support analysis of what the text says explicitly.	Reading: Literature cites 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 analysis of what the text says explicitly as well as inferences drawn from the text.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text.
Detailed	9-10.RL.2	identifies a theme or central idea of a text and describes its development over the course of a text; provides a restatement of the text.	determines a theme or central idea of a text and describes in detail its development over the course of a text; provides a basic summary of the text.	determines a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text.	determines and evaluates a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text.
Detailed	9-10.RL.3	identifies how characters develop, interact with other characters, and advance the plot or develop the theme.	describes how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	analyzes how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme.	analyzes the effectiveness of the author's development of complex characters (e.g., those with multiple or conflicting motivations) over the course of the text, including how they interact to advance the plot or shape the theme.

Detailed	9-10.RL.4	with textual support (e.g., context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in the text; describes the impact of specific word choices on meaning.	with textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyzes and evaluates the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Detailed	9-10.RL.5	identifies an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	describes an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks).	analyzes how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) to create such effects as mystery, tension, or surprise.	analyzes how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise, and evaluates their impact on the text as a whole.
Detailed	9-10.RL.6	identifies how points of view and/or cultural experiences are reflected in works of literature.	describes how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.	analyzes how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.	analyzes how competing points of view and/or cultural experiences are reflected in works of literature, drawing on a deep understanding of a variety of literary texts.

Detailed	9-10.RL.7	identifies the differences in a depiction of a subject or a key scene in two different artistic mediums.	compares and contrasts the depictions of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.	analyzes the effect of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
Detailed	9-10.RL.9	recognizes that an author draws on source material in a specific work.	describes how an author draws on and transforms source material in a specific work.	analyzes how an author draws on and transforms source material in a specific work.	analyzes the effectiveness of how an author draws on and transforms source material in a specific work in a demonstration of deeper understanding of the text.

			Reading: Informational T	ext	
Detailed	9-10.RI.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong and thorough 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 deep analysis of what the text says explicitly as well as complex inferences drawn from the text.
Detailed	9-10.RI.2	identifies a central idea of a text and describes its development; provides a restatement of the text using key details.	determines a central idea of a text and describes its development over the course of a text; provides a summary of the text with specific details.	determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text.	determines and evaluates a central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text.
Detailed	9-10.RI.3	identifies how the author constructs an analysis or a series of ideas or events, including the order in which the points are made and how they are introduced and developed.	describes how the author constructs an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	analyzes how the author constructs an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	evaluates the effect of how the author constructs an analysis or a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Detailed	9-10.RI.4	with textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone.	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 specific word choices 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 cumulative impact of specific word choices 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 cumulative rhetorical effect of specific word choices on meaning and tone.
Detailed	9-10.RI.5	identifies how an author's ideas or claims are developed by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	describes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	analyzes in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	evaluates how an author develops his or her ideas or claims and refines them with particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Detailed	9-10.RI.6	identifies an author's point of view or purpose in a text; identifies the author's use of rhetoric to support that point of view or purpose.	identifies an author's point of view or purpose in a text and describes how an author uses rhetoric to advance that point of view or purpose.	determines an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose.	analyzes an author's point of view or purpose in a text and evaluates the effectiveness of an author's use of rhetoric to advance that point of view or purpose.

Detailed	9-10.RI.7	describes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia).	compares and contrasts various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), identifying which details are emphasized in each account.	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), evaluating the effect of the emphasis of different details in each account.
Detailed	9-10.RI.8	delineates and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claim.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.	delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning.	explicates and evaluates the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identifies subtle instances of false statements and fallacious reasoning.
Detailed	9-10.RI.9	describes specific aspects of seminal/primary documents of historical and literary significance.	analyzes specific aspects of seminal/primary documents of historical and literary significance, including identifying a related theme or concept.	analyzes seminal/primary documents of historical and literary significance, including how they address related themes and concepts.	evaluates the reasoning and rhetorical strategies employed in seminal/primary documents of historical and literary significance, including how they address related themes and concepts.

