

English Language Arts Grade 7

ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Policy		The Level 1 student is below proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs significantly below the standard for the grade level, is likely able to partially access grade-level content and engages with higher-order thinking skills with extensive support.	The Level 2 student is approaching proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs slightly below the standard for the grade level, is likely able to access grade-level content and engages in higher-order thinking skills with some independence and support.	The Level 3 student is proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs at the standard for the grade level, is able to access grade-level content, and engages in higher-order thinking skills with some independence and minimal support.	The Level 4 student is highly proficient in applying the English language arts/literacy knowledge/skills as specified in the North Dakota English Language Arts and Literacy (ELA) Content Standards. The student generally performs significantly above the standard for the grade level, is able to access above grade-level content, and engages in higher-order thinking skills independently.
		For a range of grade-appropriate texts, the Level 1 student	For a range of grade-appropriate texts, the Level 2 student	For a range of grade-appropriate texts, the Level 3 student	For a range of grade-appropriate texts, the Level 4 student
Reading: Literature/Fiction					
Range	7.RL.1	reads carefully enough to basically understand text; intermittently refers to the text to support analysis of what it says explicitly; provides a basic sequence of events in a text.	reads closely to understand text; cites textual evidence to support explanation of what the text says explicitly; provides a simple objective summary of a text.	reads closely to comprehend text; cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; provides an objective summary of a text.	reads closely to interpret text; cites strong and thorough textual evidence to support a complex inference or analysis of a text; provides a comprehensive objective summary of a text.
Range	7.RL.2	identifies a theme or central idea of a text.	identifies a theme or central idea of a text and describes its development over the course of a text.	determines a theme or central idea of a text and analyzes its development over the course of a text.	evaluates themes or central ideas and their development over the course of a text.
Range	7.RL.3	identifies particular elements of a story or drama, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc.	explains how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).	analyzes how particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama interact (e.g., how setting shapes the characters or plot).	evaluates the impact of relationships between particular elements, such as foreshadowing, point of view, plot development, protagonist, antagonist, theme, etc., of a story or drama (e.g., how setting shapes the characters or plot).
Range	7.RL.4	with textual support (e.g., context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.	with textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; describes the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm.)	determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a story or drama. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm.)	determines the meaning and analyzes the impact of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; analyzes and evaluates the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (Figurative language may include simile, metaphor, hyperbole, personification; sounds may include onomatopoeia, rhyme, rhythm.)
Range	7.RL.5	describes how a text's form or structure (e.g., short story, drama, poem).	identifies how an author uses an entire text's (e.g., short story, drama, poem) form or structure to develop ideas.	analyzes how an author uses an entire text's (e.g., short story, drama, poem) form or structure to develop ideas.	analyzes and evaluates how an author uses an entire text's (e.g., short story, drama, poem) form or structure to develop ideas and how the form contributes to its effectiveness.

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Range	7.RL.6	identifies the points of view or perspectives of different characters or narrators in a text.	analyzes the points of view or perspectives of different characters or narrators in a text.	analyzes how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.	analyzes how the author develops and contrasts the points of view or perspectives of different, complex characters or narrators in a text and evaluates the effectiveness of the points of view.
Range	7.RL.7	identifies key similarities between a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	compares a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	analyzes the differences between a written story, drama, or poem to its audio, filmed, staged, or multimedia version.
Range	7.RL.9	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period, identifying how the author uses or alters history.	compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	cites evidence from both a fictional portrayal of a time, place, or character and a historical account of the same period to support an analysis and evaluation of how authors of fiction use or alter history.
Reading: Informational/Nonfiction Text					
Range	7.RI.1	reads carefully enough to basically understand text; generally refers to the text to support analysis of what it says explicitly; provides a basic sequence of events or ideas in the text.	reads closely to understand text; cites textual evidence to support analysis of what the text says explicitly; provides a simple summary of the text.	reads closely to comprehend text; cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; provides an objective summary of the text.	reads closely to interpret text; cites strong and thorough textual evidence to support a complex inference or analysis of a text; provides a comprehensive, objective summary of the text.
Range	7.RI.2	identifies a central idea of the text.	identifies two or more central ideas of the text.	determines two or more central ideas in a text and analyzes their development over the course of the text.	evaluates two or more central ideas and their development over the course of the text.
Range	7.RI.3	identifies the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	describes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	analyzes the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	evaluates the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Range	7.RI.4	with textual support (e.g., context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in a text; identifies the impact of a specific word choice on meaning.	with textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the impact of a specific word choice on meaning and tone.	determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone.	analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of a specific word choice on meaning and tone.
Range	7.RI.5	identifies the structure an author uses to organize a text; identifies the major sections of the text.	identifies and describes the structure an author uses to organize a text; describes how the major sections contribute to the whole and to the development of the ideas.	analyzes the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	evaluates the rhetorical effect of the structure an author uses to organize a text and analyzes how the major sections contribute to the whole and to the development of the ideas.
Range	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.

