

7th Grade Proficiencies for Priority Standards

Reading Standards for Literature

Overarching Standard:

7.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade.

For more information about text complexity, please see the Arizona ELA Standards' Glossary. An approximate Grades 6-8 complexity measure is 925-1185 Lexile level.

Proficiency Scale

Priority Standard:

7.RL.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

No Evidence of Proficiency 0	
Minimally Proficient 1	Determine the theme or central idea of a text; provide an objective summary of the text.
Partially Proficient 2	Determine the theme or central idea of a text and analyze its development in sections of text ; provide an objective summary of the text.
Proficient 3	Determine the theme or central idea of a text and analyze its development over the course of the text ; provide an objective summary of the text.
Highly Proficient 4	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot ; provide an objective summary of the text.

7th Grade Proficiencies for Priority Standards

Priority Standard:

7.RL.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

No Evidence of Proficiency 0	
Minimally Proficient 1	Identify how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Partially Proficient 2	Explain how particular elements of a story or drama interact.
Proficient 3	Analyze how particular elements of a story or drama interact.
Highly Proficient 4	Evaluate the relationships between particular elements of a story or drama and analyze the impact.

7th Grade Proficiencies for Priority Standards

Priority Standard:

7.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

No Evidence of Proficiency 0	
Minimally Proficient 1	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.
Partially Proficient 2	Distinguish between literal, figurative, and connotative meanings of words and phrases as they are used in a text; describe the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.
Proficient 3	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.
Highly Proficient 4	Determine the meaning and analyze the impact of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; analyze and evaluate the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.

7th Grade Proficiencies for Priority Standards

Reading Standards for Informational Text

Priority Standard: 7.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

For more information about text complexity, please see the Arizona ELA Standards' Glossary. An approximate Grades 6-8 complexity measure is 925-1185 Lexile level.

Proficiency Scale

Priority Standard:

7.RI.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

No Evidence of Proficiency
0

Minimally Proficient
1

Partially Proficient
2

Proficient
3

Highly Proficient
4

Refer to the text generally to support analysis of what the text says explicitly.

Identify some textual evidence that supports analysis of what the text says explicitly.

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

Apply numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text.

7th Grade Proficiencies for Priority Standards

<u>Priority Standard:</u> 7.RI.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	
No Evidence of Proficiency 0	
Minimally Proficient 1	Identify an author's point of view in a text and what distinguishes his or her position from that of others.
Partially Proficient 2	Identify an author's point of view or purpose in a text and describe how the author distinguishes his or her position from that of others.
Proficient 3	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Highly Proficient 4	Analyze an author's point of view and purpose in a text; evaluate how effectively the author distinguishes his or her position from that of others to accomplish his or her purpose.

<u>Priority Standard:</u> 7.RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims	
No Evidence of Proficiency 0	
Minimally Proficient 1	Trace the argument and a claim in a text, identify the reasoning and evidence used to support the claim.
Partially Proficient 2	Trace and evaluate the argument and claims in a text, describe the reasoning and evidence used to support the claims.
Proficient 3	Trace and evaluate the argument and specific claims in a text, assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Highly Proficient 4	Explicate and evaluate the argument and specific claims in a complex text ; cite 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.

7th Grade Proficiencies for Priority Standards

Writing Standards

Proficiency Scale

Priority Standard:

7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**No Evidence of Proficiency
0**

**Minimally Proficient
1**

Attempts to write arguments that include a claim. May be supported by text evidence:

- a. Introduce claim(s) and organize the reasons and evidence.
- b. Support claim(s), demonstrating a basic understanding of the topic or text.
- c. Use transitional words to link claim(s), reasons, and evidence
- d. Writes in an informal style.
- e. Provide a concluding statement or section.

**Partially Proficient
2**

Write arguments to support claims **with reasons and evidence.**

- a. Introduce claim(s) and organize the reasons and evidence logically.
- b. Support 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. Use words, phrases, and clauses to link claim(s), reasons, and evidence.
- d. Establish a formal style, but does not consistently maintain it.
- e. Provide a concluding statement or section that follows from the argument presented.

7th Grade Proficiencies for Priority Standards

Proficient 3	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none">a. Introduce claim(s), acknowledge alternate or opposing claims, organize the reasons and evidence logically.b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.c. Use words, phrases, clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.d. Establish and maintain a formal style.e. Provide a concluding statement or section that follows from and supports the argument presented.
Highly Proficient 4	<p>Write clear arguments to support claims with logical reasons and relevant evidence.</p> <ul style="list-style-type: none">a. Introduce supportable claim(s), acknowledge & evaluate alternate or opposing claim(s), organize reasons and evidence logically.b. Support claim(s) with logical reasoning & specific evidence, using accurate, credible sources, demonstrating clear understanding of the topic or text.c. Use precise words, phrases, clauses to create cohesive links among major sections of the essay, clarify the relationships among claim(s), reasons, evidence.d. Establish & maintain a formal style and an objective tone.e. Provide a compelling concluding statement or section including analysis of the evidence to follow & support argument.

7th Grade Proficiencies for Priority Standards

Priority Standard:

7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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

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

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

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

e. Establish and maintain a formal style.

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

No Evidence of Proficiency
0

Minimally Proficient
1

Attempt to write informative/explanatory text to **describe** a topic through the selection and organization of content:

a. Introduce a topic; attempt an organization of ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.

b. Describe the topic with facts, definitions, concrete details, quotations, or other information and examples.

c. Use basic transitions to link ideas and concepts.

d. Use topic-appropriate language and vocabulary to inform about or describe the topic. e. use an informal style.

f. Provides a concluding statement or section.