			Writing		
Detailed	9-10.W.1	writes arguments to support	writes arguments to support	writes arguments to support	writes highly effective
		claims in an analysis of	claims in an analysis of	claims in an analysis of	arguments to support claims
		substantive topics or texts,	substantive topics or texts,	substantive topics or texts,	in an analysis of substantive
		using reasoning and	using reasoning and relevant	using valid reasoning and	topics or texts, using valid
		evidence:	evidence:	relevant and sufficient	reasoning and relevant and
				evidence:	sufficient evidence:
		a. introduces claim(s) and	a. introduces claim(s),		
		creates an organization,	distinguishes the claim(s)	a. introduces precise claim(s),	a. introduces strong and
		establishing relationships	from alternate or opposing	distinguishes the claim(s) from	precise claim(s), distinguishes
		among claim(s), reasons,	claims, and creates an	alternate or opposing claims,	the claim(s) from alternate or
		and evidence.	organization that establishes	and creates an organization	opposing claims, and creates
			relationships among claim(s),	that establishes clear	an effective organization that
		b. develops claim(s),	counterclaims, reasons, and	relationships among claim(s),	establishes strong, clear
		supplying evidence in a	evidence.	counterclaims, reasons, and	relationships among claim(s),
		manner that anticipates the		evidence.	counterclaims, reasons, and
		audience's concerns.	b. develops claim(s) and		evidence.
			counterclaims, supplying	b. develops claim(s) and	
		c. uses words, phrases, and	evidence for each while	counterclaims fairly, supplying	b. develops strong claim(s)
		clauses to link the major	pointing out the strengths of	evidence for each while	and counterclaims fairly,
		sections of the text and	both in a manner that	pointing out the strengths and	supplying thorough evidence
		clarify the relationships	anticipates the audience's	limitations of both in a manner	for each while pointing out
		between claim(s) and	concerns.	that anticipates the audience's	the strengths and limitations
		reasons, and between		knowledge level and concerns.	of both in a manner that
		reasons and evidence.	c. uses words, phrases, and		effectively anticipates the
			clauses to link the major	c. uses words, phrases, and	audience's knowledge level
		d. attempts a formal style	sections of the text and	clauses to link the major	and concerns.
		and objective tone while	clarify the relationships	sections of the text, create	
		demonstrating awareness of	between claim(s) and	cohesion, and clarify the	c. uses precise words,
		the norms and conventions	reasons, between reasons	relationships between claim(s)	phrases, and clauses to link
		of Standard English.	and evidence, and between	and reasons, between reasons	the major sections of the text,
			claim(s) and counterclaims.	and evidence, and between	create cohesion, and clarify
		e. provides a concluding		claim(s) and counterclaims.	the relationships between
		statement or section.			claim(s) and reasons, between
					reasons and evidence, and
					between claim(s) and
					counterclaims.

	d. establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.	d. establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.	d. establishes and maintains a rhetorically appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.
	e. provides a concluding statement or section that supports the argument presented.	e. provides a concluding statement or section that follows from and supports the argument presented.	e. provides an effective concluding statement or section that follows from and supports the argument presented.

Detailed	9-10.W.2	writes	writes	writes informative/explanatory	writes highly effective
		informative/explanatory	informative/explanatory	texts to examine and convey	informative/explanatory texts
		texts to examine and convey	texts to examine and convey	complex ideas, concepts, and	to examine and convey
		ideas, concepts, and	ideas, concepts, and	information clearly and	complex ideas, concepts, and
		information through the	information accurately	accurately through the	information clearly and
		selection, organization, and	through the selection,	effective selection,	accurately through the
		analysis of content:	organization, and analysis of	organization, and analysis of	effective selection,
		, , , , , , , , , , , , , , , , , , , ,	content:	content:	organization, and analysis of
		a. states a topic; attempts an			content:
		organization of ideas,	a. states a topic; organizes	a. introduces a topic; organizes	
		concepts, and information to	ideas, concepts, and	complex ideas, concepts, and	a. clearly introduces a topic;
		make connections and	information to make	information to make important	strategically organizes
		distinctions.	connections and distinctions;	connections and distinctions;	complex ideas, concepts, and
			includes formatting (e.g.,	includes formatting (e.g.,	information to make
		b. develops the topic with	headings) and graphics (e.g.,	headings) and graphics (e.g.,	important connections and
		information and examples	figures, tables) to aid	figures, tables) when useful to	distinctions; includes
		appropriate to the	comprehension.	aiding comprehension.	important formatting (e.g.,
		audience's knowledge of the	·		headings) and graphics (e.g.,
		topic.	b. develops the topic with	b. develops the topic with well-	figures, tables) when useful to
		•	relevant facts, extended	chosen, relevant, and sufficient	aiding comprehension.
		c. uses appropriate	definitions, concrete details,	facts, extended definitions,	
		transitions to link the major	quotations, or other	concrete details, quotations, or	b. thoroughly develops the
		sections of the texts.	information and examples	other information and	topic with well-chosen,
			appropriate to the audience.	examples appropriate to the	relevant, and sufficient facts,
		d. uses topic-appropriate		audience's knowledge of the	extended definitions,
		language and vocabulary to	c. uses appropriate	topic.	concrete details, quotations,
		describe the topic.	transitions to link the major		or other information and
			sections of the text, create	c. uses appropriate and varied	examples appropriate to the
		e. attempts a formal style	cohesion, and clarify the	transitions to link the major	audience's knowledge of the
		and an appropriate tone	relationships among complex	sections of the text, create	topic.
		while demonstrating	ideas and concepts.	cohesion, and clarify the	
		awareness of the norms and		relationships among complex	c. consistently and effectively
		conventions of Standard	d. uses topic-appropriate	ideas and concepts.	uses appropriate and varied
		English.	language and domain-		transitions to link the major
			specific vocabulary to	d. uses precise language and	sections of the text, create
		f. provides a concluding	manage the complexity of	domain-specific vocabulary to	cohesion, and clarify the
		statement or section.	the topic.	manage the complexity of the	relationships among complex
				topic.	ideas and concepts.

