

NSCAS Summative Assessment

English Language Arts

Item Specifications

Grade 7

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Stimuli for Assessing ELA Standards

The 2021 revised Nebraska College and Career Ready Standards for English Language Arts (ELA) illustrate a text-centered approach to instruction in which all students become proficient readers through deliberate practice, and all students have access to grade-level, complex texts. Since high-quality, grade-level complex texts provide the basis for instruction in reading and other ELA domains such as vocabulary acquisition, text complexity will also be integral to the assessment of ELA standards. This introductory section of the item specifications document provides guidelines on the length, text complexity, and genres of stimuli to be used for assessing ELA standards. It also provides an overview of available item types.

Reading Standards

The purpose of the **Reading Prose and Poetry** and **Reading Informational Text** standards is for students to learn and apply reading skills and strategies to comprehend grade-level literary and informational texts. For this reason, measures of text complexity must be aligned with college and career readiness expectations for all students.

The **Lexile** guidelines in the table below are based on the range and complexity of texts outlined in the revised standards, which move students to proficiency as they progress through the grades. Meanwhile, the **Word Count** guidelines are based on the type of passage—**common stimulus** or **standalone**—and its intended use in the assessment. **Common Stimulus** passages are longer texts that are used to assess multiple Reading and Vocabulary standards. Students are asked to read a text and answer several questions that explore the text’s central idea(s) and key particulars. **Standalone** passages are much shorter texts that assess just one Reading, Vocabulary, or Writing standard.

Grade	Common Stimulus Passages for Reading				Standalone Passages for Reading			
	Word Count		Lexile		Word Count		Lexile	
	Min	Max	Min	Max	Min	Max	Min	Max
3	200	650	420	820	31	125	420	820
4	450	750	740	1010	38	150	740	1010
5	450	750	740	1010	38	150	740	1010
6	650	950	925	1185	50	200	925	1185
7	650	950	925	1185	50	200	925	1185
8	650	950	925	1185	50	200	925	1185

Vocabulary Standards

The purpose of the **Vocabulary** standards is for students to build and use **conversational**, **academic**, and **discipline-specific** grade-level vocabulary.

- **Conversational vocabulary** refers to words used in everyday, real-life situations.
- **Academic vocabulary** refers to words likely to appear in a variety of content area texts.
- **Discipline-specific vocabulary** refers to words with precise meanings in one content area.

To assess vocabulary standards, target words/phrases must be embedded in context-rich assets that enable students to determine the word/phrase's meaning through context clues or other word-solving strategies (e.g., morphology, word relationships). Whenever possible, vocabulary should be assessed within the context of grade-level complex texts, after doing a careful review of challenging language that is central to understanding the meaning of the text, including figurative language. In addition, many of the vocabulary standards require that stimuli have above-grade-level words so that students must use context clues or other word-solving strategies to determine meaning.

Depending on the type of passage—**common stimulus** or **standalone**—being used to assess a specific vocabulary standard, follow the **Lexile** and **Word Count** guidelines in the table below. **Common Stimulus** passages are longer texts that are used to assess multiple Reading and Vocabulary standards. Students are asked to read a text and answer several questions that explore the text's central idea(s) and key particulars, including its vocabulary. **Standalone passages** are much shorter texts that assess just one Vocabulary standard.

Grade	Common Stimulus Passages for Vocabulary				Standalone Passages for Vocabulary			
	Word Count		Lexile		Word Count		Lexile	
	Min	Max	Min	Max	Min	Max	Min	Max
3	200	650	420	820	31	125	420	820
4	450	750	740	1010	38	150	740	1010
5	450	750	740	1010	38	150	740	1010
6	650	950	925	1185	50	200	925	1185
7	650	950	925	1185	50	200	925	1185
8	650	950	925	1185	50	200	925	1185

Writing Standards

The purpose of the **Writing** standards is for students to learn and apply writing skills and strategies to communicate effectively for a variety of purposes.

Production of Writing Standards

The **Production of Writing** standards focus on writing skills and strategies related to **grammar**, **usage**, and **mechanics**.

- **Grammar** is the rules by which sentences are constructed.
- **Usage** is the way words and phrases are commonly used.
- **Mechanics** are norms of written language and include only spelling, punctuation, and capitalization.

Stimuli used to assess the Production of Writing standards should be as short as possible, and some standards may require no stimulus. However, other standards may require assets ranging from a short sentence to a short paragraph to assess the targeted writing skill. For example, an item might ask students to correctly place prepositional phrases within a sentence or identify and fix errors in pronoun-antecedent agreement within a short paragraph. In these cases, follow the **Lexile** and **Word Count** guidelines in the table below.

Grade	Stimuli for Writing Standards			
	Word Count		Lexile	
	Min	Max	Min	Max
3	N/A	125	365	565
4	N/A	150	420	820
5	N/A	150	420	820
6	N/A	200	740	1010
7	N/A	200	740	1010
8	N/A	200	740	1010

Modes of Writing Standards

The Modes of Writing standards focus on four broad modes of writing—**Narrative**, **Opinion** (3–5) or **Argumentative** (6–8), **Informative/Explanatory**, and **Research**. The forms that might be used to assess each genre are as follows:

- **Narrative forms** include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.

- **Opinion, or argumentative, forms** include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.
- **Informative/explanatory forms** include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

When deciding what form to use, consider the grade-level appropriateness of the form and how well the form can assess the given standard.

Research standards emphasize the importance of conducting short as well as more sustained research projects to answer a question or solve a problem. They focus on gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. While many research standards are assessed locally, items on state summative tests may give students a research scenario and ask them to do a specific research task (e.g., take notes, organize information, paraphrase details from a source without altering the meaning).

Stimuli used to assess the Modes of Writing standards should be an excerpt of writing that represents the work of a high-achieving student at the target grade level.

To ensure items assess the writing standards without inadvertently assessing the reading standards too, follow the **Lexile** and **Word Count** guidelines in the table below. In general, stimuli should be as short as possible but as long as necessary to assess the targeted writing skill.

Grade	Stimuli for Writing Standards			
	Word Count		Lexile	
	Min	Max	Min	Max
3	N/A	125	365	565
4	N/A	150	420	820
5	N/A	150	420	820
6	N/A	200	740	1010
7	N/A	200	740	1010
8	N/A	200	740	1010

Item Types for Assessing ELA Standards

The following item types are available for assessing ELA standards.

Multiple-Choice (Choice): Students select one response from multiple options. (1 pt)

Multi-select (Choice Multiple): Students select two or more responses from multiple options. Some multi-select items are also two-point items for which students can earn partial credit. (1–2 pts)

Hot Text: Students select a response from within a piece of text or a table of information (e.g., word, section of a passage, number, symbol, or equation), which highlights the selected text. Some hot text items are also two-point items for which students can earn partial credit. (1–2 pts)

Composite: Students interact with multiple interaction types included within a single item. Students may receive partial credit for composite items. (2 pts)

Gap Match: Students select an option or options in an area called the toolbar and move or “drag and drop” these options (e.g., words, phrases, sentences, quotations) into a defined area, or “gap.” (1–2 pts)

Constructed Response: Students can write a short text of 1–2 sentences to add to a given writing sample assessing a Modes of Writing standard.

There are three main considerations when deciding which item type to use:

1. Consider various item types.

The item specifications in this document describe possible item approaches and may refer to a specific item type to illustrate an approach. Consider how a similar approach could be used with a different item type, or how the item approach could be adapted to work more naturally with a different item type.

2. Consider the appropriateness of an item type.

To consider the appropriateness of an item type for a specific grade level and to assess a specific standard, ask these questions:

- How complex is the item type for the grade level? Will the item’s functionality make the task too complex?
- Based on the item type, how easy will it be for students to understand what the item is asking them to do?
- How well or how authentically can the item type assess the targeted standard?
- Does the point value for the item type adequately reflect the difficulty of the task?
- Should students be able to earn partial credit for this standard?
- Can the item type increase student engagement without making the task overly complex?

3. Consider the pros and cons of using a technology-enhanced item (TEI).

Use of TEIs should be both intentional and appropriate for the intended grade level and the standard being assessed. TEIs should never be used for technology's sake alone. For example, TEIs should not be used to increase student engagement if they also make the task overly complex (e.g., students must move many parts into many different containers). Such construct-irrelevant complexity is unfair and detracts from students being able to show what they know and can do. Therefore, the best way to ensure TEIs are used intentionally and appropriately is to consider the pros and cons of using a TEI for each item.

DRAFT

Item Specifications for Reading Prose and Poetry Standards

LA.7.RP.1

Content Strand	Reading Prose and Poetry
Anchor Standard	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
Standard	LA.7.RP.1 Determine two or more implied or explicit themes in a literary text and how they are supported with key details.
Indicator	N/A
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RP.1 asks students to both:</p> <ul style="list-style-type: none"> • Determine two or more implied or explicit themes in a literary text; and • Determine how those themes are supported with key details, which may include how the themes develop over the course of the text, including their relationship to supporting ideas. <p>A theme is an insight about life or human nature that the author of a literary text wants to share with the reader. An implied theme is a theme that is not directly stated but can be inferred from the characters' actions, dialogue, and events in the story. An explicit theme is a theme that is clearly and directly stated by the author within the text. The key details of a literary text are the important events, actions, and pieces of information that contribute to the development of the story. A theme's relationship to supporting ideas involves how specific events, character actions, or dialogue contribute to developing, illustrating, and reinforcing the theme throughout the text.</p> <p>Describing what a literary text is mostly about (e.g., learning, confidence) is not the same as stating its theme, which should be a statement that offers some insight into life or human nature (e.g., Learning takes time and requires patience.; Facing and overcoming challenges builds confidence.).</p>
Progression from Previous Grade	The Grade 6 standard focuses on determining the implied or explicit theme of a literary text and how it develops over the course of a text. The Grade 7 standard progresses to determining two or more implied or explicit themes in a literary text and how they are supported with key details. This progression shows that students are expected to understand that a literary text can have multiple themes and to deepen their knowledge of how authors develop these themes.
Achievement Level Descriptors	

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Determine one or more implied or explicit themes in a literary text. DOK: 2–3	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Determine two or more implied or explicit themes in a literary text and how they are supported with key details. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Determine two or more implied or explicit themes in a literary text and how they develop over the course of a text, including their relationship to supporting ideas. DOK: 2–3
Possible Item Approaches		
Students will determine one or more implied or explicit themes in a literary text. The theme should be explicitly stated in the text or implied but easy to understand. <ul style="list-style-type: none"> Stems can ask students to identify the theme(s) of a literary text. The correct answer should be a complete sentence and could be a direct quotation from the text if the theme is explicitly stated. Distractors should refer to other ideas in the text or use non-theme sentences from the text and should represent an incorrect theme or common misconception about the intended theme. 	Students will determine two or more implied or explicit themes in a literary text (Part A) and how they are supported with key details (Part B). The implied or explicit themes should be accessible for students in Grade 7. <ul style="list-style-type: none"> Part A can be similar to the item approach for Developing, but it should be a Multi-select format that asks students to determine two themes (e.g., “Which two themes are developed in the text?”). The correct answers should be distinct but possibly related themes. For example: “Learning takes time and requires patience,” and “Facing and overcoming challenges builds confidence.” Part B should also be a Multi-select format that asks students to show how the themes are supported with key details. For example, “Which two key details best support the correct themes from Part A? Choose one detail for each theme.” The correct answers for Part B should be direct quotations or paraphrased details from the text, and the distractors should be minor details that are somewhat related to the distractors in Part A. 	Students will determine two or more implied or explicit themes in a literary text (Part A) and how they develop over the course of a text, including their relationship to supporting ideas (Part B). The implied or explicit themes should be somewhat challenging to understand. <ul style="list-style-type: none"> Part A can be similar to the Multi-select item approach for On Track. Stems for Part B should also be Multi-select but focus on how the author develops the correct themes from Part A. For example, instead of asking for key details as in the On Track ALD, students should be asked, “Which two supporting ideas best develop the correct themes from Part A?” Here, the supporting ideas would be paraphrased from the text. Or students can be asked, “Which two statements best describe how the author develops the correct themes from Part A?” with the answer options being techniques authors use to develop themes. For example, correct answers might be: “by showing the challenges and disappointments Gemma overcomes to become a great artist,” and “by comparing Gemma’s growth and eventual success as an artist to a flower growing from a seed to a full bloom.” The distractors might describe lesser points in the text (e.g., “by describing the subjects that Gemma frequently chose to draw and paint”) or techniques that are plausible but that the author did not use (e.g., “by contrasting Gemma’s style of drawing and painting with that of other artists”).

