



# **English Language Arts Grade 7 Performance Level Descriptors**

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**Columbia, SC**

South Carolina Department of Education  
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## Performance Levels and Performance Level Descriptors

For the South Carolina College- and Career-Ready Assessments (SC READY), educators have developed four performance levels to describe student mastery and command of the knowledge and skills outlined in South Carolina’s College- and Career-Ready Standards (SCCCRS). Most students have at least some knowledge of the information described in the content standards; however, performance levels succinctly describe the extent to which students have demonstrated mastery of the knowledge and skills expressed in the college- and career-ready standards. Performance levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four performance levels on SC READY are Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations.

The general meaning of each of the four levels is provided below:

- The student **does not meet** the expectations of the grade-level content standards.
- The student **approaches** expectations of the grade-level content standards.
- The student **meets** the expectations of the grade-level content standards.
- The student **exceeds** the expectations of the grade-level content standards.

More-detailed descriptions of the specific concepts and skills are provided for each indicator in the **Performance Level Descriptors (PLDs)**. PLDs are descriptions of the knowledge and skills expected at each of the four performance levels and were developed by committees of South Carolina educators. The PLDs are based on the approved 2024 state-adopted ELA content standards.

**PLDs show a progression of knowledge and skills** that students are expected to have mastered across the performance levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within the student’s performance level as well as all content and skills in any performance levels that precede the student’s own, if any. For example, a student who Meets Expectations should also possess the knowledge and skills described at the Approaches Expectations and Does Not Meet Expectations performance levels.

### Standard Expectations: Policies and Ranges

	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>Policy</b>	The student <b>Does Not Meet Expectations</b> as defined by the grade-level content standards.	The student <b>Approaches Expectations</b> as defined by the grade-level content standards.	The student <b>Meets Expectations</b> as defined by the grade-level content standards.	The student <b>Exceeds Expectations</b> as defined by the grade-level content standards.
<b>Range</b>	The student <b>needs substantial academic support</b> to be on track for college and career readiness.	The student <b>needs additional academic support</b> to be on track for college and career readiness.	The student <b>is prepared</b> to be on track for college and career readiness.	The student <b>is well prepared</b> to be on track for college and career readiness.

## Applications of Reading (AOR)

### ELA.AOR.1

Evaluate and critique key literary elements that enhance and deepen meaning within and across texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.7.AOR.1.1:</b> Analyze how lines of dialogue, specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.	Attempt to analyze how lines of dialogue, specific events, or descriptive details develop the plot, reveal aspects of the characters, or create meaning.	Minimally analyze how lines of dialogue, specific events, or descriptive details develop the plot, reveal aspects of the characters, or create meaning.	Analyze how lines of dialogue, specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.	Analyze in depth how lines of dialogue, specific events, or descriptive details develop the plot, reveal aspects of the characters, and/or create meaning.
<b>ELA.7.AOR.1.2:</b> Analyze how figurative language impacts mood, tone, and meaning.	Attempt to analyze how figurative language impacts mood, tone, and meaning.	Minimally analyze how figurative language impacts mood, tone, and meaning.	Analyze how figurative language impacts mood, tone, and meaning.	Analyze in depth how figurative language impacts mood, tone, and meaning.

### ELA.AOR.2

Evaluate and critique the development of themes and central ideas within and across texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.7.AOR.2.1:</b> Compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).	Attempt to compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).	Minimally compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).	Compare two or more themes within a literary text(s) and how each is developed over the course of a text(s).	Compare in depth two or more themes within a literary text(s) and how each is developed over the course of a text(s).
<b>ELA.7.AOR.2.2:</b> Compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.	Attempt to compare two or more central ideas within an informational text(s) or how each is developed over the course of a text.	Minimally compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.	Compare two or more central ideas within an informational text(s) and how each is developed over the course of a text.	Compare in depth two or more central ideas within an informational text(s) and how each is developed over the course of a text.