an will av co in f. sta	while demonstrating wareness of the norms and onventions of the discipline in which he or she is writing.  provides a concluding tatement or section that upports the information or xplanation presented.	e. establishes and maintains a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which he or she is writing.  f. provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	d. uses precise language, domain-specific vocabulary, and figures of speech to manage the complexity of the topic.  e. establishes and maintains a rhetorically effective formal style and an appropriate tone while attending to the norms and conventions of the discipline in which he or she is writing.  f. provides an effective concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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Detailed	9-10.W.4- 6	produces writing in which the development, organization, and style are appropriate to the task and purpose; strengthens writing as needed by revising and editing; uses technology to produce writing.	produces coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; strengthens writing as needed by planning, revising, and editing; uses technology, including the Internet, to produce and publish writing products, taking advantage of technology's capacity to display information flexibly and dynamically.	produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	produces clear and coherent writing in which the development, organization, and style are highly effective for the task, purpose, and audience; develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; uses technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Detailed	9-10.W.7	conducts short research projects to answer a given simple question or solve a given simple problem; uses discrete information from sources on the subject, demonstrating a developing understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a simple question (including a self-generated question) or solve a simple problem; narrows or broadens the inquiry when appropriate; synthesizes sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a complex question (including a self-generated question) or solve a complex problem; narrows or broadens the inquiry when appropriate; synthesizes multiple high-quality sources on the subject, demonstrating complete understanding of the subject under investigation.

Detaile	d 9-10.W.8	gathers information from print and digital sources; integrates information into the text, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple print and digital sources, using searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the usefulness of each source in answering the research question; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers highly relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses and analyzes the usefulness of each source in answering the research question; seamlessly integrates information into the text selectively to create and maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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			Listening		
Detailed	9-10.SL.2	uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally).	uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	effectively integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) to meet the needs of a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source.
Detailed	9-10.SL.3	summarizes a speaker's point of view, reasoning, and use of evidence.	evaluates a speaker's point of view, reasoning, and use of evidence, identifying any fallacious reasoning.	evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	thoroughly evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence.

			Language		
Detailed	9-10.L.1	demonstrates basic	demonstrates understanding	demonstrates command of the	demonstrates strong
		understanding of the	of the conventions of	conventions of Standard	command of the conventions
		conventions of Standard	Standard English grammar	English grammar and usage	of Standard English grammar
		English grammar and usage	and usage when writing or	when writing or speaking:	and usage when writing or
		when writing or speaking:	speaking:		speaking:
				a. uses parallel structure.	
		a. inconsistently uses	a. occasionally uses parallel		a. uses parallel structure.
		parallel structure.	structure.	b. uses various types of phrases	
				(noun, verb, adjectival,	b. uses various types of
		b. inconsistently uses	b. generally uses various	adverbial, participial,	phrases (noun, verb,
		various types of phrases	types of phrases (noun, verb,	prepositional, and absolute)	adjectival, adverbial,
		(noun, verb, adjectival,	adjectival, adverbial,	and clauses (independent,	participial, prepositional, and
		adverbial, participial,	participial, prepositional, and	dependent; noun, relative,	absolute) and clauses
		prepositional, and absolute)	absolute) and clauses	adverbial) to convey specific	(independent, dependent;
		and clauses (independent,	(independent, dependent;	meanings and add variety and	noun, relative, adverbial) to
		dependent; noun, relative,	noun, relative, adverbial) to	interest to writing or	convey specific meanings and
		adverbial) to convey specific	convey specific meanings	presentations.	add variety and interest to
		meanings and add variety	and add variety and interest		writing or presentations.
		and interest to writing or	to writing or presentations.		
		presentations.			