LA.7.RP.2

Content Strand	Reading Prose and Poetry
Anchor Standard	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
Standard	LA.7.RP.2 Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.
Indicator	N/A
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RP.2 asks students to both:</p> <ul style="list-style-type: none"> Identify the key events, lines of dialogue, and descriptive details in a text that develop the plot, reveal aspects of characters, or create meaning; and Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning. <p>The key events in a literary text are the main actions or occurrences that drive the story forward and influence the characters and their decisions. Lines of dialogue refer to the spoken words between characters that reveal their thoughts, feelings, and relationships, and can also advance the plot. Descriptive details are the vivid descriptions of settings, characters, and actions that create a mental image for the reader and enhance the overall atmosphere of the story. To develop the plot means to show how the sequence of events unfolds, builds tension, and leads to the resolution of the story's conflict. To reveal aspects of characters means to show the traits, motivations, and changes in characters through their actions, dialogue, and interactions with others.</p> <p>The intent of this standard is for students to think deeply about connections between the plot (i.e., how it develops) and the characters (i.e., how they take part in the action, engage in dialogue, etc.), and how this creates meaning.</p>
Progression from Previous Grade	The Grade 6 standard focuses on explaining how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution. The Grade 7 standard progresses to analyzing how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning. This progression suggests that students are learning to read more closely to understand the precise details of how an author uses literary elements to develop the plot and characters of a text.
Achievement Level Descriptors	

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Identify the key events, lines of dialogue, and descriptive details in a text that develop the plot, reveal aspects of characters, or create meaning. DOK: 2	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Synthesize how specific events, lines of dialogue, and/or descriptive details develop the plot, reveal aspects of characters, and/or create meaning, using evidence from the text. DOK: 3
Possible Item Approaches		
<p>Students will identify the key events, lines of dialogue, and/or descriptive details in a text that develop the plot, reveal aspects of characters, or create meaning.</p> <ul style="list-style-type: none"> Stems can ask students to identify the key event, line of dialogue, or descriptive detail that best develops the plot or a character or otherwise creates meaning in the text. For example, questions about the plot might be framed as: “Which event/sentence/detail from the passage shows the main problem between the neighbors/the turning point in the story/how the problem between the neighbors is resolved?” Questions about characters might be posed similarly, for example: “Which detail from the passage best shows that Gemma is learning how to be patient as an artist?” Finally, questions about creating meaning can be more targeted and specific to the text, such as, “Which lines from the poem best show how the speaker feels about the ocean’s waves?” 	<p>Students will analyze how particular events, lines of dialogue, or descriptive details develop the plot, reveal aspects of characters, or create meaning.</p> <ul style="list-style-type: none"> Stems can refer to key events, lines of dialogue, or descriptive details from the text and then ask students about their importance. For example, a question about plot development might read, “How do the events in paragraphs X–Y advance the plot of the story?” with the correct answer referring to a specific element of plot, such as the conflict, rising action, climax, falling action, or resolution. Students can also be asked about character development. For example, “What does the conversation between Gemma and her teacher in paragraphs 9–12 reveal about their relationship?” with the correct answer focusing on what their relationship shows about Gemma’s character, such as jealousy, admiration, or empathy. Finally, students can be asked more generally about how some part of the text creates meaning. For example, “Why is the vivid description of a dream in lines 8–15 important to the poem?” with the correct answer being, “The battle in the dream emphasizes the speaker’s struggle in real life.” 	<p>Students will synthesize how specific events, lines of dialogue, and/or descriptive details develop the plot, reveal aspects of characters, and/or create meaning, using evidence from the text.</p> <ul style="list-style-type: none"> Stems can be similar to the item approaches for On Track. However, to address both the synthesis and evidence parts of the ALD, Advanced items must have a Part B that asks for multiple pieces of textual evidence to support the correct answer from Part A, with all options being direct quotations or paraphrased details from the text.

LA.7.RP.3

Content Strand	Reading Prose and Poetry	
Anchor Standard	Author’s Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.	
Standard	LA.7.RP.3 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text.	
Indicator	N/A	
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RP.3 asks students to both:</p> <ul style="list-style-type: none">Describe the contrasting points of view of different characters or narrators in a literary text; andAnalyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text. <p>The point of view refers to the vantage point from which a narrative, such as a story or poem, is told (e.g., first person, second person, third person, third-person limited, third-person omniscient). The characters in a literary text are the individuals who participate in the action of the story. They can be protagonists, antagonists, or supporting characters, each with their own unique perspectives and roles within the narrative. The narrator is the person or character who tells the story. The narrator can be a character within the story or an outside observer. Authors make choices about how to establish, convey, and contrast the points of view of different characters or narrators in a literary text, such as through the use of descriptive language, the internal thoughts and feelings of the narrator or speaker, the dialogue between characters, and the characters’ interactions.</p> <p>This standard is meant to encourage thinking about how characters’ or narrators’ points of view influence the meaning of a literary text. It is not about labeling a point of view as first-person, third-person, etc.</p>	
Progression from Previous Grade	The Grade 6 standard focuses on explaining how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text. The Grade 7 standard progresses to analyzing how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text, which requires a more nuanced understanding of how authors use points of view in literary texts.	
Achievement Level Descriptors		
Developing	On Track	Advanced

With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Describe the contrasting points of view of different characters or narrators in a literary text. DOK: 2	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Evaluate how effectively the author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text, using evidence from the text. DOK: 3
Possible Item Approaches		
<p>Students will describe the contrasting points of view of different characters or narrators in a literary text. The points of view should be explicitly stated in the text or implied but easy to understand.</p> <ul style="list-style-type: none"> Stems can ask students to describe the contrasting points of view of two characters or a narrator and a character. Specifically, the items should focus on how these two individuals view another character, event, or idea in the story differently. For example, the question might read: “Which statement best describes Ms. Patel and Mr. Lee’s contrasting points of view about the tourists who visit their city?” or “How are Mr. Thompson and his wife’s attitudes toward the neighborhood cat different?” Alternatively, stems might ask, “Which detail from the passage reveals the most likely reason that Isabella and Lucas have different points of view about school?” 	<p>Students will analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text. The points of view should be accessible for students in Grade 7.</p> <ul style="list-style-type: none"> Stems for Part A can be similar to the item approaches for Developing, but the On Track items should add a Part B that asks students how the author establishes, conveys, or contrasts the correct points of view from Part A. Alternatively, a single-part item can focus on the analysis piece only. For example, “How does the author develop Ms. Patel and Mr. Lee’s contrasting points of view about the tourists who visit their city?” or “How does the author convey that Mr. Thompson admires the neighborhood cat more than his wife?” or “How does the author establish that Mr. Arias and Ms. Garcia have different points of view about being good neighbors?” The answer options should focus on techniques an author might use to develop a point of view (e.g., by revealing information that one character knows but the other does not, by contrasting the past experiences of the two characters, by including dialogue that shows why the characters disagree, by detailing the thoughts of the narrator but only the actions and dialogue of the other characters). These are general suggestions only, as the answer options should be specific to the text. 	<p>Students will evaluate how effectively the author establishes, conveys, and contrasts the points of view of different characters or narrators in a literary text, using evidence from the text. The points of view should be implied in the text and somewhat challenging to understand.</p> <ul style="list-style-type: none"> Stems for Part A can be similar to the single-part item approach for On Track. However, the Advanced items should include a Part B that asks students for the textual evidence that is most effective in developing the correct points of view from Part A. All options for Part B should be direct quotations or paraphrased details from the text, with the correct answer(s) being those that are most effective in developing each character’s point of view, and the distractors being details that are related to the characters but less important to their points of view and/or minor details in the story.

LA.7.RP.4

Content Strand	Reading Prose and Poetry
Anchor Standard	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
Standard	LA.7.RP.4 Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.
Indicator	N/A
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RP.4 asks students to:</p> <ul style="list-style-type: none"> Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning. <p>The structure of a literary text includes the elements that contribute to its form and meaning, as well as how those elements fit together to create an overall structure. For example, the structure of a narrative text typically includes a conflict, events (rising action, climax, falling action), and a resolution. The structure of a poem may include stanzas and rhyme schemes, which help tell a story or provide a description of a topic. The structure of a drama may include acts, scenes, and stage directions, which help the reader visualize the performance.</p> <p>The theme(s) of a literary text are the central idea(s) or message(s) about life or human nature that the author wants to share with the reader. The structure of a literary text can contribute to its theme(s) and meaning in several ways, such as through the arrangement of events, the use of specific literary devices, and the development of characters and their interactions.</p> <p>The intent of this standard is for students to think more deeply about how the structure of a literary text contributes to its themes and meaning.</p>
Progression from Previous Grade	The Grade 6 standard focuses on analyzing how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g., theme, setting, or plot). The Grade 7 standard progresses to analyzing the structure of a literary text, and how the structure contributes to its theme(s) and meaning. This progression shows that students are expected to know how authors' choices about structure affect the meaning of specific parts of a text and the text as a whole.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Describe the structure of a literary text (a sequence of chapters, scenes, or stanzas) and/or its theme(s) and meaning. DOK: 2–3	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Analyze the structure of a literary text, and evaluate how effective the structure is at contributing to its theme(s) and meaning. DOK: 3
Possible Item Approaches		
<p>Students will describe the structure of a literary text (a sequence of chapters, scenes, or stanzas) and/or its theme or meaning.</p> <ul style="list-style-type: none"> Stems can ask students for a general description of how the structure of a literary text contributes to its meaning. For example, “Which statement best explains how the structure of the poem affects its meaning?” with the correct answer being, “Each stanza in the poem describes one part of a wave rising and falling to show how surfers experience the ocean.” Or “How does the structure of the play contribute to its meaning?” with the correct answer being, “Act I describes the past and Act II describes the present, which emphasizes how much the main character has changed over time.” 	<p>Students will analyze the structure of a literary text, and how the structure contributes to its theme(s) and meaning.</p> <ul style="list-style-type: none"> Stems can ask students to explain how the structure of a text contributes to its theme and/or meaning. For example, “How does the introduction to the story hint at its theme?” with the introduction describing how difficult it is for an artist to draw an object that is moving, and the correct answer being, “It shows why becoming a skilled artist is challenging and sometimes frustrating.” Or “How does the scene where Gemma discovers her artistic style contribute to the theme of the story?” with the correct answer being, “It suggests that Gemma will only become a great artist if she dares to embrace her unique style.” Or “What do the beginning and ending of the poem suggest about the importance of 	<p>Students will analyze the structure of a literary text, and evaluate how effective the structure is at contributing to its theme(s) and meaning.</p> <ul style="list-style-type: none"> Stems can ask students why a specific structural element is effective in developing the theme or creating meaning in a text. For example, “Why is the author’s choice to have the main character state the theme at the end of the passage effective?” or “Why is the use of stanzas in the poem effective?” or “How does the passage of time between Act I and Act II effectively develop the theme?” The correct answers should explain why the structure was effective, for example, “The passage of time shows how the events of Act I dramatically impacted the main character’s life.” The distractors should be plausible but incorrect explanations, such

<ul style="list-style-type: none"> • Alternatively, stems can ask for a description of the structure only. For example, “How does the author structure the poem?” with the correct answer being, “by using stanzas to describe each part of a wave rising and falling in the ocean.” • Items should not ask for a statement of the theme only, as this is covered in another standard. 	<p>dreams?” with the beginning describing a vivid dream and the ending describing what the speaker learns from the dream, and the correct answer being, “They suggest that dreams can help us work through the problems we face in real life.”</p> <ul style="list-style-type: none"> • Another way to assess the analysis part of the ALD is to add a Part B that asks for textual evidence to support the correct answer to Part A, either in the form of direct quotations or paraphrased details. 	<p>as, “The passage of time makes the events of Act I seem less vivid and important to the main character.” Another approach to evaluating the structure’s effectiveness would be to ask, “How does the story/poem/play’s structure most contribute to its meaning?” with the correct answer reflecting the most significant contribution, and the distractors being lesser contributions or common misconceptions about the structure, theme, or meaning.</p> <ul style="list-style-type: none"> • Stems for Part B, if included, should further assess the analysis part of the ALD by asking for textual evidence to support the correct answer to Part A, either in the form of direct quotations or paraphrased details.
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LA.7.RP.5

Content Strand	Reading Prose and Poetry
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
Standard	LA.7.RP.5 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.
Indicator	N/A
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RP.5 asks students to both:</p> <ul style="list-style-type: none"> Identify or describe topics and/or themes; and Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. <p>A topic is a subject that is discussed or explored in a text. A theme is a message about life or human nature that the author wants to share with the reader. Two texts with a shared theme about confidence may treat the theme differently. For example, one might emphasize that confidence can be easily shattered by failure, while the other shows that confidence can be regained through perseverance and support from others. A fictional portrayal of a time, place, or character is a narrative that is inspired by real events or people, but the author has taken artistic license to craft a better story. A historical account of the same period is a factual representation that is based on evidence and research, which aims to accurately depict events, settings, and figures from the past.</p> <p>Literary texts for this standard must be paired, with one text being a fictional portrayal and the other a historical account of the same period. To compare and/or contrast sufficiently, students are being asked to consider how an area of similarity or difference is treated in each text.</p>
Progression from Previous Grade	The Grade 6 standard focuses on comparing and contrasting texts in different forms (e.g., stories and poems) or genres (e.g., historical novels, fantasy stories) and their treatment of similar themes and topics. The Grade 7 standard progresses to comparing and contrasting a fictional portrayal of a time, place, or character and a historical account of the same period. This progression shows that students are expected to have a greater understanding of literary genres.