**ELA.AOR.3**

Evaluate how an author’s choice of point of view or perspective shapes style and meaning within and across literary texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.7.AOR.3.1:</b> a. Explain the influence of a narrator(s) and/or narrative shifts in point of view; and b. analyze how an author uses point(s) of view to develop and contrast the perspectives of different characters.	a. Attempt to explain the influence of a narrator(s) or narrative shifts in point of view; or b. attempt to analyze how an author uses point(s) of view to develop or contrast the perspectives of different characters.	a. Explain the influence of a narrator(s) or narrative shifts in point of view; or b. analyze how an author uses point(s) of view to develop or contrast the perspectives of different characters.	a. Explain the influence of a narrator(s) and/or narrative shifts in point of view; and b. analyze how an author uses point(s) of view to develop and contrast the perspectives of different characters.	a. Explain in depth the influence of a narrator(s) and/or narrative shifts in point of view; and b. analyze in depth how an author uses point(s) of view to develop and contrast the perspectives of different characters.

**ELA.AOR.4**

Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.7.AOR.4.1:</b> Determine an author’s perspective or purpose in a text and determine how an author uses rhetoric to advance that perspective or purpose.	Attempt to determine an author’s perspective or purpose in a text and attempt to determine how an author uses rhetoric to advance that perspective or purpose.	Determine an author’s perspective or purpose in a text and minimally determine how an author uses rhetoric to advance that perspective or purpose.	Determine an author’s perspective or purpose in a text and determine how an author uses rhetoric to advance that perspective or purpose.	Determine an author’s perspective or purpose in a text and determine in depth how an author uses rhetoric to advance that perspective or purpose.

**ELA.AOR.5**

Evaluate and critique how an author uses words, phrases, and text structures to craft text.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.7.AOR.5.1:</b> Analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning.	Attempt to analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning.	Minimally analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning.	Analyze how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning.	Analyze in depth how the structure of a literary text (e.g., narrative, drama, poem) contributes to its meaning.
<b>ELA.7.AOR.5.2:</b> Explain how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.	Attempt to explain how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) or text features convey an author's purpose in an informational text.	Minimally explain how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) or text features convey an author's purpose in an informational text.	Explain how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.	Explain in depth how the structure of individual text sections (e.g., a particular sentence, paragraph, chapter, or section) and/or text features convey an author's purpose in an informational text.
<b>ELA.7.AOR.5.3:</b> Trace the development of an author's argument while explaining the reasoning and/or rhetorical appeal of ethos, pathos, or logos in an informational text.	Trace the development of an author's argument while attempting to explain the reasoning or rhetorical appeal of ethos, pathos, or logos in an informational text.	Trace the development of an author's argument while minimally explaining the reasoning or rhetorical appeal of ethos, pathos, or logos in an informational text.	Trace the development of an author's argument while explaining the reasoning and/or rhetorical appeal of ethos, pathos, or logos in an informational text.	Trace in depth the development of an author's argument while explaining the reasoning and/or rhetorical appeal of ethos, pathos, or logos in an informational text.

**ELA.AOR.6**

Summarize and paraphrase text to support comprehension and understanding.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.7.AOR.6.1:</b> Summarize and/or paraphrase content from grade-level text to enhance comprehension.	Attempt to summarize or paraphrase content from grade-level text to enhance comprehension.	Partially summarize or paraphrase content from grade-level text to enhance comprehension.	Summarize and/or paraphrase content from grade-level text to enhance comprehension.	[Meets Expectations is the highest level for this indicator.]

**ELA.AOR.7**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.7.AOR.7.1:</b> Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases;</li> <li>b. use background or prior knowledge to determine or clarify the meanings of words; and</li> <li>c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</li> </ul>	<p>Attempt to determine or clarify the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. attempt to use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; and</li> <li>b. [classroom-based]</li> <li>c. attempt to consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</li> </ul>	<p>Inconsistently determine or clarify the meaning of known, unknown, or multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. inconsistently use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; and</li> <li>b. [classroom-based]</li> <li>c. inconsistently consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</li> </ul>	<p>Determine or clarify the meaning of known, unknown, and multiple-meaning words and phrases, choosing from an array of strategies:</p> <ul style="list-style-type: none"> <li>a. use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) to determine the meaning of words and phrases; and</li> <li>b. [classroom-based]</li> <li>c. consult reference materials to determine or clarify the precise meanings, pronunciations, or parts of speech of words and phrases.</li> </ul>	<p>[Meets Expectations is the highest level for this indicator.]</p>