Detailed	9-10.L.2	demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. inconsistently uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. generally uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing, using that command to enhance style and meaning:  a. uses a semicolon to link two or more closely related independent clauses.
		<ul><li>b. inconsistently uses a colon to introduce a list or quotation.</li><li>c. spells below-grade-level words correctly.</li></ul>	b. generally uses a colon to introduce a list or quotation. c. spells most grade-level words correctly.	<ul><li>b. uses a colon to introduce a list or quotation.</li><li>c. spells grade-level words correctly.</li></ul>	<ul><li>b. uses a colon to introduce a list or quotation.</li><li>c. spells above-grade-level words correctly.</li></ul>
Detailed	9-10.L.3	recognizes basic knowledge of language to identify how language functions in different contexts, to make choices for meaning or style, and to generally comprehend when reading or listening:  a. inconsistently writes and edits work so that it conforms to the guidelines in a style manual.	applies knowledge of language to identify how language functions in different contexts, to make effective choices for meaning or style, and to generally comprehend more fully when reading or listening:  a. generally writes and edits work so that it conforms to the guidelines in a style manual.	applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening:  a. writes and edits work so that it conforms to the guidelines in a style manual.	applies strong knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening:  a. writes and edits work so that it conforms to the guidelines in a style manual.

meaning of a word or phrase.
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		d. verifies the preliminary determination of the meaning of a below-grade-level word or phrase.			
Detailed	9-10.L.5	demonstrates simple understanding of figurative language, word relationships, and nuances in word meanings:  a. inconsistently recognizes figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.  b. inconsistently recognizes nuances in the meaning of words with similar denotations.	demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:  a. recognizes figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.  b. recognizes nuances in the meaning of words with similar denotations.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings:  a. interprets figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.  b. analyzes nuances in the meaning of words with similar denotations.	demonstrates strong understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:  a. interprets and uses figures of speech in context and analyzes their role in texts.  b. analyzes and uses nuances in the meaning of words with similar denotations.

PLD	Standard	<b>Minimally Proficient</b>	Partially Proficient	Proficient	Highly Proficient
		For grade-appropriate texts,	For grade-appropriate texts,	For grade-appropriate texts,	For grade-appropriate texts,
		the Minimally Proficient	the Partially Proficient	the Proficient student	the Highly Proficient student
		student	student		
Detailed	11.RL.1	cites textual evidence to support analysis of what the text says explicitly as well as	cites strong textual evidence to support analysis of what the text says explicitly as well	cites strong and thorough textual evidence to support analysis of what the text says	cites strong and thorough textual evidence to support a deep analysis of what the
		simple inferences drawn from the text.	as inferences drawn from the text.	explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	text says explicitly as well as complex inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified.
Detailed	11.RL.2	determines two explicit themes or central ideas of a text and describes their development over the course of the text; provides a simple summary of the text.	determines two themes or central ideas of a text and analyzes their development over the course of the text; provides a simple objective summary of the text.	determines two or more themes or central ideas of a text and analyzes their development over the course of the text, including how they interact and build on one another to produce a complex account; provides an objective summary of the text.	determines two or more subtle themes or central ideas of a text; analyzes and evaluates their development over the course of the text, including how they interact and build on one another to produce a complex account; provides a comprehensive objective summary of the text.
Detailed	11.RL.3	describes the author's choices regarding how to develop and connect basic elements of a story or drama.	analyzes the impact of the author's choices regarding how to develop and connect basic elements of a story or drama.	analyzes the impact of the author's choices regarding how to develop and connect elements of a story or drama.	analyzes and evaluates the impact of the author's choices regarding how to develop and connect elements of a story or drama.

Detailed	11.RL.4	with textual support (e.g., context clues, embedded definitions), determines the literal meaning of words and phrases as they are used in the text, while identifying the impact of specific word choices on meaning and tone.	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, while also determining the impact of specific word choices on meaning and tone.	determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings, while analyzing the impact of specific word choices on meaning and tone.	determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings, while analyzing and evaluating the impact of specific word choices on meaning and tone.
Detailed	11.RL.5	identifies an author's choices concerning how to structure specific parts of a text.	describes an author's choices concerning how to structure specific parts of a text.	analyzes how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	analyzes and evaluates the effectiveness of an author's choices concerning how to structure specific parts of a text, including how they contribute to its overall structure and meaning as well as its aesthetic impact.
Detailed	11.RL.6	using a variety of genres, identifies the narrative point of view and describes how it impacts explicit meanings in a text.	using a variety of genres, describes how the narrative point of view impacts the implicit and explicit meanings in a text.	using a variety of genres, analyzes how the narrative point of view impacts the implicit and explicit meanings in a text.	using a variety of genres, analyzes and evaluates how the narrative point of view impacts the implicit and explicit meanings in a text.
Detailed	11.RL.7	describes differences in interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), identifying how each version interprets the source text.	compares and contrasts multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), describing how each version interprets the source text.	analyzes multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.	analyzes multiple, subtly different interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating each version's interpretation of the source text and how that interpretation affects the overall meaning.