Achievement Level Descriptors		
Developing	On Track	Advanced
<p>With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely:</p> <p>Identify or describe the topics and/or themes found in a fictional portrayal of a time, place, or character and a historical account of the same period. DOK: 2–3</p>	<p>With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely:</p> <p>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period. DOK: 2–3</p>	<p>With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Analyze a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors alter or integrate history. DOK: 2–3</p>
Possible Item Approaches		
<p>Students will identify or describe topics and/or themes found in a fictional portrayal of a time, place, or character and a historical account of the same period.</p> <ul style="list-style-type: none"> • Students developing the skills needed for this standard will not yet be able to compare and contrast themes across texts, but they should be able to identify the theme in each text as well as compare and contrast topics across texts. • Stems can ask students to identify the theme in two literary texts about the same subject (e.g., the American Revolutionary War, the Great Depression, the Apollo 11 moon landing), with one text being a fictional portrayal and the other a historical account. The answer options 	<p>Students will compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period.</p> <ul style="list-style-type: none"> • Stems can ask students to compare or contrast how the author of each text treats the same subject (e.g., the American Revolutionary War, the Great Depression, the Apollo 11 moon landing), with one providing a fictional portrayal and the other a historical account. For example, “Text 1 shows how a family’s daily life is affected by the Dust Bowl and their financial hardships, while Text 2 shows the government’s response to the Great Depression through programs like the New Deal.” 	<p>Students will analyze a fictional portrayal of a time, place, or character and a historical account of the same period to understand how authors alter or integrate history.</p> <ul style="list-style-type: none"> • Stems can ask students to analyze how the author of the fictional portrayal has altered or integrated historical facts into the story. For example, “How do the two texts differ in telling the history of the Apollo 11 moon landing?” with a correct answer being, “Text 1 dramatizes the tension and excitement of the moon landing, while Text 2 presents a more straightforward narrative of the events.” • Part B stems, if included, can ask students for textual evidence to support

<p>that describe themes should be complete sentences. For example, themes about the American Revolutionary War might include: “Sacrifices made for a greater cause can lead to significant change and progress.” or “Freedom and independence are worth fighting for, even at great personal cost.”</p> <ul style="list-style-type: none"> • Stems can also ask students to identify the topics in the two texts, including any shared topics. This might be done through a technology-enhanced item that asks students to move the correct topics into a table with clearly labeled headings for each text and a heading for both texts. For example, topics about the American Revolutionary War might include the challenges faced by the American colonies, the influence of historical figures, the role of apprentices in colonial America, the importance of friendship and loyalty, the challenges of being a young patriot, and the impact of war on individuals and families. 	<ul style="list-style-type: none"> • Another approach would be a technology-enhanced item that asks students to move the correct descriptions into a table with clearly labeled headings for each text and a heading for both texts. For example, descriptions of texts about the Great Depression might include “shows the challenges faced by individuals and families,” “focuses on the personal stories of adapting to survive,” “explores the role of key figures like Franklin D. Roosevelt,” “explains the impact of new government programs designed to help people,” “describes rural and farm life during the Dust Bowl,” and “examines American politics and policies.” 	<p>the correct answer from Part A, with the evidence being direct quotations or paraphrased details from the text. In this case, the correct answer for the fictional portrayal would be a detail that shows the dramatized event (e.g., the astronauts encounter unexpected technical difficulties during their moonwalk, which creates suspense), while the correct answer for the historical account would be a detail that presents the same factual information (e.g., the moonwalk proceeded as planned, with no major technical issues reported).</p>
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LA.7.RP.6

Content Strand	Reading Prose and Poetry
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
Standard	LA.7.RP.6 Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.
Indicator	N/A
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RP.6 asks students to both:</p> <ul style="list-style-type: none"> Describe the implied or stated theme(s) in a literary text; and Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others. <p>A theme is an insight about life or human nature that the author of a literary text wants to share with the reader. An implied theme is a theme that is not directly stated but can be inferred from the characters’ actions, dialogue, and events in the story. A stated theme is a theme that is clearly and directly stated by the author within the text. To synthesize the implied or stated theme(s) in a literary text means to combine and integrate these themes to form a comprehensive understanding of the text’s deeper messages. To draw conclusions and deepen understanding of self and others means to reflect on how the themes relate to one’s own experiences and the experiences of others. For example, the synthesized themes that confidence can be easily shattered by failure, and confidence can be regained through perseverance and support from others, can help readers conclude that persistence and a supportive community can help us overcome challenges. In turn, this understanding can increase our own empathy and awareness of the struggles and strengths of others.</p>
Progression from Previous Grade	The Grade 6 standard focuses on analyzing a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text. The Grade 7 standard progresses to synthesizing the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others. This progression suggests that students are capable of making deeper inferences and connecting those ideas to themselves and others.
Achievement Level Descriptors	

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Describe the implied or stated theme(s) in a literary text. DOK: 2–3	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others. DOK: 3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others, quoting or paraphrasing specific evidence from the text. DOK: 3
Possible Item Approaches		
<p>Students will describe the implied or stated theme(s) in a literary text.</p> <ul style="list-style-type: none"> Stems can ask students to describe the implied or stated theme(s) in a literary text, with the correct answer being a direct quotation if the theme is explicitly stated, or a paraphrased statement if the theme is implied. For example, “Which statement best describes a theme of the text?” A correct answer for a historical fiction text about the Apollo 11 moon landing might be: “Advancements in technology can change society and inspire future generations.” 	<p>Students will synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others.</p> <ul style="list-style-type: none"> Items should focus on “others” only, e.g., story characters; reflection of “self” is appropriate for classroom activities. For explicitly stated themes, the stem could include the sentence(s) from the text that state the theme, and then ask, “How does this theme affect the characters in the story?” For implied themes, the stem could include the thematic topic in the question, such as, “How does the story’s theme about advancements in technology affect the characters?” A correct answer might be: “The characters become more creative and start using technology to solve their problems.” A plausible distractor might be: “The characters become isolated from each other due to their increased use of technology.” 	<p>Students will synthesize the implied or stated theme(s) in a literary text to draw conclusions and deepen understanding of self and others, quoting or paraphrasing specific evidence from the text.</p> <ul style="list-style-type: none"> Stems for Part A can be similar to the item approaches for On Track, but Advanced items must add a Part B that asks for textual evidence to support the correct answer to Part A, with the evidence being direct quotations or paraphrased details from the text.

LA.7.RP.7

Content Strand	Reading Prose and Poetry
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level literary text.
Standard	LA.7.RP.7 Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within and across literary texts.
Indicator	N/A
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RP.7 asks students to</p> <ul style="list-style-type: none"> • Compare and/or contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within and across literary texts. <p>A perspective is an attitude or belief based on personal knowledge and experience. A regional perspective reflects the customs, traditions, and viewpoints specific to a geographic area or community. For example, a tale set in the Appalachian Mountains might focus on traditional music, crafts, and storytelling, showcasing the region’s rich cultural heritage. A national perspective reflects the customs, traditions, and viewpoints shared by the majority within a country. For example, a narrative set in the United States might examine the role of technological innovation in shaping the national identity, emphasizing the contributions of American inventors and entrepreneurs. A multicultural perspective reflects the customs, traditions, and viewpoints of many people within or across cultural groups. For example, a narrative might describe multicultural festivals such as Diwali, Lunar New Year, and Eid, illustrating how these celebrations promote cultural understanding and inclusivity. Diverse characters or individuals, events, and ideas refer to the variety of people, situations, and experiences that an author includes in a literary text to represent different perspectives.</p> <p>This standard can be measured by asking about diverse characters or individuals, events, or ideas within the same text or across two texts. If measured across texts, the texts should be paired and conceptually related.</p>

Progression from Previous Grade	The Grade 6 standard focuses on comparing and contrasting regional, national, and/or multicultural perspectives within and across literary texts. The Grade 7 standard progresses to comparing and contrasting regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within and across literary texts. This narrower focus on characters, individuals, events, and/or ideas in a literary text suggests that students are expected to apply their broader knowledge of the world to what they read in a text, as the texts themselves become more complex.	
Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Describe regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within and/or across literary texts. DOK: 2	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within and across literary texts. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Analyze regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within and across literary texts, using specific text evidence. DOK: 3
Possible Item Approaches		
Students will describe regional, national, or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within or across literary texts.	Students will compare and/or contrast regional, national, or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within or across literary texts.	Students will analyze regional, national, or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within or across

<p>Answer options should avoid stereotypes and negative portrayals of any given culture.</p> <ul style="list-style-type: none"> • Students developing the skills needed for this standard will not yet be able to compare and contrast perspectives across texts, but they should be able to describe the perspective in one text or each text in a pair. • Stems can ask students how a diverse character or individual, event, or idea is introduced, illustrated, or described in a text, focusing on how that aspect of the text reflects a regional, national, or multicultural perspective. For example, “What does the author’s description of Lunar New Year in paragraphs 6–8 emphasize most about Chinese culture?” The correct answer should be central to the story and well-supported by the text. A correct answer to this question might be “the importance of family gatherings and traditional foods,” “its sense of community and shared joy,” “its deep respect for history and honoring ancestors,” or “the blending of ancient and modern practices.” The distractors can be about other events in the plot or plausible misconceptions of the correct perspective. 	<p>Answer options should avoid stereotypes and negative portrayals of any given culture.</p> <ul style="list-style-type: none"> • Stems can be similar to the item approach for Developing, but they should ask students to compare and/or contrast. For example, “Based on the two texts, how is the Yang family’s celebration of Lunar New Year similar to/different from the Gupta family’s celebration of Diwali?” A correct answer for a similarity might be, “Both families participate in community events and share their cultural traditions with others.” A correct answer for a difference might be, “The Yang family’s celebration includes cleaning the house to welcome the new year, while the Gupta family’s celebration involves creating rangoli designs to welcome guests.” A technology-enhanced item could ask students to identify both similarities and differences by moving correct descriptions into a table with the headings “Yang Family,” “Gupta Family,” and “Both Families.” • Another valid approach is to ask how a specific cultural perspective is introduced or illustrated in the text(s). For example, “How does the author introduce Elijah and Willow’s sense of pride in their Appalachian traditions?” A correct answer might be, “by comparing and contrasting how Elijah and Willow both teach children old songs or stories with the hope of keeping them alive.” A plausible distractor could be, “by revealing how Elijah and Willow both struggle to remember the songs and stories their grandparents taught them.” 	<p>literary texts, using specific text evidence.</p> <p>Answer options should avoid stereotypes and negative portrayals of any given culture.</p> <ul style="list-style-type: none"> • Stems for Part A can be similar to the item approaches for On Track, but the Advanced items should include a Part B that asks for textual evidence to support the correct answer(s) to Part A, with the evidence being direct quotations or paraphrased details from the text.
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Item Specifications for Reading Informational Text Standards

LA.7.RI.1

Content Strand	Reading Informational Text		
Anchor Standard	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.		
Standard	LA.7.RI.1 Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details.		
Indicator	N/A		
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RI.1 asks students to both:</p> <ul style="list-style-type: none">• Determine two or more implied or explicit central ideas of an informational text; and• Determine how those ideas are supported with key details, which may include how they develop over the course of the text. <p>A central idea is the main point or primary message the author wants to convey in the text. An implied central idea is not directly stated in the text but can be inferred from the details, examples, and overall context provided by the author. An explicit central idea is clearly and directly stated by the author within the text. A central idea is supported with key details, such as examples, definitions, descriptions, anecdotes, comparisons, statistics, quotations, graphs, charts, etc., that contribute to the development and reinforcement of the central idea throughout the text.</p>		
Progression from Previous Grade	The Grade 6 standard focuses on determining the implied or explicit central idea of an informational text and how it develops over the course of a text. The Grade 7 standard progresses to determining two or more implied or explicit central ideas of an informational text and how they are supported with key details. This progression suggests that students have a greater understanding of how authors develop multiple central ideas within an informational text.		
Achievement Level Descriptors			
Developing	On Track	Advanced	

With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Determine one or more implied or explicit central ideas of an informational text. DOK: 2–3	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Determine two or more implied or explicit central ideas of an informational text and how they are supported with key details. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Analyze two or more implied or explicit central ideas of an informational text and how they develop over the course of a text , including how they are supported with key details. DOK: 3
Possible Item Approaches		
<p>Students will determine one or more implied or explicit central ideas of an informational text. The central idea(s) should be explicitly stated in the text or implied but easy to understand.</p> <ul style="list-style-type: none"> Stems can ask students to identify one or two central ideas in an informational text. The correct answer(s) should be a complete sentence and could be a direct quotation from the text or a paraphrased summary. Distractors should be other ideas in the text that are not a central idea but rather just a detail or should express likely misinterpretations of the central idea. 	<p>Students will determine two or more implied or explicit central ideas of an informational text (Part A) and how they are supported with key details (Part B). The central ideas should be accessible for students in Grade 7.</p> <ul style="list-style-type: none"> Part A stems can be similar to the item approach for Developing but must ask for two or more central ideas. This can be done in a Multi-select format, where students must choose two correct answers among five options. Or it can be done as a Multiple Choice item where two related central ideas are combined into one sentence. For example, the question might ask, “Which statement best expresses two central ideas of the text?” Additionally, On Track items must have a Part B that asks students how the author supports the correct central ideas from Part A, with the options being direct quotations or paraphrased details from the text. This could be done in a Multi-select format. 	<p>Students will analyze two or more implied or explicit central ideas of an informational text (Part A) and how they develop over the course of a text, including how they are supported with key details (Part B). The central ideas should be somewhat challenging to understand.</p> <ul style="list-style-type: none"> Part A can be similar to the item approach for On Track, but the correct central ideas should require students to make deeper inferences from the text. Part B should focus on how the two central ideas develop over the course of the text. For example, the stem might ask how particular paragraphs, sections, or text features help to develop the central ideas, with the correct answer paraphrasing the supporting details in that part of the text. Or the stem might ask more generally, “Which statement best explains how the author develops the central ideas?” with the correct answer(s) being the main technique(s) the author uses in the text (e.g., expert opinions, factual evidence, scientific studies, statistics, examples, case studies) and the distractors being other techniques an author could use to develop central ideas.