**ELA.AOR.8**

Analyze word relationships and nuances in word meanings within literary and informational texts.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.7.AOR.8.1:</b> Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text;</p> <p>b. determine the relationship between words; and</p> <p>c. distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).</p>	<p>Attempt to interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. attempt to interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text;</p> <p>b. attempt to determine the relationship between words; and</p> <p>c. attempt to distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).</p>	<p>Minimally interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. minimally interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text;</p> <p>b. minimally determine the relationship between words; and</p> <p>c. minimally distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).</p>	<p>Interpret an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text;</p> <p>b. determine the relationship between words; and</p> <p>c. distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).</p>	<p>Interpret in depth an author's use of figurative, connotative, and technical language in literary, informational, and multimedia texts:</p> <p>a. interpret figures of speech (e.g., metaphor) in context and analyze how they function within the text;</p> <p>b. determine the relationship between words; and</p> <p>c. distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).</p>

**ELA.AOR.9**

Build and apply a range of academic vocabulary, as well as grade-level appropriate morphology to apply to reading, writing, and speaking.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.7.AOR.9.1:</b> Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.</p>	<p>Attempt to apply knowledge of affixes and Greek and Latin roots to determine new or clarify meanings of words or phrases in grade-level content.</p>	<p>Inconsistently apply knowledge of affixes and Greek and Latin roots to determine new or clarify meanings of words or phrases in grade-level content.</p>	<p>Apply knowledge of affixes and Greek and Latin roots to determine new and/or clarify precise meanings of words and phrases in grade-level content.</p>	<p>[Meets Expectations is the highest level for this indicator.]</p>

## Research (R)

### ELA.R.1

Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.7.R.1.1:</b> Conduct short and more sustained research by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and the purpose.	Conduct short and more sustained research by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to attempt to refine the scope of inquiry as relevant to the topic and the purpose.	Conduct short and more sustained research by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to partially refine the scope of inquiry as relevant to the topic and the purpose.	Conduct short and more sustained research by: a. generating a question(s) about a topic; and b. using a variety of print and multimedia sources to refine the scope of inquiry as relevant to the topic and the purpose.	[Meets Expectations is the highest level for this indicator.]
<b>ELA.7.R.1.2:</b> Determine the credibility of one or more sources consulted and use the most credible source(s).	Attempt to determine the credibility of one or more sources consulted and use a source(s).	Inconsistently determine the credibility of one or more sources consulted and use a credible source(s).	Determine the credibility of one or more sources consulted and use the most credible source(s).	[Meets Expectations is the highest level for this indicator.]
<b>ELA.7.R.1.3:</b> Determine which source(s) and/or information is relevant to the topic.	Attempt to determine which source(s) and/or information is relevant to the topic.	Inconsistently determine which source(s) and/or information is relevant to the topic.	Determine which source(s) and/or information is relevant to the topic.	[Meets Expectations is the highest level for this indicator.]
<b>ELA.7.R.1.4:</b> Logically organize findings.	Attempt to organize findings.	Partially organize findings.	Logically organize findings.	[Meets Expectations is the highest level for this indicator.]