Detailed	11.RL.9	draws on a range of time	draws on a range of time	draws on a wide range of	draws on a wide range of
Detailed	11.I\L.3	periods, identifying how	periods, describing how two	time periods, analyzing how	time periods, analyzing and
		two or more texts treat	or more texts treat similar	two or more texts treat	evaluating how two or more
		similar themes or topics.	themes or topics.	similar themes or topics.	texts treat similar themes or
		ommar aremes or copress	and the control of th	Similar tiremes or topics.	topics.

			Reading: Informational Te	xt	
Detailed	11.RI.1	cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.	cites strong 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 analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text, including determining where the text leaves matters uncertain and how they could be clarified.
Detailed	11.RI.2	determines the development and interaction of two explicit central ideas over the course of a text to provide a simple objective summary.	determines and describes the development and interaction of two central ideas over the course of a text to provide a simple analysis or objective summary.	determines and analyzes the development and interaction of two or more central ideas over the course of a text to provide a complex analysis or objective summary.	determines, analyzes, and evaluates the development and interaction of two or more subtle central ideas over the course of a text to provide a complex analysis or comprehensive objective summary.
Detailed	11.RI.3	describes a set of ideas or sequence of events and identifies how specific individuals, ideas, or events interact and develop in specific sections of the text.	analyzes a set of ideas or sequence of events and identifies how specific individuals, ideas, or events interact and develop in specific sections of the text.	analyzes a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text.	evaluates the effect of the presentation of a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text.

Detailed	11.RI.4	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in a text; identifies how an author uses and refines the meaning of a key term or terms over the course of a text.	with textual support (e.g., context clues, embedded definitions), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes how an author uses and refines the meaning of a key term or terms over the course of a text.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes how an author uses and refines the meaning of a key term or terms over the course of a text.	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 how an author uses and refines the meaning of a key term or terms over the course of a text.
Detailed	11.RI.5	describes the effectiveness of the author's choice of structural elements and text features.	analyzes the effectiveness of the author's choice of structural elements and text features.	analyzes and evaluates the effectiveness of the author's choice of structural elements and text features.	analyzes and evaluates the effectiveness of the author's choice of complex and subtle structural elements and text features.
Detailed	11.RI.6	identifies an author's point of view or purpose in a text in which the rhetoric is effective; identifies the contribution of the text's style and content.	identifies an author's point of view or purpose in a text in which the rhetoric is particularly effective, describing how style and content contribute to the effectiveness of the text.	determines an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.	analyzes an author's point of view or purpose in a text in which the rhetoric is particularly effective; evaluates the effectiveness of the author's style and content, including their contribution to the effectiveness of the text.

Detailed	11.RI.7	uses information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.	integrates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.	integrates and evaluates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem.	synthesizes, integrates, and evaluates multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in print in order to address a question or solve a problem; evaluates the effect of the proposed answer or solution.
Detailed	11.RI.8	delineates the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.	delineates and describes the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.	delineates and evaluates the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts.	explicates, analyzes, and evaluates the rhetorical effectiveness of the authors' reasoning, premises, purpose, and argument in seminal U.S. and world texts; extrapolates and evaluates the effects of these decisions on public life.
Detailed	11.RI.9	describes the themes, purposes, and rhetorical features of foundational U.S. or world documents of historical and literary significance.	performs a basic analysis of the themes, purposes, and rhetorical features in foundational U.S. and world documents of historical and literary significance.	analyzes foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.	refers to specific textual evidence in an analysis of foundational U.S. and world documents of historical and literary significance, evaluating the implications of their themes, purposes, and rhetorical features.