LA.7.RI.2

Content Strand	Reading Informational Text
Anchor Standard	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.
Standard	LA.7.RI.2 Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.
Indicator	N/A
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RI.2 asks students to:</p> <ul style="list-style-type: none"> Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text. <p>An individual is a person who plays a significant role in the text and whose actions, decisions, or experiences are central to the topic(s) being discussed.</p> <p>An event is a significant occurrence described in the text that has some impact on the topic(s) of the text.</p> <p>An idea or concept is a thought, theory, or principle that is central to the text and is explored or explained by the author.</p> <p>To draw on specific supporting details means to use textual evidence as support. This part of the standard may be addressed with direct quotations from the text or with paraphrased details.</p> <p>The intent of this standard is for students to think deeply about the important elements in an informational text (e.g., individuals, events, ideas/concepts) and the relationships between them, including how they interact.</p>
Progression from Previous Grade	The Grade 6 standard focuses on explaining how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text. The Grade 7 standard progresses to analyzing the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text. This progression suggests that students are ready to advance from explaining one element in depth to analyzing the connections between elements in informational texts.
Achievement Level Descriptors	

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Compare and contrast the relationships and interactions between individuals, events, and/or ideas or concepts. DOK: 2	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Analyze the relationships and interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Explain how the development of and relationships between individuals, events, ideas or concepts creates meaning , drawing on specific supporting details from informational texts. DOK: 3
Possible Item Approaches		
<p>Students will compare and/or contrast the relationships or interactions between individuals, events, and/or ideas or concepts in an informational text.</p> <ul style="list-style-type: none"> • Stems can ask students to compare like or unlike elements in a text, using either a Multiple Choice or a technology-enhanced format. For an expository text about octopuses, the question might ask, “How is an octopus’s ability to use tools and its ability to solve puzzles similar?” For an autobiography about an ornithologist, the question might ask, “How is the author’s view of birds as a child and an adult similar and different?” For a social studies text about a famous photographer, the question might ask, “How do Dorothea Lange’s early photographs differ from her later ones?” 	<p>Students will analyze the relationships or interactions between individuals, events, and/or ideas or concepts, drawing on specific supporting details in an informational text.</p> <ul style="list-style-type: none"> • Stems for Part A can ask students to analyze the relationships between the same or different elements (e.g., individuals, events, ideas/concepts) in a text, with the question being tailored to the specific subject and text. For example, “Why do scientists think octopuses are highly intelligent creatures?” Or “How was the author’s career as an ornithologist most influenced by where he grew up?” Or “How did Dorothea Lange’s photography reflect the events of the Great Depression?” • Stems for Part B should ask for textual evidence that supports the correct answer to Part A, with the evidence being direct quotations or paraphrased details from the text. 	<p>Students will explain how the development of, or relationships between, individuals, events, and/or ideas or concepts creates meaning, drawing on specific supporting details from informational texts.</p> <ul style="list-style-type: none"> • Stems for Part A can ask students how a relationship in the text, or the development of a relationship, creates meaning. For example, “What do the scientist’s ongoing observations of the octopus help reveal?” with the correct answer being, “the complex social behaviors that explain octopuses’ intelligence.” Or “Why does the author make a connection between his childhood interest in drawing birds and his adult interest in flying planes?” with the correct answer being, “to show what inspired him to become an ornithologist and why it is a fitting career.” Or “How did Dorothea Lange’s relationship with the Farm Security Administration impact her career?” with the correct answer being, “It led her to document the struggles of farmers and farmworkers during the Great Depression, resulting in her most famous photographs.” • Stems for Part B should ask for one or more pieces of textual evidence that support the correct answer to Part A, with the answer choices being direct quotations or paraphrased details.

LA.7.RI.3

Content Strand	Reading Informational Text
Anchor Standard	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.
Standard	LA.7.RI.3 Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others.
Indicator	N/A
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RI.3 asks students to both:</p> <ul style="list-style-type: none"> Identify an author's perspective or purpose; and Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others, which may include evaluating the methods used. <p>An author's perspective is different from the author's purpose, as it includes the author's attitudes, beliefs, assumptions, and biases about the subject of the text. These beliefs and biases are based on the author's personal knowledge and experience. For example, an author writing about fireflies might have a perspective that is shaped by their background as a scientist and their early childhood experiences with fireflies. As a result, the text emphasizes the importance of fireflies to the environment and the threats they face from human activity.</p> <p>The author's purpose is why the author wrote the text, such as to inform, persuade, entertain, or explain about a specific topic. However, it is not enough to use broad terms like "to inform," "to persuade," "to entertain," or "to explain" to describe the author's purpose. Descriptions of an author's purpose should be specific to the text. For example, the purpose of a passage about fireflies might be to inform readers about the decline in firefly populations due to habitat loss and light pollution, and to persuade them to take action to protect these insects.</p>
Progression from Previous Grade	The Grade 6 standard focuses on explaining how an author establishes and conveys a perspective or purpose in an informational text. The Grade 7 standard progresses to analyzing how an author establishes or conveys a perspective or purpose and distinguishes it from that of others. This progression shows that students are gaining a better understanding of how authors develop a perspective or purpose in an informational text.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Identify an author's perspective or purpose. DOK: 2	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Evaluate the methods used by an author to establish or convey a perspective or purpose and distinguish it from that of others, using specific evidence from the text. DOK: 3
Possible Item Approaches		
<p>Students will identify an author's perspective or purpose in an informational text. The author's perspective or purpose should be explicitly stated in the text or implied but easy to understand.</p> <ul style="list-style-type: none"> • Stems can ask students to identify whether the main purpose of the text is “to inform,” “to persuade,” “to entertain,” “to explain,” etc., but the options should be specific to the text (e.g., The author wants to entertain readers with stories about fireflies from her childhood and inform readers about how human activities are affecting fireflies.). • Alternatively, the stem may ask students to describe the author's 	<p>Students will analyze how an author establishes or conveys a perspective or purpose and distinguishes it from that of others. The author's perspective or purpose should be accessible for students in Grade 7.</p> <ul style="list-style-type: none"> • Stems can explicitly state the author's perspective or purpose and then ask students which technique the author uses to establish or convey this perspective/purpose and distinguish it from others. Since the specific techniques authors use are what distinguish their perspective/purpose from others, this part of the ALD should only be assessed if an author explicitly refers to another perspective/purpose within the text. Common techniques an author might use include tone, text structure, word choice, 	<p>Students will evaluate the methods used by an author to establish or convey a perspective or purpose and distinguish it from that of others, using specific evidence from the text.</p> <ul style="list-style-type: none"> • Stems for Part A should ask students to evaluate the methods used by an author to establish or convey a perspective/purpose and distinguish it from that of others. For example, “Why is the author's choice to blend personal stories with facts an effective way to share her perspective on fireflies?” with the correct answer being, “Because it shows why she cares about fireflies and supports her concern with scientific evidence of the problem.”

<p>perspective about the subject. For example, “Based on the text, how does the author view the relationship between humans and fireflies?” with the correct answer being, “The author believes that fireflies are important to the environment and that humans can help protect these insects by reducing light pollution.”</p>	<p>facts, opinions, examples, anecdotes, text features, and/or descriptions. For example, the stem might ask, “How does the author develop the perspective that fireflies need protection?” with the correct answer being, “by telling personal stories about their remarkableness and providing facts about how their numbers have dwindled.” Or the stem could include a direct quotation from the text and then the question would ask, “How does the author introduce this perspective in the text?” with the correct answer being, “by describing how fireflies can no longer synchronize their lights because of light pollution, which is caused by humans.”</p> <ul style="list-style-type: none"> • A similar approach could be used to assess the author’s purpose. Or a two-part item could ask, “What is the author’s purpose for writing?” in Part A, and then, “How does the author develop this purpose in the text?” in Part B. 	<ul style="list-style-type: none"> • Stems for Part B should ask for one or more pieces of textual evidence to support the correct answer from Part A, with the answer choices being direct quotations or paraphrased details.
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LA.7.RI.4

Content Strand	Reading Informational Text	
Anchor Standard	Author’s Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.	
Standard	LA.7.RI.4 Analyze how the major sections of text contribute to the development of ideas in an informational text.	
Indicator	N/A	
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RI.4 asks students to both:</p> <ul style="list-style-type: none">Identify the major sections (sentences, paragraphs, chapters) that contribute to the development of ideas in an informational text; andAnalyze how the major sections of text contribute to the development of ideas in an informational text. <p>The structure of an informational text refers to the primary way an author organizes information in a text. Common text structures used in informational texts include but are not limited to: description, sequence, chronology, cause-effect, compare-contrast, problem-solution, question-answer, classification, definition, or argument and evidence. The major sections of text include sentences, paragraphs, and larger sections, such as chapters. These sections contribute to the development of the ideas because they help to clarify, illustrate, or expand upon the central idea(s) of the text. This may be done by providing examples, evidence, explanations, elaborations, etc.</p>	
Progression from Previous Grade	The Grade 6 standard focuses on analyzing how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. The Grade 7 standard progresses to analyzing how the major sections of text contribute to the development of ideas. This progression shows that students are continuing to develop their understanding of how structure contributes to meaning in informational texts.	
Achievement Level Descriptors		
Developing	Developing	Developing
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Identify the major sections (sentences,	With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Identify the major sections (sentences, paragraphs, chapters) that contribute to the development of ideas in an informational text. DOK: 2	With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Identify the major sections (sentences, paragraphs, chapters) that contribute to

paragraphs, chapters) that contribute to the development of ideas in an informational text. DOK: 2		the development of ideas in an informational text. DOK: 2
Possible Item Approaches		
<p>Students will identify the major sections (sentences, paragraphs, chapters) that contribute to the development of ideas in an informational text. Stems can ask students to identify which part of a text contributes to developing a substantive idea in the text and why, with the correct answer focusing on a structural element. For this reason, the part of the text that is targeted should have a clear structure, such as description, sequencing, cause and effect, etc. It should also serve an important function in the text as a whole, contributing to the development of ideas. For example, “Which part of the text best explains why some firefly populations are decreasing?” with the correct answer being “the examples of fireflies’ dependence on specific ecosystems described in paragraphs 2 and 3.”</p>	<p>Students will analyze how the major sections of text contribute to the development of ideas in an informational text.</p> <ul style="list-style-type: none"> • Stems should identify the major section of text to be considered and then ask students how it contributes to the development of ideas. For example, “How does the organization of paragraph 8 help develop an important idea in the text?” with the correct answer being, “It summarizes the short lifecycle of the firefly, emphasizing why the author considers them precious.” In addition, items could include a Part B that asks for textual evidence to support the correct answer to Part A, with the answer choices being direct quotations or paraphrased details. • Stems for Part A can also ask students how a longer section of text contributes to a particular idea in the text. For example, “How do paragraphs 4–6 contribute to the author’s ideas about fireflies needing protection?” with the correct answer being, “The compare-contrast structure illustrates how human-made lights disrupt fireflies more than birds.” The distractors should include plausible but incorrect references to text structures other than the correct one (i.e., compare-contrast). • Alternatively, Part A can ask students to identify the organizational structure of a major section of text (e.g., the compare-contrast structure used in paragraphs 4–6), and Part B can ask students to choose one or two ways the section contributes to the development of ideas in the text. 	<p>Students will evaluate which major sections of text most contribute to the development of ideas in an informational text, using specific evidence from the text.</p> <ul style="list-style-type: none"> • Stems can ask students which part(s) of a text best develop or most contribute to a substantive idea in the text. For example, “Which part of the text best develops the idea that fireflies need protection?” with the correct answer being, “the comparison and contrast in paragraphs 4–5 between a firefly and a specific bird.” The distractors should accurately describe other text structures used in the text but ones that do not as effectively develop or contribute to the idea given in the stem. For example, plausible distractors for this question might include: the author’s description in paragraphs 1–2 of watching fireflies on summer nights as a young girl, the author’s explanation in paragraph 3 of the steps her father took to dim lights when they were near fireflies, or the author’s summary in paragraph 8 of the lifecycle of a firefly.

LA.7.RI.5

Content Strand	Reading Informational Text
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.
Standard	LA.7.RI.5 Compare and contrast how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation.
Indicator	N/A
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RI.5 asks students to both:</p> <ul style="list-style-type: none"> • Compare and/or contrast how two or more authors provide conflicting information on the same topic; and • Compare and/or contrast where the texts disagree on matters of evidence or interpretation, which may include evaluating the effectiveness of the texts at addressing the differences. <p>How two authors present information on the same topic typically varies based on the techniques they use. Sometimes, the authors even provide conflicting information on the same topic. For example, if two authors are writing about the disappearance of honeybees, one author might argue that pesticide use is the primary cause, while the other might emphasize habitat loss as the main factor. This is an example of where the texts disagree on matters of interpretation, with interpretation meaning the way each author has understood and explained the same information about declining honeybee populations. An example of where the texts disagree on matters of evidence is when one author uses scientific studies to support their claims (e.g., data that tracks the decline of honeybee populations over time), while another author relies on anecdotal evidence or expert opinions (e.g., interviews with beekeepers). Here, the evidence is the data and descriptions used to support the argument.</p> <p>Texts for this standard must be paired and conceptually related by topic. In addition, the texts must provide conflicting information on the same topic. To compare and/or contrast sufficiently, students are being asked to consider how an area of similarity or difference is treated in each text.</p>

Progression from Previous Grade	The Grade 6 standard focuses on comparing and contrasting one author’s presentation of information with that of another. The Grade 7 standard progresses to comparing and contrasting how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation. This progression suggests that students have a better understanding of the choices authors make when writing informational texts.	
Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Compare and contrast how two or more authors provide conflicting information on the same topic. DOK: 2–3	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Compare and contrast how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Compare and contrast how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation, and evaluate how effective the texts are at addressing the differences. DOK: 3
Possible Item Approaches		
Students will compare and/or contrast how two or more authors provide conflicting information on the same topic. <ul style="list-style-type: none">Students developing the skills needed for this standard will not yet be able to examine where the texts disagree on matters of evidence or interpretation. However, they should be able to identify basic similarities and differences between the information	Students will compare and/or contrast how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation. <ul style="list-style-type: none">Stems can ask students to describe the conflicting information. For example, “Which statement best describes the conflicting information about honeybees in the two texts?”	Students will compare and contrast how two or more authors provide conflicting information on the same topic, including where the texts disagree on matters of evidence or interpretation, and/or evaluate how effective the texts are at addressing the differences. <ul style="list-style-type: none">Stems can ask students which author’s presentation of conflicting information is more effective. For

<p>presented, including conflicting information.</p> <ul style="list-style-type: none"> Stems can ask students to explain the similarities and/or differences between two authors' presentations of a topic. For a technology-enhanced item, the question might ask, "How are Text 1 and Text 2 similar and different in the information they present about honeybees?" Students would be asked to move the correct descriptions into a table with headings for "Text 1," "Text 2," and "Both Texts." The correct answers for similarities might be "describes the decline in honeybee populations," "highlights the importance of honeybees in pollination," "gives possible reasons for the disappearance of honeybees." The correct answers for differences should focus on the conflicting information. For example: "claims that pesticides are the primary cause of fewer honeybees (Text 1)," "emphasizes that declining honeybees are the result of habitat loss (Text 2)," "mentions that diseases affect honeybees (Text 1)." 	<p>with the correct answer being, "Text 1 claims that pesticide use is the primary cause of honeybee decline, while Text 2 argues that habitat loss is the main factor," and a plausible distractor being, "Text 1 provides data to show the decline in honeybee populations, while Text 2 relies on interviews with beekeepers." (This distractor accurately describes a difference between the two texts but is not an example of conflicting information.)</p> <ul style="list-style-type: none"> Stems for Part B, if included, can ask students how or why the authors disagree, with the correct answer highlighting whether the disagreement is a matter of evidence or interpretation. For example, "Which two details show the most likely reason for this conflicting information?" with the answer options being direct quotations or paraphrased details. 	<p>example, "Why is the chart in Text 1 more effective than the interviews in Text 2 at explaining the problem of disappearing honeybees?" with the correct answer being, "Because it shows the scale and seriousness of the problem." A plausible distractor might be, "Because it shows the most likely reason for the problem."</p> <ul style="list-style-type: none"> Stems for Part B, if included, should ask for textual evidence to support the correct answer to Part A, either in the form of direct quotations or paraphrased details. For example, a correct answer might be, "The chart shows a steady decline over time in the number of honeybees with no recovery," while a plausible distractor might be, "The dates in the chart connect to information in the text about people becoming more interested in beekeeping."
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LA.7.RI.6