## Written and Oral Communication (C)

### ELA.C.1

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

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.7.C.1.1:</b> Write arguments to support a claim with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a claim and organize the reasons and evidence clearly;</li> <li>b. support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s);</li> <li>c. acknowledge a counterclaim;</li> <li>d. use an organizational structure appropriate to the purpose and task;</li> <li>e. use transitions to clarify the relationships between claims and reasons;</li> <li>f. provide a concluding statement or section that supports the argument presented.</li> </ul>	<p>Write arguments that <b>attempt to</b> support a claim with clear reasons and evidence. When writing, <b>attempts to:</b></p> <ul style="list-style-type: none"> <li>a. introduce a claim and organize the reasons and evidence clearly;</li> <li>b. support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s);</li> <li>c. acknowledge a counterclaim;</li> <li>d. use an organizational structure appropriate to the purpose and task;</li> <li>e. use transitions to clarify the relationships between claims and reasons;</li> <li>f. provide a concluding statement or section that supports the argument presented.</li> </ul>	<p>Write arguments that <b>minimally</b> support a claim with reasons or evidence. When writing, <b>minimally:</b></p> <ul style="list-style-type: none"> <li>a. introduce a claim and organize the reasons and evidence clearly;</li> <li>b. support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s);</li> <li>c. acknowledge a counterclaim;</li> <li>d. use an organizational structure appropriate to the purpose and task;</li> <li>e. use transitions to clarify the relationships between claims and reasons;</li> <li>f. provide a concluding statement or section that supports the argument presented.</li> </ul>	<p>Write arguments to support a claim(s) with clear reasons and relevant evidence. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a claim and organize the reasons and evidence clearly;</li> <li>b. support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s);</li> <li>c. acknowledge a counterclaim;</li> <li>d. use an organizational structure appropriate to the purpose and task;</li> <li>e. use transitions to clarify the relationships between claims and reasons;</li> <li>f. provide a concluding statement or section that supports the argument presented.</li> </ul>	<p>Write arguments that <b>skillfully</b> support a claim with clear reasons and relevant evidence. When writing, <b>skillfully:</b></p> <ul style="list-style-type: none"> <li>a. introduce a claim and organize the reasons and evidence clearly;</li> <li>b. support a claim using logical reasoning supported by facts, data, and/or statistics as evidence from a credible source(s);</li> <li>c. acknowledge a counterclaim;</li> <li>d. use an organizational structure appropriate to the purpose and task;</li> <li>e. use transitions to clarify the relationships between claims and reasons;</li> <li>f. provide a concluding statement or section that supports the argument presented.</li> </ul>

**ELA.C.2**

Write informative/expository texts to analyze and explain complex ideas and information.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.7.C.2.1:</b> Write informative texts to examine a topic and analyze information from one or more sources. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic and organize ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect;</li> <li>b. develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>c. use appropriate transitions to clarify the relationships between ideas and concepts;</li> <li>d. use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>e. establish a tone appropriate to the task and audience; and</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>	<p>Write informative texts that <b>attempt to</b> examine a topic and analyze information from one or more sources. When writing, <b>attempts to:</b></p> <ul style="list-style-type: none"> <li>a. introduce a topic clearly organize ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect;</li> <li>b. develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>c. use appropriate transitions to clarify the relationships between ideas and concepts;</li> <li>d. use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>e. establish a tone appropriate to the task and audience; and</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>	<p>Write informative texts that <b>minimally</b> examine a topic and analyze information from one or more sources. When writing, <b>minimally:</b></p> <ul style="list-style-type: none"> <li>a. introduce a topic and organize ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect;</li> <li>b. develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>c. use appropriate transitions to clarify the relationships between ideas and concepts;</li> <li>d. use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>e. establish a tone appropriate to the task and audience; and</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>	<p>Write informative texts to examine a topic and analyze information from one or more sources. When writing:</p> <ul style="list-style-type: none"> <li>a. introduce a topic and organize ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect;</li> <li>b. develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>c. use appropriate transitions to clarify the relationships between ideas and concepts;</li> <li>d. use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>e. establish a tone appropriate to the task and audience; and</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>	<p>Write informative texts that <b>skillfully</b> examine a topic and analyze information from one or more sources. When writing, <b>skillfully:</b></p> <ul style="list-style-type: none"> <li>a. introduce a topic and organize ideas, concepts, and information using structures such as definition, compare and contrast, and/or cause and effect;</li> <li>b. develop the topic with relevant facts, definitions, details, and/or quotes;</li> <li>c. use appropriate transitions to clarify the relationships between ideas and concepts;</li> <li>d. use precise language and thoughtful elaboration to inform or to explain the topic;</li> <li>e. establish a tone appropriate to the task and audience; and</li> <li>f. provide a concluding statement or section that supports the information presented.</li> </ul>