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Range	7.RI.7	compares and contrasts a text to an audio, video, or multimedia version of the text.	compares and contrasts a text to an audio, video, or multimedia version of the text, describing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	compares and contrasts a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	compares and contrasts a text to an audio, filmed, staged, or multimedia version, evaluating each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words) and providing specific evidence to support evaluation.
Range	7.RI.8	traces the argument and claim in a text, identifying the reasoning and evidence used to support the claim.	traces and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claims.	traces and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	traces and evaluates the argument and specific claims in a complex text; cites specific language in the text in an assessment of why or why not the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Range	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 of how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Writing					
Range	7.W.1	<p>writes arguments to support claim(s) (thesis statement) with evidence</p> <ul style="list-style-type: none"> a. inaccurately introduces claim(s) and organizes the reasons and evidence. b. supports claim(s) with faulty reasoning and/or non-textual evidence, demonstrating a basic understanding of the topic or text. c. uses basic transitional words to link claim(s), reasons, and evidence. d. attempts to establish a formal writing style. e. provides a concluding statement or section. 	<p>writes arguments to support claim(s) (thesis statement) with extra textual evidence to support a claim.</p> <ul style="list-style-type: none"> a. introduces claim(s) and organizes the reasons and evidence logically. b. supports claim(s) with reasoning and evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. uses words, phrases, and clauses as transitions to link claim(s), reasons, and evidence. d. establishes formal writing style. e. provides a concluding statement or section that follows from the argument presented. 	<p>writes arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. introduces claim(s), addresses alternate or opposing claims (counterclaims), 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 as transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. establishes and maintains a formal writing style. e. provides a concluding statement or section that follows from and supports the argument presented. 	<p>writes arguments to support claim(s) (thesis statement) with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. introduces solid claim(s), addresses and evaluates alternate or opposing claims (counterclaims), and organizes the reasons and evidence logically. b. supports claim(s) with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an deep understanding of the topic or text. c. uses precise words, phrases, and clauses as transitions to create cohesive links among major sections of the essay and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. establishes and maintains a formal writing style and objective tone. e. provides a compelling concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.

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Range	7.W.2	<p>writes informative/explanatory text to describe a topic through the selection and organization of content.</p> <ul style="list-style-type: none"> a. introduces a topic; attempts an organization of ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. b. describes the topic with facts, definitions, concrete details, quotations, or other information and examples. c. uses words, phrases, and clauses as basic transitions to link ideas and concepts. d. uses topic-appropriate language and vocabulary to inform. e. attempts a formal style. f. provides a concluding statement or section. 	<p>writes informative/explanatory text to explain a topic through the selection and organization of relevant content.</p> <ul style="list-style-type: none"> a. introduces 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 aiding comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate words, phrases, and clauses as transitions to create cohesion. d. uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic. e. may establish formal writing style. f. provides a concluding statement or section that follows from the information or explanation presented. 	<p>writes 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. introduces a topic clearly, previewing what is to follow; 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 aiding comprehension. b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. uses appropriate words, phrases, and clauses as transitions to create cohesion and clarify the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. establishes and maintains a formal writing style. f. provides a concluding statement or section that follows from and supports the information or explanation presented. 	<p>writes 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. introduces 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. develops 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. uses appropriate and varied words, phrases, and clauses as transitions to create cohesion and clarify the relationships among ideas and concepts. d. uses precise language and domain-specific vocabulary to manage the complexity of the topic. e. establishes and maintains a formal writing style and objective tone. f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.
Range	7.W.4–6	<p>produces writing in which the development, organization, and style are appropriate to specified tasks, purposes, and audiences; develops writing by applying planning, revising, editing, or rewriting; editing should demonstrate basic command of Language standards 1–3 up to and including grade 7; uses technology to produce writing.</p>	<p>produces clear writing in which the development, organization, and style are appropriate to some tasks, purposes, and audiences; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose has been addressed; editing should demonstrate basic command of Language standards 1–3 up to and including grade 7; uses technology to produce writing and refer to sources.</p>	<p>produces clear and coherent writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences; 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; editing should demonstrate command of Language standards 1–3 up to and including grade 7; uses technology to produce writing and cite sources.</p>	<p>produces well-developed and cohesive writing in which the development, organization, and style are appropriate to a range of tasks, purposes, and audiences; develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach, successfully addressing the intended purpose and audience; editing should demonstrate skillful command of Language standards 1–3 up to and including grade 7; uses technology to produce writing and cite sources as well as connect ideas efficiently.</p>