Content Strand	Reading Informational Text		
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.		
Standard	LA.7.RI.6 Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.		
Indicator	N/A		
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RI.6 asks students to both:</p> <ul style="list-style-type: none">Analyze the development of an argument; andIdentify the type(s) of reasoning used to support the argument, which may include evaluating the effectiveness of the type(s) of reasoning used. <p>An argument refers to an author’s primary claim, which is developed through reasons and evidence. Authors use different types of reasoning to support the argument, such as logical reasoning, ethical reasoning, emotional appeals, anecdotal evidence, statistical evidence, or comparisons to similar ideas or situations. Evaluating the effectiveness of the type(s) of reasoning used means assessing how well the reasoning supports the argument, considering factors such as clarity, relevance, and persuasiveness.</p>		
Progression from Previous Grade	The Grade 6 standard focuses on analyzing the development of an argument and identifying the type(s) of reasoning used to support the argument. The Grade 7 standard remains the same, showing that students can benefit from spending another year working on their analysis of argumentative texts.		
Achievement Level Descriptors			
Developing	On Track	Advanced	
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Identify and/or analyze the development of an argument. DOK: 2	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Analyze the development of an argument and identify the type(s) of reasoning used to support the argument. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Analyze the development of an argument and evaluate the	

		effectiveness of the type(s) of reasoning used to support the argument, using specific evidence from the text. DOK: 3
Possible Item Approaches		
<p>Students will identify and/or analyze the development of an argument. The argument should be explicitly stated in the text or implied but easy to understand.</p> <ul style="list-style-type: none"> • Stems can ask students to identify and/or analyze the development of an argument. For example, “Which sentence best states the author’s main argument in the text?” The argument might be explicitly stated, requiring students to identify the sentence from the text. Or the argument might be implied but easy to understand, requiring students to analyze multiple paragraphs, or the entire text, and paraphrase the argument. For example, a correct answer might be: “While reducing light pollution requires effort, it preserves our natural environment and allows future generations to experience the wonder of the night sky.” • Alternately, stems may ask students to analyze the development of the argument. For example, “Which sentence from paragraph 4 best supports the author’s argument that reducing light pollution is worth the effort it requires?” 	<p>Students will analyze the development of an argument and identify the type(s) of reasoning used to support the argument. The argument should be accessible for students in Grade 7.</p> <ul style="list-style-type: none"> • Stems can ask students to analyze the development of an argument, as described in the Developing ALD. However, items for On Track must have a Part B that asks students to identify the type(s) of reasoning used. For example, “How does the author support the argument?” with a correct answer being, “with facts that compare the volume of dark skies that existed 100 years ago with what exists today.” • Alternatively, Part A can ask students to identify the type(s) of reasoning used to support the author’s argument, and Part B can ask for the textual evidence that best supports the correct answer to Part A. In this case, the Part A stem could include a direct quotation of an explicitly stated argument and then ask, “How does the author develop this argument in the text?” Or the question might include a paraphrase of the argument, such as, “How does the author develop the argument that we must act now to protect dark skies before they disappear?” Here, the correct answer to Part A might be, “by using language that appeals to readers’ sense of wonder,” and the correct answer(s) to Part B would be clear examples of such appeals to emotion. For example: “Imagine standing under a sky so dark that the Milky Way stretches across it like a river of stars.” 	<p>Students will analyze the development of an argument and evaluate the effectiveness of the type(s) of reasoning used to support the argument. The argument should be implied in the text and somewhat challenging to understand.</p> <ul style="list-style-type: none"> • Stems for Part A can be similar to the second item approach for On Track, which asks students to identify the type(s) of reasoning used to support the author’s argument. However, Part B should ask why this type of reasoning is effective, with a correct answer being something like, “Because it makes readers want to experience a dark sky, so they are more likely to act to reduce light pollution.”

LA.7.RI.7

Content Strand	Reading Informational Text
Anchor Standard	<p>Knowledge and Ideas</p> <p>Citing relevant and thorough textual evidence to support ideas, evaluate how an author’s perspective or use of point of view shapes the style and meaning of grade-level informational text.</p>
Standard	<p>LA.7.RI.7</p> <p>Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts.</p>
Indicator	N/A
Central Aspects to Be Measured	<p>An item that fully measures LA.7.RI.7 asks students to:</p> <ul style="list-style-type: none"> Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts. <p>A perspective is an attitude or belief based on personal knowledge and experience. A regional perspective reflects the customs, traditions, and viewpoints specific to a geographic area or community. For example, a text might delve into New England’s maritime history, discussing how coastal geography has influenced its economy, culture, and traditions, such as lobster fishing and shipbuilding. A national perspective reflects the customs, traditions, and viewpoints shared by the majority within a country. For example, a text might highlight the significance of national parks in the United States, explaining how these protected areas reflect the country’s commitment to preserving natural beauty and providing recreational opportunities. A multicultural perspective reflects the customs, traditions, and viewpoints of many people within or across cultural groups. For example, a text might explore how different cultural influences have blended to create fusion cuisine, which combines elements from various cultures to create new dishes.</p> <p>To compare and/or contrast sufficiently, students are being asked to consider how an area of similarity or difference is treated within or across texts.</p>
Progression from Previous Grade	<p>The Grade 6 standard focuses on comparing and contrasting regional, national, and/or multicultural perspectives within and across informational texts. The Grade 7 standard progresses to comparing and contrasting the same types of perspectives, but by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts. The continued focus on comparing and contrasting perspectives suggests that students are still broadening their knowledge of the world and learning to apply that knowledge to their analysis of informational texts.</p>

Achievement Level Descriptors		
Developing	On Track	Advanced
<p>With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely:</p> <p>Describe regional, national, and/or multicultural perspectives by explaining how an author uses diverse characters or individuals, events, and/or ideas within and/or across informational texts to develop cultural awareness. DOK: 2</p>	<p>With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely:</p> <p>Compare and contrast regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, and ideas within and across informational texts. DOK: 2–3</p>	<p>With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely:</p> <p>Analyze regional, national, and/or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, and ideas within and across informational texts to develop cultural awareness, quoting or paraphrasing specific evidence from the texts. DOK: 3</p>
Possible Item Approaches		
<p>Students will describe regional, national, or multicultural perspectives by explaining how an author uses diverse characters or individuals, events, or ideas within or across informational texts to develop cultural awareness.</p> <p>Items should avoid stereotypes and negative portrayals of any given culture.</p> <ul style="list-style-type: none"> Students developing the skills needed for this standard will not yet be able to compare and contrast perspectives across texts, but they should be able 	<p>Students will compare and/or contrast regional, national, or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes characters or individuals, events, or ideas within or across informational texts.</p> <p>Answer options should avoid stereotypes and negative portrayals of any given culture.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for Developing, but they 	<p>Students will analyze regional, national, or multicultural perspectives by explaining how an author or narrator/speaker introduces, illustrates, or describes diverse characters or individuals, events, or ideas within or across informational texts to develop cultural awareness, quoting or paraphrasing specific evidence from the texts.</p> <p>Answer options should avoid stereotypes and negative portrayals of any given culture.</p>

<p>to describe the perspective in a text or in each of two texts.</p> <ul style="list-style-type: none"> • Stems can ask students how an author presents a diverse character or individual, event, or idea in a text, focusing on how that presentation reflects a regional, national, or multicultural perspective. For example, “What does the author’s description of Wind Cave National Park emphasize about the value Americans place on national parks?” The correct answer should be well-supported by the text. A correct answer to this question might be: “the significance of national parks as places where people from diverse backgrounds can come together and appreciate nature,” or “the role of national parks in preserving the history and culture of native peoples and their connection to the land,” or “the importance of national parks in providing recreation and promoting physical and mental well-being for all.” 	<p>should ask students to compare and/or contrast. For example, “Based on the text, how is the author’s experience of the traditional Lakota practice of beading different from her aunt’s?” with the correct answer being, “The author enjoys beading as a personal hobby and means of self-expression, while her aunt values it for its role in preserving family traditions and stories.” A technology-enhanced item could ask students to identify both similarities and differences by moving correct descriptions into a table with headings for “The Author,” “The Aunt,” and “Both the Author and Aunt.”</p> <ul style="list-style-type: none"> • Another valid approach is to describe a specific perspective in the stem and then ask how that perspective is introduced or illustrated in the text(s). For example, “How does the author introduce the important tradition of beading in the text?” A correct answer might be, “by describing sorting as the first step in the process” while a plausible distractor could be, “by listing the many uses of beadwork.” Or the question could ask, “Which two details from the text best describe the importance of traditional beading?” 	<ul style="list-style-type: none"> • Stems for Part A can be similar to the item approaches for On Track, but the Advanced items must include a Part B that asks for textual evidence to support the correct answer(s) to Part A, with the evidence being direct quotations or paraphrased details.
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Item Specifications for Vocabulary Standards

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LA.7.V.1.a

Content Strand	Vocabulary
Anchor Standard	Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
Standard	LA.7.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.
Indicator	LA.7.V.1.a Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.V.1.a asks students to:</p> <ul style="list-style-type: none"> • Use context clues to determine the meanings of words and phrases. <p>Context clues are hints given within a text that help to define an unfamiliar word or phrase. Context clues can be explicit in the text or implicit, and they can take many forms. They can be the overall meaning of a sentence or paragraph, a word's position or function in a sentence, a definition, example, restatement, cause/effect relationship, comparison, or explanation in the text.</p> <p>For assessment, this standard should focus on unknown words and phrases, meaning those that are above grade level and likely unfamiliar to students. In addition, priority should be given to assessing above-grade-level academic vocabulary embedded in complex, grade-level texts. Academic vocabulary refers to words and phrases that are likely to appear in a variety of content area texts (e.g., ELA, math, science, social studies). However, target words and phrases for this standard may also include conversational or discipline-specific vocabulary. Finding appropriate target words and phrases requires carefully reviewing the text for challenging language that is also central to the text's meaning. The target word or phrase should be one not typically known by students at this grade, so context is needed. Finally, there must be sufficient context in the text to determine meaning.</p>
Progression from Previous Grade	The Grade 6 standard focuses on using context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. The Grade 7 standard remains the same, showing that students need additional time and practice with these more advanced word-solving strategies.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Use explicit context clues (e.g., cause/effect relationships and comparisons in text) to determine the meanings of words and phrases. DOK: 1	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases. DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Use implicit context clues (e.g., inference, connotation, allusion) to determine the meanings of words and phrases. DOK: 2
Possible Item Approaches		
<p>Students will use explicit context clues to determine the meaning of an above-grade-level word or phrase in a literary or informational text.</p> <ul style="list-style-type: none"> Stems can ask students to choose the meaning of an unknown, above-grade-level word or phrase that is central to the text based on an explicit context clue in the text. For example, in an informational text about astronomy, a sentence might read, “Scientists have moved beyond <u>conventional</u> ideas about space, discovering new things that change our previous understanding of the universe.” The explicit clues of “new things” and “change our previous understanding” provide context that shows <u>conventional</u> is the opposite of new learning. Students could be asked, “What does the word <u>conventional</u> mean in the sentence?” with the correct answer being “common or accepted.” 	<p>Students will use context clues to determine the meaning of an above-grade-level word or phrase in a literary or informational text.</p> <ul style="list-style-type: none"> Stems can ask students to choose the meaning of an unknown, above-grade-level word or phrase that is central to the text based on context clues elsewhere in the passage. For example, in an informational text about astronomy, a paragraph might read: “Scientists have moved beyond conventional ideas about space, discovering new things that change our previous understanding of the universe. Given the advancements in scientific equipment, it is not surprising that past misunderstandings <u>abound</u>, seemingly as numerous as the stars above.” The context clue of “seemingly as numerous as the stars above” helps students determine the meaning of the tested word <u>abound</u> as “to exist in large numbers.” Stems can also ask students to identify the word or words in the text that best help the reader understand the meaning of <u>abound</u>. Distractors would clearly represent a misapplication of context to determine word meaning, such as “misunderstandings” and “scientific” in the example above. 	<p>Students use implicit context clues to determine the meaning of an above-grade-level word or phrase in a literary or informational text.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track. However, Advanced items must require students to make deeper inferences and may even require multiple pieces of context to help students determine meaning. Alternatively, a two-part item might ask students for the meaning of the word or phrase in Part A and the context clue(s) that best support(s) that meaning in Part B. Distractors would represent a misunderstanding of context and therefore be clearly not useful in determining word meaning.