			Writing		
Detailed	11.W.1	writes arguments to support	writes arguments to support	writes arguments to support	writes highly effective
		claims in an analysis of	claims in an analysis of	claims in an analysis of	arguments to support claims
		substantive topics or texts,	substantive topics or texts,	substantive topics or texts,	in an analysis of substantive
		using reasoning and	using reasoning and relevant	using valid reasoning and	topics or texts, using valid
		evidence:	evidence:	relevant and sufficient	reasoning and relevant and
				evidence:	sufficient evidence:
		a. introduces claim(s), states	<ul><li>a. introduces claim(s), states</li></ul>		
		the significance of the	the significance of the	a. introduces precise claim(s),	a. introduces strong and
		claim(s), and establishes	claim(s), distinguishes the	establishes the significance of	precise claim(s), establishes
		relationships among some	claim(s) from alternate or	the claim(s), distinguishes the	the significance of the
		claim(s), reasons, and	opposing claims, and creates	claim(s) from alternate or	claim(s), distinguishes the
		evidence.	an organization that	opposing claims, and creates	claim(s) from alternate or
			establishes relationships	an organization that	opposing claims, and creates
		b. develops claim(s),	among claim(s),	establishes clear relationships	an effective organization
		supplying evidence in a	counterclaims, reasons, and	among claim(s),	that establishes strong, clear
		manner that anticipates the	evidence.	counterclaims, reasons, and	relationships among claim(s),
		audience's concerns.		evidence.	counterclaims, reasons, and
			b. develops claim(s) and		evidence.
		c. uses words, phrases, and	counterclaims, supplying	b. develops claim(s) and	
		clauses to link sections of	evidence for each while	counterclaims fairly,	b. develops strong claim(s)
		the text and clarify the	pointing out the strengths of	supplying evidence for each	and counterclaims fairly,
		relationships between	both in a manner that	while pointing out the	supplying thorough evidence
		claim(s) and reasons, and	anticipates the audience's	strengths and limitations of	for each while establishing
		between reasons and	concerns.	both in a manner that	the strengths and limitations
		evidence.		anticipates the audience's	of both in a manner that
			c. uses words, phrases, and	knowledge level and	effectively anticipates the
		d. attempts a formal style	clauses to link sections of the	concerns.	audience's knowledge level
		and appropriate tone while	text and clarify the		and concerns.
		demonstrating awareness of	relationships between	c. uses words, phrases, and	
		the norms and conventions	claim(s) and reasons,	clauses to link the major	c. uses precise words,
		of Standard English. e.	between reasons and	sections of the text, create	phrases, and clauses to link
		provides a concluding	evidence, and between	cohesion, and clarify the	the major sections of the
		statement or section	claim(s) and counterclaims.	relationships between	text, create cohesion, and
				claim(s) and reasons,	clarify the relationships
				between reasons and	between claim(s) and
				evidence, and between	reasons, between reasons
				claim(s) and counterclaims.	

	d. establishes a formal style and appropriate tone while	d. establishes and maintains a formal style and	and evidence, and between claim(s) and counterclaims.
	demonstrating awareness of	appropriate tone while	
	the norms and conventions	attending to the norms and	d. establishes and maintains
	of the discipline in which he	conventions of the discipline	a rhetorically appropriate
	or she is writing.	in which he or she is writing.	formal style and appropriate tone while attending to the
	e. provides a concluding	e. provides a concluding	norms and conventions of
	statement or section that	statement or section that	the discipline in which he or
	supports the argument	follows from and supports the	she is writing.
	presented.	argument presented.	
			e. provides an effective
			concluding statement or
			section that follows from
			and supports the argument
			presented.
			f. evaluates and reflects on
			the writing and how well it
			addresses the purpose,
			audience, and task.
			,

Detailed	11.W.2	writes	writes	writes informative/explanatory	writes highly effective
		informative/explanatory texts	informative/explanatory texts	texts to examine and convey	informative/explanatory texts
		to examine and convey ideas,	to examine and convey ideas,	complex ideas, concepts, and	to examine and convey
		concepts, and information	concepts, and information	information clearly and	complex ideas, concepts, and
		through the selection,	accurately through the	accurately through the	information clearly and
		organization, and analysis of	effective selection,	effective selection,	accurately through the
		content:	organization, and analysis of	organization, and analysis of	effective selection,
			content:	content:	organization, and analysis of
		a. states a topic; organizes			content:
		ideas, concepts, and	a. introduces a topic; organizes	a. introduces a topic; organizes	
		information to make	ideas, concepts, and	complex ideas, concepts, and	a. clearly introduces a topic;
		connections and distinctions.	information to make	information so that each new	strategically organizes
			connections and distinctions;	element builds on that which	complex ideas, concepts, and
		b. develops the topic by	includes formatting, graphics,	precedes it to create a unified	information to make
		selecting relevant facts,	and multimedia in an attempt	whole; includes formatting and	important connections and
		extended definitions,	to aid comprehension.	graphics when useful to aiding	distinctions; includes
		concrete details, quotations,		comprehension.	important formatting and
		or other information and	b. develops the topic by		graphics when useful to aiding
		examples.	selecting significant and	b. develops the topic	comprehension.
			relevant facts, extended	thoroughly by selecting the	
		c. uses appropriate	definitions, concrete details,	most significant and relevant	b. develops the topic
		transitions to link the major	quotations, or other	facts, extended definitions,	strategically by selecting the
		sections of the text, create	information and examples	concrete details, quotations, or	most significant and relevant
		cohesion, and clarify the	appropriate to the audience.	other information and	facts, extended definitions,
		relationships among complex		examples appropriate to the	concrete details, quotations,
		ideas and concepts.	c. uses appropriate transitions	audience's knowledge of the	or other information and
			to link the major sections of	topic.	examples appropriate and
		d. uses topic-appropriate	the text, create cohesion, and		relevant to the audience's
		language, vocabulary, and	clarify the relationships among	c. uses appropriate and varied	knowledge of the topic.
		rhetorical techniques to	complex ideas and concepts.	transitions to link the major	
		describe the topic.		sections of the text, create	c. consistently and effectively
			d. uses topic-appropriate	cohesion, and clarify the	uses appropriate and varied
		e. attempts a formal style and	language, domain-specific	relationships among complex	transitions to link the major
		appropriate tone while	vocabulary, and rhetorical	ideas and concepts.	sections of the text, create
		demonstrating awareness of	techniques to manage the		cohesion, and clarify the
		the norms and conventions of	complexity of the topic.	d. uses precise language,	relationships among complex
		Standard English.		domain-specific vocabulary,	ideas and concepts.
				and rhetorical techniques to	
				manage the complexity of the	
				topic.	