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ALD	Standard	Novice	Partially Proficient	Proficient	Advanced
Range	7.W.7-8	conducts short research projects to answer a question, drawing on several sources; gathers information from multiple sources; assesses the credibility of sources as appropriate; 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; 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 a 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					
Range	7.SL.2	uses inconsistent note-taking strategies to identify the explicit main ideas presented in diverse media and formats.	uses introductory note-taking strategies to identify the main ideas and supporting details presented in diverse media and formats and how they relate to the topic.	uses introductory note-taking strategies to analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	uses introductory note-taking strategies to analyze and interpret the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
Range	7.SL.3	identifies a speaker's argument and explicit claims.	understands a speaker's argument and specific claims, identifying the relevance of the evidence introduced.	evaluates a speaker's argument, specific claims, the soundness of the reasoning, and the relevance and sufficiency of the evidence.	evaluates analyzes a speaker's argument, specific claims, the soundness of reasoning, and the relevance and sufficiency of the evidence, using real-world application and/or rhetorical analysis.
Language					
Range	7.L.1	attempts to meet the basics of English writing and speaking, including the limited ability to: produce complex and compound-complex sentences; use correlative conjunctions; explain the function of subordinating conjunctions; explain the function of a prepositional phrase.	demonstrates a basic understanding of English writing and speaking, including the inconsistent ability to: produce complex and compound-complex sentences; use correlative conjunctions; explain the function of subordinating conjunctions; explain the function of a prepositional phrase.	demonstrates command of English writing and speaking, including the inconsistent ability to: produce complex and compound-complex sentences; use correlative conjunctions; explain the function of subordinating conjunctions; explain the function of a prepositional phrase.	demonstrates strong command of English writing and speaking, including the inconsistent ability to: produce complex and compound-complex sentences; use correlative conjunctions; explain the function of subordinating conjunctions; explain the function of a prepositional phrase.
Range	7.L.2	attempts to meet the basics of English writing and speaking.	demonstrates a basic understanding of English writing and speaking.	demonstrates command of English writing and speaking.	demonstrates a strong command of English writing and speaking.

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Range	7.L.4	<p>with textual support (e.g., context clues, embedded definitions), determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>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.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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.</p>	<p>generally determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies:</p> <p>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.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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.</p>	<p>determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>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.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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.</p>	<p>consistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <p>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.</p> <p>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>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.</p>
Range	7.L.5	<p>demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. identifies some figures of speech (e.g., literary, biblical, mythological allusions) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)</p> <p>b. inconsistently distinguishes among the connotations (associations) of words with similar denotations (definitions).</p>	<p>demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. identifies figures of speech (e.g., literary, biblical, mythological allusions) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)</p> <p>b. distinguishes among the connotations (associations) of words with similar denotations (definitions).</p>	<p>demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., literary, biblical, and mythological allusions) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)</p> <p>b. distinguishes among the connotations (associations) of words with similar denotations (definitions).</p>	<p>demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <p>a. interprets figures of speech (e.g., literary, biblical, mythological allusions) in context. (Figures of speech may include similes, metaphors, hyperboles, personification, idioms, alliteration, and onomatopoeia.)</p> <p>b. distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions).</p>