LA.7.V.1.b

Content Strand	Vocabulary
Anchor Standard	Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
Standard	LA.7.V.1 Integrate grade-level academic vocabulary appropriately for a variety of tasks and purposes.
Indicator	LA.7.V.1.b Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).
Central Aspects to Be Measured	<p>An item that fully measures LA.7.V.1.b asks students to both:</p> <ul style="list-style-type: none"> Determine the meaning of commonly occurring Greek and Latin affixes (prefixes and suffixes) and roots in words; and Use commonly occurring Greek and Latin affixes and roots to determine the meaning of words. <p>Affixes refer to both prefixes and suffixes. A prefix is an affix placed at the beginning of a word to modify its meaning (e.g., “sub” in “submerge”). A suffix is an affix placed at the end of a word to modify its meaning (e.g., “-ist” in “journalist”). A root word is the basic part of a word that carries its main meaning. It is often combined with prefixes and/or suffixes. For example, “object” and “rejection” both share the root word “-ject-,” which means to throw.</p> <p>For assessment, this standard should focus on unknown words, meaning those that are above grade level and likely unfamiliar to students.</p> <p>Academic vocabulary refers to words and phrases that are likely to appear in a variety of content area texts (e.g., ELA, math, science, social studies). Academic vocabulary should be prioritized, as it includes many words with the same root word but different affixes (e.g., eject, interject, object, project, rejection, trajectory).</p>
Progression from Previous Grade	The Grade 6 standard focuses on using commonly occurring Greek and Latin affixes and roots to determine the meaning of words. The Grade 7 standard is identical, emphasizing that students need wide exposure to affixes and roots to build a strong vocabulary.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Determine the meaning of commonly occurring Greek and Latin affixes and roots in words. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible). DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Use more complex Greek and Latin affixes and roots to determine the meanings of above-grade words and phrases (e.g., antecedent, prohibit). DOK: 1–2
Possible Item Approaches		
Students will determine the meaning of commonly occurring Greek/Latin affixes and/or roots in words in a literary or informational text. <ul style="list-style-type: none"> Stems should ask students to determine the meaning of affixes and/or roots in words that use common Greek and Latin affixes and/or roots. Some Grade 7 affixes might include: ante-, pro-, mega-, ab-, -or, -fy, among others. Some common Greek or Latin roots for the grade might include: -capt- (to take hold of, seize), -cred- (to believe), -fact- (to make, do), among others. There must be context to support the meaning. The stem could read, “In paragraph 6, the author says, ‘The team of scientists <u>proposed</u> a new theory about the formation of black holes, hoping to spark further research and discussion among their peers.’ What is the meaning of the prefix pro- in the word ‘<u>proposed</u>’?” 	Students will use commonly occurring Greek/Latin affixes and/or roots to determine the meaning of an unknown word or phrase in a literary or informational text. <ul style="list-style-type: none"> Stems should ask students to determine the meaning of an unknown word or phrase that includes a common affix or root word for the grade level. The stem may include a culled sentence from the text with the target word. For example: “This sentence is from the passage. ‘Scientists are making significant discoveries in space, such as finding new planets and learning more about black holes, which <u>captivate</u> our curiosity about understanding space.’ Based on the meaning of the root -capt-, what does the word <u>captivate</u> mean in the sentence?” The correct answer would be “attract and hold interest” since -capt- means “to take hold of or seize.” The distractors should be plausible meanings of the word based on the context and/or focus on misunderstandings about the targeted root word or affix (e.g., become a primary interest, satisfy and reduce interest, turn away interest). 	Students will use more complex Greek/Latin affixes and/or roots to determine the meaning of an above-grade word or phrase in a literary or informational text. <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track, but the items for Advanced should focus on more complex affixes/roots and/or provide fewer explicit definitions of affixes/roots.

LA.7.V.2.a

Content Strand	Vocabulary
Anchor Standard	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Standard	LA.7.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicator	LA.7.V.2.a Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.V.2.a asks students to both:</p> <ul style="list-style-type: none"> Identify figures of speech, (e.g., literary, biblical, or mythological allusions) in context; and Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. <p>Figures of speech are expressions that use words in a non-literal way to create an effect or convey a deeper meaning. They often involve comparisons (e.g., similes, metaphors), exaggerations (e.g., personification), or allusions (i.e., references to well-known stories or events). A literary allusion is a figure of speech that refers to a well-known work of literature. “She felt like she had entered the rabbit hole” refers to Lewis Carroll’s <i>Alice’s Adventures in Wonderland</i> and suggests that the situation she found herself in was strange and confusing, much like Alice’s experiences. A biblical allusion is a figure of speech that refers to a biblical story, character, or event. “It was a David and Goliath battle” suggests a battle between two very unequal opponents, but one where the weaker opponent could win (as in the biblical story). A mythological allusion is a figure of speech that refers to a character, story, or event from mythology. “It was a Herculean task” refers to the Greek myth of Hercules and suggests that the task was difficult and required great effort, just like the labors of Hercules. The target figure of speech should be embedded in a context-rich passage to avoid cultural or linguistic bias.</p>
Progression from Previous Grade	The Grade 6 standard focuses on interpreting figures of speech, including literary, biblical, and mythological allusions, in context. The Grade 7 standard remains the same, showing that students need additional time and practice to gain a deeper understanding of how authors use figurative language to convey meaning.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Identify figures of speech (e.g., literary, biblical, or mythological allusions) in grade-level text. DOK: 1	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Analyze figures of speech (e.g., literary, biblical, or mythological allusions) and how they affect the overall meaning of the text. DOK: 3
Possible Item Approaches		
<p>Students will identify a figure of speech (e.g., literary, biblical, or mythological allusions) in a literary or informational text.</p> <ul style="list-style-type: none"> Stems can ask students which sentence from the text includes figurative language or a particular type of figurative language. Stems may also be more general, asking which sentence uses a comparison or reference for a particular purpose. For example, “Which sentence uses a mythological reference to emphasize a point?” with the correct answer being “When they tried to accomplish the same feat on a larger scale, the scientists quickly found that they’d opened a Pandora’s box.” Distractors would be sentences with similar structure but without a mythological reference, such as “An error during a software update brought an abrupt end to the Viking 1 program.” 	<p>Students will interpret a figure of speech (e.g., literary, biblical, or mythological allusions) in a literary or informational text.</p> <ul style="list-style-type: none"> Stems can ask students to explain the author’s intended purpose when using figurative language, such as allusions. There should be context to help support the interpretation. For example: “In the passage, the author says, ‘Astronomers recently discovered a giant exoplanet in the constellation Orion, which they named Hercules. The exoplanet has a gravitational pull that is stunning.’ What are the astronomers most likely emphasizing by naming the exoplanet Hercules?” The correct answer would be, “Its powerful gravitational pull.” The distractors would include, “Its enormous size,” “Its importance in the constellation Orion,” etc. 	<p>Students will analyze a figure of speech (e.g., literary, biblical, or mythological allusions) and how it affects the overall meaning of a literary or informational text.</p> <ul style="list-style-type: none"> Stems can ask students to analyze a figure of speech from a text and how it affects the overall meaning of the text. If there isn’t context to support the figurative language in the passage, it can be briefly explained in the stem. For example, “This sentence is from the passage. ‘She continued to work on the project for the rest of her career with the focus of Captain Ahab.’ What does the reference to the stubborn, single-minded character Captain Ahab emphasize about the scientist?” The correct answer would be “Her determination to keep seeking a solution.” Distractors would be other characteristics about the scientist not emphasized by the allusion.

LA.7.V.2.b

Content Strand	Vocabulary
Anchor Standard	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Standard	LA.7.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicator	LA.7.V.2.b Determine the relationship between words (e.g., cause/effect, part/whole, item/category).
Central Aspects to Be Measured	<p>An item that fully measures LA.7.V.2.b asks students to:</p> <ul style="list-style-type: none"> Determine the relationship between words (e.g., cause/effect, part/whole, item/category). <p>A cause/effect relationship is when one word represents an action or event (the cause), and the other word represents the result or outcome of that action or event (the effect). For example, exercise (cause) and fitness (effect).</p> <p>A part/whole relationship is when one word represents a part of something, and the other word represents the whole thing. For example, leaf (part) and tree (whole).</p> <p>An item/category relationship is when one word represents a specific item, and the other word represents the broader category to which the item belongs. For example, rose (item) and flower (category).</p> <p>Technical language is subject-specific, Tier 3 vocabulary.</p> <p>The intent of this standard is for students to use their knowledge of word relationships (e.g., cause/effect, part/whole, item/category) to understand the meanings of words. Since knowledge of word relationships requires a deeper understanding of words, target words should be on or below grade level and embedded in a context-rich asset.</p>
Progression from Previous Grade	The Grade 6 standard focuses on determining the relationship between words (e.g., cause/effect, part/whole, item/category). The Grade 7 standard is identical, emphasizing that students are continuing to develop the ability to use word relationships to determine the meaning of words.

Achievement Level Descriptors		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Identify words that have relationships. DOK: 1	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Determine the relationship between words (e.g., cause/effect, part/whole, item/category). DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Use the relationship between words (e.g., cause/effect, part/whole, item/category) to better understand each of the words and construct meaning. DOK: 2
Possible Item Approaches		
<p>Students will identify words that have relationships.</p> <ul style="list-style-type: none"> Stems can ask students to identify on or below-grade-level words in a literary or informational text that have some type of relationship. Because context will be key to determining the intent of the word, sentences should be pulled from the text itself. For example, “Read this sentence from the passage. ‘Astronomers found a new star inside a massive galaxy far from Earth.’” The relationship can be stated in the stem and students must identify the words that demonstrate the relationship. For example, “Which word from the sentence is a part of a galaxy?” and the correct answer would be “star.” 	<p>Students will determine the relationship between words (e.g., cause/effect, part/whole, item/category).</p> <ul style="list-style-type: none"> Stems can ask students to determine the relationship between on or below-grade-level words in a literary or informational text. Because context will be key to determining the intent of the words, sentences should be pulled from the text itself. For example, “Read this sentence from the passage. ‘Astronomers found a new star that is part of a massive galaxy far from Earth.’ How are the words ‘star’ and ‘galaxy’ related?” The correct answer would be, “A star is one object within a galaxy.” The distractors would be incorrect relationships, such as, “A star is a type of galaxy.” 	<p>Students will use the relationship between words (e.g., cause/effect, part/whole, item/category) to better understand each of the words and construct meaning.</p> <ul style="list-style-type: none"> Stems can ask students to use the relationship between words to better understand each of the words and construct meaning. For example, “Read this sentence from the passage. ‘While a moon <u>orbits</u> the closest planet, moving in a circular path around them, a planet <u>revolves</u> around a star.’ How are the words <u>orbits</u> and <u>revolves</u> related? The correct answer would be, “They both show movement around another object.” The distractors would be incorrect relationships, such as, “They are both types of objects in space.” or “One describes something far away and the other something nearby.”

LA.7.V.2.c

Content Strand	Vocabulary
Anchor Standard	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Standard	LA.7.V.2 Interpret an author’s use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicator	LA.7.V.2.c Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic).
Central Aspects to Be Measured	<p>An item that fully measures LA.7.V.2.c asks students to both:</p> <ul style="list-style-type: none"> Identify the connotations and denotations of words; and Distinguish between the connotations of words with similar denotations. <p>The intent of this standard is for students to determine the shades of meanings among related words, distinguishing between their denotations, dictionary definitions, and connotations, or the emotional associations that a word has beyond its dictionary definition. One way of classifying the connotations of words is to identify whether the emotional association is positive, negative, or neutral. For example, if a character in a story is described as “polite,” students should be asked to consider what qualities the word “polite” suggests that words with similar denotations (e.g., courteous, respectful, diplomatic) do not. In this case, the author may be trying to show that the character is considerate and kind, which has a positive connotation, rather than words with similar denotations but different connotations (e.g., the more formal “courteous,” the very neutral “respectful,” or the less warm “diplomatic”).</p> <p>Since distinguishing nuanced meanings of words requires a deeper understanding of those words, target words should be at or below grade level and embedded in context.</p>
Progression from Previous Grade	The Grade 6 standard focuses on distinguishing between the connotations of words with similar denotations (e.g., economical, thrifty). The Grade 7 standard remains the same, though the examples given are slightly more advanced words (e.g., polite, diplomatic), showing that students continue to gain vocabulary each year.

Achievement Level		
Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 7, a student performing in Developing can likely: Identify the connotations (e.g., positive, negative, neutral) and denotations of words. DOK: 1	With a range of texts with text complexity commonly found in Grade 7, a student performing in On Track can likely: Distinguish between the connotations of words with similar denotations (e.g., polite, diplomatic). DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 7 and Grade 8, a student performing in Advanced can likely: Apply knowledge of the connotations of complex words with similar denotations (e.g., meticulous, selective) to create meaning or understand the text. DOK: 2
Possible Item Approaches		
<p>Students will identify the connotations (e.g., positive, negative, neutral) and denotations of words in a literary or informational text.</p> <ul style="list-style-type: none"> Stems can ask students to identify the connotations and denotations of on or below-grade-level words in a literary or informational text. Because context will be key to determining the intent of the word, sentences should be pulled from the text itself. For example, “Read this sentence from the passage. ‘Astronomers recently made an amazing discovery of a new nebula, a giant cloud of gas and dust in space.’ Which word in the sentence <u>most</u> suggests a positive feeling?” The options would be: recently, amazing (correct answer), new, and giant. 	<p>Students will distinguish between the connotations of words with similar denotations in a literary or informational text.</p> <ul style="list-style-type: none"> Stems can ask students to distinguish between the connotations of on or below-grade-level words in a literary or informational. For example: “Read this sentence from the passage. ‘Astronomers recently made an <u>amazing</u> discovery of a <u>fascinating</u> nebula, a giant cloud of gas and dust in space.’ What do the words <u>amazing</u> and <u>fascinating</u> show in the sentence?” The correct answer would be, “Amazing suggests something remarkable, and fascinating suggests something interesting.” A plausible distractor would be, “Amazing suggests something exciting, and fascinating suggests something 	<p>Students will apply knowledge of the connotations of complex words with similar denotations to create meaning in a literary or informational text.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track, but Advanced items must use more complex words, meaning words that are slightly above grade level. Another way of applying knowledge to create meaning or understand the text would be to replace the target words with similar denotations with words that more clearly reflect their connotation in context, showing that students understand the text and how word choice creates meaning. For example, “Read this sentence from the passage. ‘Astronomers conducted a highly <u>sophisticated</u> analysis