	f. provides a concluding statement or section.	e. establishes a formal style and appropriate tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.  f. provides a concluding statement or section that supports the information or explanation presented.	e. establishes and maintains a formal style and appropriate tone while attending to the norms and conventions of the discipline in which he or she is writing.  f. provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	d. effectively uses precise language, domain-specific vocabulary, and rhetorical techniques to manage the complexity of the topic and achieve a desired rhetorical effect.  e. establishes and maintains a rhetorically effective formal style and appropriate tone while attending to the norms and conventions of the discipline in which he or she is writing.  f. provides an effective concluding statement or section that articulates the significance of the topic, and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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Detailed	11.W.4-6	produces writing in which the development, organization, and style are appropriate to the task and purpose. Strengthens writing as needed by revising and editing. Uses technology to produce and update writing products.	produces coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Strengthens writing as needed by planning, revising, and editing. Uses technology, including the Internet, to produce, publish, and update writing products in response to ongoing feedback, including new arguments or information.	produces clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Uses technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	produces clear and coherent writing in which the development, organization, and style are highly effective for the task, purpose, and audience. Develops and strengthens writing by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Uses technology, including the Internet, to produce, publish, and effectively update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Detailed	11.W.7	conducts short research projects to answer a given simple question or solve a given simple problem; uses discrete information from sources on the subject, demonstrating a developing understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a simple question (including a self-generated question) or solve a simple problem; narrows or broadens the inquiry when appropriate; synthesizes sources on the subject, demonstrating an understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrows or broadens the inquiry when appropriate; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation.	conducts short as well as more sustained research projects to answer a complex question (including a self-generated question) or solve a complex problem; narrows, broadens, or reformulates the inquiry when appropriate; synthesizes multiple high-quality sources on the subject, demonstrating complete understanding of the subject under investigation.

Detailed	11.W.8	gathers information from multiple print and digital sources; assesses the strengths of each source in terms of the task, purpose, and audience; integrates information into the text, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple print and digital sources, using searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; integrates information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	gathers highly relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; seamlessly integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and adhering to a standard format for citation.
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			Listening		
Detailed	11.SL.2	uses multiple sources of information presented in diverse media and formats in order to make informed decisions.	uses multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, determining the credibility and accuracy of each source.	integrates multiple sources of information presented in diverse media and formats in order to make informed decisions and propose solutions, evaluating the credibility and accuracy of each source and noting any discrepancies.	effectively integrates multiple sources of information presented in diverse media and formats in order to make well-informed decisions and propose viable solutions, evaluating the credibility and accuracy of each source and noting any discrepancies.
Detailed	11.SL.3	describes a speaker's point of view, reasoning, use of evidence, and use of rhetoric.	describes a speaker's point of view, reasoning, use of evidence, and use of rhetoric, including the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	evaluates a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	evaluates and critiques a speaker's point of view, reasoning, use of evidence, and use of rhetoric, assessing and analyzing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