**ELA.C.3**

Write narratives to develop real or imagined experiences using effective techniques.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.7.C.3.1:</b> Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>When writing:</p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing context and point of view and introducing a narrator and/or characters;</li> <li>c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> </ul>	<p>Write narratives that <b>attempt to</b> develop real or imagined experiences, memories, or ideas, using techniques, descriptive details, and event sequences. When writing, <b>attempts to:</b></p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing context and point of view and introducing a narrator and/or characters;</li> <li>c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> <li>e. use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and</li> </ul>	<p>Write narratives that <b>minimally</b> develop real or imagined experiences, memories, or ideas, using techniques, descriptive details, and event sequences. When writing, <b>minimally:</b></p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing context and point of view and introducing a narrator and/or characters;</li> <li>c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> <li>e. use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events, and</li> </ul>	<p>Write narratives to develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>When writing:</p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing context and point of view and introducing a narrator and/or characters;</li> <li>c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> </ul>	<p>Write narratives that <b>skillfully</b> develop real or imagined experiences, memories, or ideas, using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>When writing, <b>skillfully:</b></p> <ul style="list-style-type: none"> <li>a. produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience;</li> <li>b. engage the reader by establishing context and point of view and introducing a narrator and/or characters;</li> <li>c. organize a logical plot structure and use a variety of transitional words and phrases to convey sequence and signal time shifts;</li> <li>d. use narrative techniques such as dialogue, pacing, and description to develop experiences, events, setting, and/or characters;</li> </ul>

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p>e. use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and</p> <p>f. provide an ending that follows logically from the narrated experiences or events.</p>	<p>f. provide an ending that follows logically from the narrated experiences or events.</p>	<p>f. provide an ending that follows logically from the narrated experiences or events.</p>	<p>e. use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and</p> <p>f. provide an ending that follows logically from the narrated experiences or events.</p>	<p>e. use precise words, relevant descriptive details, and figurative language to convey the action, experiences, and events; and</p> <p>f. provide an ending that follows logically from the narrated experiences or events.</p>

**ELA.C.4**

Demonstrate command of standard English grammar and conventions when writing.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<p><b>ELA.7.C.4.1:</b> Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structure. When writing:</p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a comma to separate coordinate adjectives;</li> <li>c. use hyphenated compound words (e.g., mother-in-law);</li> <li>d. use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers;</li> <li>e. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and</li> <li>f. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.</li> </ul>	<p><b>Attempt to</b> use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions. When writing, <b>attempts to:</b></p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a comma to separate coordinate adjectives;</li> <li>c. use hyphenated compound words (e.g., mother-in-law);</li> <li>d. use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers;</li> <li>e. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and</li> <li>f. [classroom-based]</li> </ul>	<p><b>Inconsistently</b> use the rules of and make decisions about standard English grammar and conventions to write single and multi-paragraph compositions with some varied sentence structure. When writing, <b>inconsistently:</b></p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a comma to separate coordinate adjectives;</li> <li>c. use hyphenated compound words (e.g., mother-in-law);</li> <li>d. use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers;</li> <li>e. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and</li> <li>f. [classroom-based]</li> </ul>	<p>Use the rules of and make intentional decisions about standard English grammar and conventions to write single and multi-paragraph compositions with varied sentence structure. When writing:</p> <ul style="list-style-type: none"> <li>a. apply knowledge of rules for capitalization;</li> <li>b. use a comma to separate coordinate adjectives;</li> <li>c. use hyphenated compound words (e.g., mother-in-law);</li> <li>d. use phrases and clauses (noun, relative, adverbial) within a sentence, recognizing and correcting misplaced and dangling modifiers;</li> <li>e. identify and revise sentence fragments, run-on sentences, pronoun-antecedent agreement, and inappropriate shifts in verb tense; and</li> <li>f. [classroom-based]</li> </ul>	<p>[Meets Expectations is the highest level for this indicator.]</p>

**ELA.C.5**

Revise writing to improve clarity and enhance style appropriate to audience, purpose, and task.

Indicator	Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations
<b>ELA.7.C.5.1:</b> Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	<b>Attempt to</b> improve writing by planning, editing, and considering feedback from adults and peers or revising for clarity of content.	<b>Minimally</b> improve writing by planning, editing, and considering feedback from adults and peers or revising for clarity of content.	Improve writing by planning, editing, and considering feedback from adults and peers and revising for clarity of content.	[Meets Expectations is the highest level for this indicator.]