	<p>shocking.” The distractor is based on connotations of words with similar denotations (e.g., exciting is a connotation of the word “spectacular,” shocking is a connotation of the word “incredible”).</p> <ul style="list-style-type: none"> • Another approach would be to use a Gap Match item format and ask students to move the correct connotation next to each word in a table. In this case, the four answer options provided in the toolbox could be: something remarkable (correct answer for “amazing”), something interesting (correct answer for “fascinating”), something shocking (connotation for “incredible”), and something delightful (connotation for “Enchanting”). 	<p>of a newly discovered galaxy, uncovering <u>intricate</u> details about its structure and composition.’ Which words best show the meaning of <u>sophisticated</u> and <u>intricate</u> as they are used in the sentence?” The correct answer would be, “advanced; complicated,” while plausible distractors would be based on incorrect connotative meanings of the words, such as “Elegant; decorative.”</p>
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Item Specifications for Writing Standards

DRAFT

LA.7.W.1.a

Content Strand	Writing		
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.		
Standard	LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.		
Indicator	LA.7.W.1.a Apply knowledge of rules for capitalization.		
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.1.a asks students to:</p> <ul style="list-style-type: none">• Apply knowledge of rules for capitalization. <p>The rules for capitalization include:</p> <ol style="list-style-type: none">1) Capitalizing the first word of a sentence2) Capitalizing proper nouns (e.g., names of people, places, and specific things)3) Capitalizing titles when used with names (e.g., Mr., Mrs., Dr.)4) Capitalizing days of the week, months, and holidays5) Capitalizing the pronoun “I”6) Capitalizing the first word in a direct quotation7) Capitalizing the names of specific courses (e.g., History 101, Algebra II)8) Capitalizing the names of historical events and periods (e.g., the Renaissance, World War II)9) Capitalizing the names of organizations, institutions, and government bodies (e.g., the United Nations, Harvard University)10) Capitalizing the names of planets and celestial bodies (e.g., Mars, the Milky Way).		
Progression from Previous Grade	The Grade 6 standard focuses on applying knowledge of rules for capitalization. The Grade 7 standard is identical, showing that students are still working on applying this important writing skill.		
Achievement Level Descriptors			
Developing		On Track	Advanced

Apply knowledge of some of the rules for capitalization (e.g., proper nouns, titles, sentence beginnings). DOK: 1	Apply knowledge of rules for capitalization. DOK: 1	Consistently apply knowledge of rules for capitalization. DOK: 1
Possible Item Approaches		
<p>Students will apply knowledge of some rules of capitalization.</p> <ul style="list-style-type: none"> Stems can ask students to identify examples of correct capitalization. Items for this standard can be presented without an asset, as context is unnecessary to assess the skill. Stems can simply ask, “Which sentence is correctly capitalized?” The options should be variations of the same sentence. Also, in keeping with the spirit of the ALD, items should require the application of more common capitalization rules, such as capitalization of names, proper nouns, or titles. For example, “A team led by Dr. Lamia Mowlam, an astronomer at Wellesley College, discovered a newly-forming galaxy called ‘Firefly Sparkle.’” (correct answer), with distractors such as, “A team led by Dr. Lamia Mowlam, an Astronomer at Wellesley college, discovered a newly-forming galaxy called ‘Firefly Sparkle,’” etc. 	<p>Students will apply knowledge of rules for capitalization.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for Developing, but items for On Track can ask students to apply all capitalization rules and use less common examples. As in Developing, the item should be presented without an asset, as context is unnecessary to assess the skill. Stems can simply ask, “Which sentence is correctly capitalized?” The options do not need to be variations of the same sentence as in Developing, and they can include examples of multiple capitalization rules or errors. For example, the correct answer might be, “Dr. Maria Mitchell, an astronomer at Vassar College, made significant contributions to our understanding of comets.” Distractors might include: “Several Astronomers at NASA discovered a new galaxy using the James Webb space telescope,” and “Scientists at the European Space agency are studying the effects of microgravity on Human health.” 	<p>Students will consistently apply knowledge of rules for capitalization.</p> <ul style="list-style-type: none"> Stems can ask students to apply all capitalization rules, and a Multi-select or technology-enhanced item type can be used to assess consistent application of capitalization rules. For example, a Gap Match item can be used that asks students to move correctly and incorrectly capitalized titles, phrases, and sentences into a clearly labeled chart. Alternatively, students can be presented with a short stimulus text with multiple opportunities to choose between options, with the correct answer demonstrating correct capitalization. For example, the stimulus might read “On October 21, 2025, Comet C/2025 A6, also called _____ (Lemmon / lemmon), will make its closest approach to _____ (Earth / earth) and will be visible in the _____ (Northern hemisphere / Northern Hemisphere).” Additionally, options for any type of item can include more complex or less common words or phrases to be capitalized. For example, an option might include the name “Hale-Bopp Comet,” which is capitalized irregularly because of the hyphenated name, or a long title such as “The Journey of Comet Stardust: A Magical Adventure Through the Cosmos.”

LA.7.W.1.b

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicator	LA.7.W.1.b Use a comma to separate coordinate adjectives.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.1.b asks students to:</p> <ul style="list-style-type: none"> • Use a comma to separate coordinate adjectives. <p>A coordinate adjective is an adjective that equally modifies a noun and is used alongside another adjective. These adjectives are of equal importance and can be rearranged without changing the meaning of the sentence.</p> <p>A comma is used to separate coordinate adjectives when they appear in a series before a noun. A comma is placed between the adjectives to clarify that each one independently describes the noun. For example, “The bright, sunny day lifted everyone’s spirits.” In this example, “bright” and “sunny” are coordinate adjectives describing “day.”</p>
Progression from Previous Grade	The Grade 6 standard focuses on using different types of punctuation (e.g., commas, parentheses, and dashes) to set off non-restrictive clauses. The Grade 7 standard progresses to using a comma to separate coordinate adjectives, showing that students are continuing to learn about various uses of commas.

Achievement Level Descriptors		
Developing	On Track	Advanced
Use a comma to separate coordinate adjectives in simple sentences . DOK: 1	Use a comma to separate coordinate adjectives . DOK: 1	Consistently use a comma to separate coordinate adjectives. DOK: 1
Possible Item Approaches		
<p>Students will use commas to separate coordinate adjectives in simple sentences.</p> <ul style="list-style-type: none"> Stems can ask students to use commas to separate coordinate adjectives in simple sentences. Because context is unnecessary, there is no need to have a stimulus sentence. Instead, items can simply ask, “Which sentence uses commas correctly?” The options would be four versions of the same sentence. For example, the options might include: “The bright, colorful nebula and the vast, mysterious galaxy were stunning sights in the night sky.” (correct answer), “The bright colorful nebula and the vast, mysterious galaxy were stunning sights in the night sky,” “The bright, colorful nebula and the vast mysterious galaxy were stunning sights in the night sky,” etc. Alternatively, the options could present four different sentences that have coordinate adjectives and ask students to identify the one that uses commas correctly. 	<p>Students will use a comma to separate coordinate adjectives.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for Developing, but the sentences do not need to be simple, nor do the options need to be the same sentence repeated with different errors. 	<p>Students will consistently use a comma to separate coordinate adjectives.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track. However, in order to assess consistent use, items for Advanced should require students to demonstrate the correct use of commas to separate coordinate adjectives in more than one sentence. For example, Multi-select items could present students with five sentences that include coordinate adjectives, some punctuated correctly, and others punctuated incorrectly, and students would have to choose two correct answers.

LA.7.W.1.c

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicator	LA.7.W.1.c Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative).
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.1.c asks students to do one or more of the following:</p> <ul style="list-style-type: none"> • Distinguish between and use types of clauses (e.g., noun, relative, adverbial); or • Distinguish between and use types of modifiers (e.g., misplaced and dangling); or • Distinguish between and use types of adjectives (e.g., coordinate and cumulative). <p>A clause is a group of words that contains a subject and a predicate. A noun clause is a dependent clause that functions as a noun within a sentence. For example, “What she said” in the sentence “What she said was surprising.”</p> <p>A relative clause is a dependent clause that modifies a noun or pronoun, often introduced by relative pronouns like “who,” “which,” or “that.” For example, “who is my friend” in the sentence “The girl who is my friend is coming over.”</p> <p>An adverbial clause is a dependent clause that functions as an adverb, modifying a verb, adjective, or another adverb and often answering questions like “when,” “where,” “why,” or “how.” For example, “because it was raining” in the sentence “We stayed inside because it was raining.”</p> <p>A modifier is a word, phrase, or clause that provides a description in a sentence. A misplaced modifier is a word or phrase that is not placed correctly in relation to the word it modifies, leading to confusion. For example, “She almost drove her kids to school every day” (suggests she almost did it but didn’t, instead of she did it most days). A dangling modifier is a word or phrase that does not clearly and logically modify any word in the sentence. For example, “Having finished the assignment, the TV was turned on” (suggests the TV finished the assignment).</p> <p>An adjective is a word that describes or modifies a noun. Coordinate adjectives are adjectives of equal importance that independently modify a noun and are separated by commas. For example, “The long, winding road.” Cumulative adjectives are adjectives that build upon each other to modify a noun and are not separated by commas. For example, “The three large wooden boxes.”</p>
Progression from Previous Grade	The Grade 6 standard (LA.6.W.1.f) focuses on distinguishing between and using different types of phrases, such as prepositional and appositive phrases. The Grade 7 standard progresses to distinguishing between and using types of clauses, modifiers, and adjectives. This progression shows that students are becoming more sophisticated in their understanding of grammar.

Achievement Level Descriptors		
Developing	On Track	Advanced
Identify and/or use types of clauses, modifiers, and adjectives. DOK: 1–2	Distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative). DOK: 2	Consistently distinguish between and use types of clauses (e.g., noun, relative, adverbial), modifiers (e.g., misplaced and dangling), and adjectives (coordinate and cumulative). DOK: 2
Possible Item Approaches		
<p>Students will identify and/or use types of clauses, modifiers, and adjectives.</p> <ul style="list-style-type: none"> Stems can ask students to identify and/or use types of clauses, modifiers, and adjectives. Because context is unnecessary, there is no need to have a stimulus sentence. Instead, items can simply ask, “Which sentence includes an independent/dependent/ noun/adjective/adverbial clause?” The options would be four sentences, one with the tested clause type and three without. For example, to test noun clauses, the options would be: “What is being discovered in space is interesting” (correct answer), “Astronomers discovered a new exoplanet orbiting a distant star,” “What is happening with the Hubble Space Telescope?” and “I learned that astronomers think there is much more to be discovered.” Alternatively, stems can ask students to show understanding of the correct use of clauses, modifiers, and adjectives. For example, “Which sentence shows the word <u>carefully</u> used correctly?” The options would be: “The astronomer <u>carefully</u> observed the distant stars through the telescope” (correct answer), “The astronomer observed <u>carefully</u> the distant stars through the telescope,” “The astronomer observed the distant stars through the telescope <u>carefully</u>,” and “The astronomer observed the distant stars through the <u>carefully</u> powerful telescope.” 	<p>Students will distinguish between and use types of clauses, modifiers, and adjectives.</p> <ul style="list-style-type: none"> Stems can ask students to distinguish between and use types of clauses, modifiers, and adjectives. For example, to assess cumulative vs. coordinate adjectives, “Which sentence uses two adjectives that work together to modify a noun and are placed in the correct order?” The options would be: “The astronomer discovered a giant ancient planet” (correct answer), “The astronaut saw a shiny, bright star,” “The telescope revealed a powerful large galaxy,” and “The rover explored a rocky small moon.” 	<p>Students will consistently distinguish between and use types of clauses, modifiers, and adjectives.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track. However, in order to assess consistent use, items for Advanced should require students to distinguish between and use types of clauses, modifiers, and adjectives in more than one sentence. For example, Multi-select items could present students with five sentences that include modifiers, some written correctly, and others either misplaced or dangling, and students would have to choose two correct answers.

LA.7.W.1.d

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicator	LA.7.W.1.d Use a variety of prepositional and appositive phrases in sentences and paragraphs.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.1.d asks students to:</p> <ul style="list-style-type: none"> • Use a variety of prepositional phrases in sentences and paragraphs; or • Use a variety of appositive phrases in sentences and paragraphs. <p>Prepositional phrases are groups of words that begin with a preposition and provide additional information about time, location, or direction. For example, “Between the towering skyscrapers” or “Across the bustling marketplace.”</p> <p>Appositive phrases are groups of words that rename or provide more information about a noun. For example, “The Eiffel Tower, <u>a symbol of Paris</u>, attracts millions of tourists every year.” or “The Amazon River, <u>the longest river in the world</u>, flows through several South American countries.”</p>
Progression from Previous Grade	The Grade 6 standard (LA.6.W.1.f) focuses on distinguishing between and using different types of phrases, such as prepositional and appositive phrases. The Grade 7 standard progresses to using a variety of prepositional and appositive phrases in sentences and paragraphs. This progression shows that students are expected to apply their knowledge of grammar to writing tasks.
Achievement Level Descriptors	

Developing	On Track	Advanced
Use some prepositional and/or appositive phrases in sentences and/or paragraphs. DOK: 1–2	Use a variety of prepositional and appositive phrases in sentences and paragraphs. DOK: 1–2	Consistently use a variety of prepositional and appositive phrases in sentences and paragraphs. DOK: 1–2
Possible Item Approaches		
<p>Students will use some prepositional and/or appositive phrases in sentences and/or paragraphs.</p> <ul style="list-style-type: none"> Stems can ask students to use basic prepositional and/or appositive phrases in sentences and/or paragraphs, focusing on correct placement. No asset is required, as context is not needed to determine correct use. The options should be four versions of the same sentence. For example, “Which version of the sentence is written correctly?” The correct answer would be “Scientists discovered a new exoplanet in a distant galaxy that may have conditions that would support life.” Distractors would be “In a distant galaxy, scientists discovered a new exoplanet that may have conditions that would support life,” “Scientists in a distant galaxy discovered a new exoplanet that may have conditions that would support life,” etc. The same approach can be used to test the correct placement of appositive phrases, showing that students understand how they provide additional information in sentences. 	<p>Students will use a variety of prepositional and appositive phrases in sentences and paragraphs.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for Developing but represent usage going beyond the basic or most familiar. Alternately, stems can ask students to use a variety of prepositional and appositive phrases in sentences and/or paragraphs. Students could be given a short stimulus to help them determine which prepositional or appositive phrases belong in the blanks. In a Gap Match item, for example, students would choose phrases from the toolbox and move them into the correct blanks. The stimulus might read: “On Mars, rovers found signs _____, showing water once flowed there _____. With this discovery, researchers are hopeful _____ of finding microbial life on the Red Planet. And the list of prepositional phrases in the toolbox would include “of ancient rivers,” “in the distant past,” “about the possibility.” The item instructions would say, “Move each prepositional phrase to the correct place in the paragraph.” The same approach can be used to test appositives. 	<p>Students will consistently use a variety of prepositional and appositive phrases in sentences and paragraphs.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track, but usage is more sophisticated or more sentences should be provided in the stimulus. Advanced items can assess both prepositional and appositive phrases.