Partially Proficient
2

Write informative/explanatory texts to **explain** a topic through the selection and organization of relevant content.

a. introduce a topic clearly; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aid comprehension.

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

c. Use appropriate transitions to create cohesion.

d. Use topic-appropriate language and vocabulary to inform about or explain the topic.

e. Establish a formal style, but may not consistently maintain it.

f. Provide a concluding statement or section that follows from the information or explanation presented.

7th Grade Proficiencies for Priority Standards

Proficient 3	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful in aiding comprehension.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information as examples.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.e. Establish and maintain a formal style.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Highly Proficient 4	<p>Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information with a strongly developed focus through the selection, organization, and analysis of relevant content:</p> <ul style="list-style-type: none">a. Introduce a topic with a strongly developed focus using appropriate strategies such as definition, classification, comparison/contrast, and cause and effect; includes formal formatting (e.g., headings) and graphics (e.g., charts, tables) to enhance comprehension.b. Develop the topic with analysis of relevant facts, complex ideas, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.e. Establishes and maintains a formal style and an objective tone.f. Provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.

7th Grade Proficiencies for Priority Standards

Priority Standard:

7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

No Evidence of Proficiency 0	
Minimally Proficient 1	Attempt to produce clear writing in which the development, organization, and style are appropriate to task and purpose .
Partially Proficient 2	Produce clear writing in which the development, organization, and style are appropriate to task and purpose .
Proficient 3	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience .
Highly Proficient 4	Produce well-developed and cohesive writing in which the development, organization, and style are appropriate to task, purpose, and audience .

h Grade Proficiencies for Priority Standards

Speaking and Listening Standards

Proficiency Scale

Priority Standard:

- 7.SL.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**No Evidence of
Proficiency
0**

**Minimally
Proficient
1**

- Attempt** to engage in discussions (one-on-one, in groups, and teacher-led) on grade 7 topics, texts, and issues, expressing their ideas clearly.
- a. Come to discussions prepared to engage.
 - b. Follow rules for discussions.
 - c. Respond to others' questions and comments with relevant observations.
 - d. Acknowledge new information expressed by others and, when warranted, modify their own views.

h Grade Proficiencies for Priority Standards

<p>Partially Proficient 2</p>	<p>Engage in collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, expressing their ideas clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared having read or researched material under study b. Follow rules for discussions and track progress toward specific goals and deadlines. c. Respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.,
<p>Proficient 3</p>	<p>Engage effectively in a range of collaborative discussions(one-on-on, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or to probe the issue. b. Follow rules for collegial discussions and track progress toward specific goals and deadlines. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.
<p>Highly Proficient 4</p>	<p>Engage strongly in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to multiple pieces of evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views based on the evidence presented.

h Grade Proficiencies for Priority Standards

<u>Priority Standard:</u> 7.SL.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	
No Evidence of Proficiency 0	
Minimally Proficient 1	Attempt to present claims and findings in a focused manner
Partially Proficient 2	Present claims and findings in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples.
Proficient 3	Present claims and findings, emphasizing important points in a focused, coherent manner with pertinent descriptions, appropriate vocabulary, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Highly Proficient 4	Present claims and findings, emphasizing important points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

h Grade Proficiencies for Priority Standards

Sample

7th Grade Proficiencies for Priority Standards

Language Standards

Proficiency Scale

Priority Standard:

7.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Use a comma to separate coordinate adjectives.

b. Use correct spelling.

No Evidence of Proficiency
0

Minimally Proficient
1

Demonstrate **basic understanding** of the conventions of Standard English capitalization, punctuation, and spelling when writing:

a. **Inconsistent** use of commas to separate coordinate adjectives.

b. **Spells below-grade-level words correctly.**

Partially Proficient
2

Demonstrate **understanding** of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. **uses a comma** to separate coordinate adjectives. b. **spells most grade-level words correctly.**

Proficient
3

Demonstrate **command** of the conventions of Standard English capitalization, punctuation, and spelling when writing:

a. Uses a comma to separate coordinate adjectives.

b. **Spells grade-level words correctly.**

Highly Proficient
4

Demonstrate **correct application and command** of the conventions of Standard English capitalization, punctuation, and spelling when writing: a. uses a comma to separate coordinate adjectives. b. **spells above-grade-level words correctly.**

7th Grade Proficiencies for Priority Standards

Priority Standard:

7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- b. Use 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. Consult 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. Verify the preliminary determination of the meaning of a word or phrase.

No Evidence of Proficiency 0	
Minimally Proficient 1	Inconsistently determine or clarify the meaning of unknown and multiple meaning words and phrases, using at least one strategy: <ul style="list-style-type: none"> a. Use 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. Use common, below grade Greek or Latin affixes and roots as clues to the meaning of a word.
Partially Proficient 2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, using one or more strategies: <ul style="list-style-type: none"> a. Use 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. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult 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.

7th Grade Proficiencies for Priority Standards

Proficient 3	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none">a. Use 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. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).c. Consult 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.
Highly Proficient 4	<p>Consistently determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none">a. Use 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. Use common, grade appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).c. Consult 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.

7th Grade Proficiencies for Priority Standards

Priority Standard:

7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

No Evidence of Proficiency 0	
Minimally Proficient 1	<p>Inconsistently demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> a. Inconsistently identifies figures of speech (e.g., literary, religious, and mythological allusions) in context. b. Inconsistently identifies the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Inconsistently identifies the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Partially Proficient 2	<p>Demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> 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).
Proficient 3	<p>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> 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).
Highly Proficient 4	<p>Consistently demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> 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.