			Language		
Detailed	11.L.1	demonstrates basic	demonstrates understanding	demonstrates command of	demonstrates strong
		understanding of the	of the conventions of	the conventions of Standard	command of the conventions
		conventions of Standard	Standard English grammar	English grammar and usage	of Standard English grammar
		English grammar and usage	and usage when writing or	when writing or speaking:	and usage when writing or
		when writing or speaking:	speaking:		speaking:
				a. applies the understanding	
		a. inconsistently applies the	a. generally applies the	that usage is a matter of	a. applies the understanding
		understanding that usage is	understanding that usage is a	convention, can change over	that usage is a matter of
		a matter of convention, can	matter of convention, can	time, and is sometimes	convention, can change over
		change over time, and is sometimes contested.	change over time, and is sometimes contested.	contested.	time, and is sometimes contested.
				b. resolves issues of complex	
		b. inconsistently resolves issues of complex or contested usage, consulting references as needed.	b. generally resolves issues of complex or contested usage, consulting references as needed.	or contested usage, consulting references as needed.	b. resolves issues of complex or contested usage, consulting references as needed.
Detailed	11.L.2	demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a.inconsistently uses hyphenation conventions  b. spells below-grade-level words correctly.	demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. generally uses hyphenation conventions.  b. spells most grade-level words correctly.	demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. uses hyphenation conventions.  b. spells grade-level words correctly.	demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing:  a. uses hyphenation conventions.  b. spells above grade-level words correctly.

Detailed	11.L.3	inconsistently applies knowledge of language to identify how language functions in different contexts, to occasionally make effective choices for meaning or style, and to	applies knowledge of language to describe how language functions in different contexts, to generally make effective choices for meaning or style, and to comprehend when	applies knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or	applies deep knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully
		comprehend when reading or listening:  a. rarely varies syntax for effect, consulting references for guidance as needed; inconsistently applies an understanding of syntax to the study of complex texts when reading.	reading or listening:  a. occasionally varies syntax for effect, consulting references for guidance as needed; generally applies an understanding of syntax to the study of complex texts when reading.	a. varies syntax for effect, consulting references for guidance as needed; applies an understanding of syntax to the study of complex texts when reading.	when reading or listening:  a. varies syntax for effect, consulting references for guidance as needed; applies an understanding of syntax to the study of complex texts when reading.

Detailed 11.L.4 inconsistently determines determines the mean	
Detailed 11.L.4 inconsistently determines determines the mean the meaning of few some unknown and r	9
unknown and multiple- meaning words and p	,   ,
meaning words and choosing flexibly from	
phrases, choosing flexibly range of strategies:	from a range of strategies: from a range of strategies:
from a range of strategies:	Hom a range of strategies.
a. identifies and in ge	eneral a. identifies and correctly a. identifies and correctly
and correctly uses patterns word changes that in	
of word changes that different meanings o	
indicate different meanings of speech (e.g., conce	
or parts of speech (e.g., conception, conceiva	able). conception, conceivable). conception, conceivable).
conceive, conception,	
conceivable). b. uses context (e.g.,	
overall meaning of a	9
b. uses context (e.g., the sentence, paragraph,	
overall meaning of a a word's position or to	
sentence, paragraph, or in a sentence) as a cl	
text; a word's position or the meaning of a word	
function in a sentence) as a phrase.	phrase.
clue to the meaning of a	c. consults general and
word or phrase. c. consults general ar	
specialized reference	· =
c. consults general and materials (e.g., dictio	-
specialized reference glossaries, thesaurus	
materials (e.g., dictionaries, both print and digital	I, to find pronunciation of a word or both print and digital, to find
glossaries, thesauruses), the pronunciation of	· · · · · · · · · · · · · · · · · · ·
both print and digital, to or determine or clari	fy its precise meaning, its part of or determine or clarify its
find the pronunciation of a precise meaning, its	
word or determine or clarify speech, its etymolog	y, or its standard usage. speech, its etymology, or its
its precise meaning, its part standard usage.	standard usage.
of speech, its etymology, or	d. verifies the preliminary
its standard usage. d. verifies the prelim	inary determination of the meaning d. verifies the preliminary
determination of the	of a word or phrase. determination of the
d. generally verifies the meaning of a word o	r phrase. meaning of a word or
preliminary determination	phrase.
of the meaning of a word or	
phrase.	

Detailed	11.L.5	recognizes figurative language and word relationships:  a. recognizes figures of speech in context.  b. recognizes nuances in the meaning of words with similar denotations.	demonstrates understanding of straightforward figurative language, clear word relationships, and nuances in word meanings:  a. interprets figures of speech (e.g., hyperbole, paradox) in context.  b. recognizes nuances in the meaning of words with similar denotations.	demonstrates understanding of figurative language, word relationships, and nuances in word meanings:  a. interprets figures of speech (e.g., hyperbole, paradox) in context and analyzes their role in the text.  b. analyzes nuances in the meaning of words with similar denotations.	demonstrates deep understanding of figurative language, complex word relationships, and nuances in word meanings:  a. interprets figures of speech (e.g., hyperbole, paradox) in context and analyzes their role in the text.  b. analyzes and evaluates nuances in the meaning of words with similar
			similar denotations.	denotations.	· · · · · · · · · · · · · · · · · · ·