LA.7.W.1.e

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.7.W.1 Create grammatically correct multi-paragraph compositions with varied sentence structures.
Indicator	LA.7.W.1.e Identify and revise fragments and run-on sentences and inappropriate shifts in verb tenses.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.1.e asks students to do one or more of the following:</p> <ul style="list-style-type: none"> • Identify and revise fragments; or • Identify and revise run-on sentences; or • Identify and revise inappropriate shifts in verb tenses. <p>A fragment is a group of words that does not form a complete sentence because it is missing a subject, a verb, or a complete thought. For example, “Because I was tired.”</p> <p>A run-on sentence is a sentence in which two or more independent clauses are joined without proper punctuation or conjunctions. For example, “They were hungry they ordered a pizza.”</p> <p>An inappropriate shift in verb tense is when a writer changes verb tenses within a sentence or paragraph in a way that confuses the reader. This can make the writing unclear and difficult to follow. For example, “We were watching a movie and suddenly the power goes out.” Here, the verb tense shifts from past tense “were watching” to present tense “goes out.”</p>
Progression from Previous Grade	The Grade 6 standard (LA.6.W.1.g) focuses on identifying and revising fragment and run-on sentences and inappropriate shifts in verb tenses. The Grade 7 standard remains the same, showing that students can benefit from working on these writing skills for another year.

Achievement Level Descriptors		
Developing	On Track	Advanced
Identify fragments and run-on sentences and/or inappropriate shifts in verb tenses. DOK: 1	Identify and revise fragments and run-on sentences and inappropriate shifts in verb tenses. DOK: 1–2	Consistently revise fragments and run-on sentences and inappropriate shifts in verb tenses. DOK: 1–2
Possible Item Approaches		
<p>Students will identify fragments, run-on sentences, and/or inappropriate shifts in verb tenses.</p> <ul style="list-style-type: none"> Stems can ask students to identify the incomplete sentence (fragment), run-on sentence, or sentence showing an inappropriate shift in verb tense among four options. Because context is unnecessary, there is no need to have a stimulus sentence. For example, “Which sentence includes an error in verb tense?” The options would be: “Scientists found a new exoplanet recently,” “The Mars rover discovers signs of ancient rivers fairly often,” “Astronomers have heard signals from a distant galaxy,” “A telescope reveals a black hole last year” (correct answer). If the item addresses sentence fragments, all options should be capitalized and punctuated as though they are complete sentences. When assessing shifts in verb tense, the stem should ask a general question such as “Which sentence uses verbs correctly?” or “Which sentence includes an error in verb tense?” 	<p>Students will identify and revise fragments, run-on sentences, and/or inappropriate shifts in verb tenses.</p> <ul style="list-style-type: none"> Stems can ask students to revise a fragment, run-on sentence, or inappropriate shift in verb tense. A short stimulus should be provided, such as, “The astronomer looked through the telescope and sees a surprising view.” The question would ask, “Which sentence fixes the error in verb tense?” The correct answer would be, “The astronomer looked through the telescope and saw a surprising view.” 	<p>Students will consistently revise fragments, run-on sentences, and inappropriate shifts in verb tenses.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track, but to assess “consistently,” items should ask students to make multiple revisions. For example, a Multi-select item could ask students to select the revisions that are needed to correct a given error throughout a brief paragraph. “Select the three revisions that would correct inappropriate shifts in verb tense in the passage.” Correct answers would be “Change like to likes in sentence 1,” etc.

LA.7.W.3.a

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.
Indicator	LA.7.W.3.a Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view; organize an event sequence that unfolds naturally and logically.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.3.a asks students to do one or more of the following:</p> <ul style="list-style-type: none"> • Engage and orient the reader by establishing a context; or • Introduce a narrator and/or character(s), establishing and maintaining a point of view; or • Organize an event sequence that unfolds naturally and logically. <p>In narrative writing, engaging and orienting the reader means capturing the reader’s interest and helping them understand the setting, characters, and situation, or context, right from the beginning. A well-developed context provides more detailed and nuanced background information, adding depth and complexity to the story.</p> <p>Introducing a narrator and/or characters means giving enough details about who they are and what they are like for the reader to understand their roles in the story.</p> <p>The point of view is the vantage point from which the story is told. It can be first person (using “I” or “we”), second person (using “you”), or third person (using “he,” “she,” “they,” or a character’s name). Establishing and maintaining a point of view means consistently presenting the story from the chosen point of view, ensuring that the pronouns, narrative voice, and focus remain clear and coherent.</p> <p>Finally, organizing an event sequence means arranging the events of the story in a way that makes sense to the reader. This helps the story flow smoothly and ensures that the reader can follow the progression of events naturally.</p>

Progression from Previous Grade	The Grade 6 standard focuses on engaging and orienting the reader by establishing a context and introducing a narrator and/or character(s) and point of view, as well as organizing an event sequence that unfolds naturally and logically. The Grade 7 standard progresses to establishing and maintaining a point of view. This progression shows that students are expected to maintain more consistent control of point of view throughout their writing.	
Achievement Level Descriptors		
Developing	On Track	Advanced
Establish a context and introduce a narrator and/or character(s) and a point of view; organize an event sequence that unfolds somewhat naturally and logically. DOK: 2	Engage and orient the reader by establishing a context and introducing a narrator and/or character(s), establishing and maintaining a point of view; organize an event sequence that unfolds naturally and logically. DOK: 2–3	Skillfully engage and orient the reader by creating a well-developed context, narrator and/or character(s), establishing and maintaining a point of view; organize a compelling event sequence that unfolds naturally and logically. DOK: 3
Possible Item Approaches		
Students will establish a context, introduce a narrator/character(s), or a point of view; or students will organize an event sequence that unfolds somewhat naturally and logically. <ul style="list-style-type: none">Stems can present an incomplete paragraph and ask which sentence would logically come next in the story. The correct answer would describe a logical next event, while the distractors would be sentences that do not follow from the given excerpt. Incorrect answers might give a premature sense of closure to the story, restate the situation, or be so vague that they fail to hint at any	Students will engage and orient the reader by establishing a context, introducing a narrator/character(s), or establishing and maintaining a point of view; or students will organize an event sequence that unfolds naturally and logically. <ul style="list-style-type: none">Alternatively, stems can ask students to replace a sentence or add a new sentence to the stimulus in a way that would best organize an event sequence that unfolds naturally and logically.To assess students’ ability to maintain a point of view, students could be provided with an excerpt and then asked to select a sentence that	Students will engage and orient the reader by creating a well-developed context, introducing a narrator/character(s), or establishing and maintaining a point of view; or students will organize a compelling event sequence that unfolds naturally and logically. <ul style="list-style-type: none">Stems can be similar to the item approach for On Track that requires students to add a new sentence to a provided stimulus. However, the correct answer for Advanced items needs to be the one that best develops the context through more sophisticated descriptions, more

<p>future events. For example, the correct answer would be, “Juan lifted the lid to uncover a collection of old photographs and letters.” Plausible distractors could be, “Juan and his friends had plans to go to the local pool later that afternoon” or “Juan thought back on all he had learned from his adventure.”</p> <ul style="list-style-type: none"> • This standard can also be assessed with a constructed response item, where students produce a sentence to add to a given writing sample. For example, “Write a sentence that could go in the blank to explain where Juan and his friends are.” 	<p>maintains that point of view. For example: “Read the sentences from a student’s writing. ‘One sunny afternoon, Juan and his friends decided to explore the old, abandoned house at the edge of their neighborhood. After wandering through the house’s secret passages and hidden rooms, _____.’ Which words should be added to the sentence to maintain the writer’s point of view?” The correct answer would be the option that maintains the point of view, including the third-person pronouns, narrative voice, and focus, such as, “they discovered an old dusty chest in the attic, just waiting to be opened.” A plausible distractor would shift from third-person to first-person pronouns and shift away from the narrative voice and story’s focus on an exciting discovery, such as, “we found an old chest that was so dusty it made me cough and squeeze my eyes shut.”</p> <ul style="list-style-type: none"> • This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Add 1–2 new sentences to the story that show the events that are likely to follow.” 	<p>precise details, or a more nuanced point of view.</p> <ul style="list-style-type: none"> • For items assessing the ability to organize a compelling sequence of events, the correct answer should be the sentence that builds suspense or draws the reader in, while incorrect answers would be sentences that fit into the narrative but do not advance the plot in a compelling way. • This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Add 1–2 new sentences to the story that clearly show what will happen next.”
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LA.7.W.3.b

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.
Indicator	LA.7.W.3.b Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.3.b asks students to:</p> <ul style="list-style-type: none"> • Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and/or conflicts. <p>The intent of this standard is for students to use various literary techniques in narrative writing. Writers use these techniques to make the characters, events, settings, and conflicts in their narratives more vivid and exciting.</p> <p>Dialogue is the conversation between characters in a story. It helps to reveal their personalities, thoughts, and feelings. For example, “Liam glanced nervously at the darkening sky. ‘We need to find shelter before the storm hits,’ he urged. ‘I know a place,’ Maya responded, her voice steady despite the rising wind.”</p> <p>Pacing is the speed at which a story unfolds. It can create suspense, excitement, or a sense of calm. For example, “The gentle breeze rustled the leaves, creating a soothing rhythm that calmed her racing thoughts.”</p> <p>Description is the use of detailed language to create vivid images in the reader’s mind. It helps to bring the story’s settings, characters, and events to life. For example, “The bustling market was alive with vibrant colors and the sounds of vendors calling out their wares.”</p>
Progression from Previous Grade	The Grade 6 standard focuses on using literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts. The Grade 7 standard remains the same, showing that students can benefit from working on these writing skills for another year.

Achievement Level Descriptors		
Developing	On Track	Advanced
Use some literary techniques to develop characters, events, setting, and/or conflicts. DOK: 2	Use literary techniques (e.g., dialogue, pacing, description) to develop characters, events, settings, and conflicts. DOK: 2–3	Purposefully use literary techniques (e.g., dialogue, pacing, description) to develop complex characters, events, settings, and conflicts. DOK: 3
Possible Item Approaches		
<p>Students will use some literary techniques such as dialogue and description to develop characters, events, settings, and/or conflicts. (Pacing should not be assessed since it is a more advanced technique.)</p> <ul style="list-style-type: none"> Stems can ask students to identify which description or line of dialogue would best help the reader understand a character, an event, the setting, or the main conflict in a story. The options can be descriptive sentences or examples of dialogue. Alternatively, in a technology-enhanced item, students may be given two options to choose from for each blank, with the correct answer providing a more detailed description. For example, “One sunny afternoon, Juan and his friends decided to explore the _____ (ancient abandoned / really big old) house at the edge of their neighborhood. After 	<p>Students will use literary techniques such as dialogue, pacing, or description to develop characters, events, settings, and/or conflicts.</p> <ul style="list-style-type: none"> Stems can be similar to the item approaches for Developing, but the items should ask students to choose between more precise descriptions or make writerly choices about character or plot development. For example, “Which description could be added to the story to show how Juan feels about exploring the house?” The correct answer would be: “Juan’s heart pounded as he and his friends tiptoed through the creaky front door.” All distractors should be related to the story, but they should be less precise (e.g., “Juan was curious about what was inside the house.”) or not in keeping with the character or situation presented in the rest of the stimulus (e.g., “Juan laughed and pulled out his 	<p>Students will use advanced literary techniques to develop complex characters, events, settings, and/or conflicts.</p> <ul style="list-style-type: none"> Stems can be similar to the item approaches for On Track. However, Advanced items should ask students to focus on adding to the complexity of characters, events, settings, or conflicts. To assess purposeful use, the answer options might include a range of literary techniques (e.g., dialogue, pacing, description), with students choosing the one that best accomplishes the writing goal given in the stem.

<p>wandering through the house's _____ (several long / spooky, twisted) secret passages and hidden rooms, they discovered an old chest in the attic."</p>	<p>phone to take a selfie in front of the door."). Instead of description, stems could ask for a line of dialogue. A correct answer might be, "'Come on,' whispered Juan. 'I can't wait to see what's inside this place!'" while a plausible distractor could be, "'Maybe we should come back tomorrow,' said Juan. 'It's getting late.'"</p> <ul style="list-style-type: none"> • To assess the use of pacing, items might provide an excerpt and ask, "How should the writer continue the story to show that events are happening quickly?" or another student-friendly description of pacing (e.g., happening slowly). Answer options would be short or long sentences that clearly show the desired pacing. For example, sentences that show a quick pace might read, "Juan jumped. 'What was that?' he cried. It was a bat!" while a sentence showing a slow pace could read, "Juan and his friends pulled the creaky door open, cautiously peering into the shadows of the house's front hall and taking a small, hesitant step into the doorway." 	
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LA.7.W.3.c

Content Strand	Writing		
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.		
Standard	LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.		
Indicator	LA.7.W.3.c Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another.		
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.3.c asks students to:</p> <ul style="list-style-type: none">Use a variety of transitional words and/or phrases to signal shifts from one character, time frame, or setting to another. <p>The intent of this standard is for students to use varied transitional words and phrases to signal shifts between characters, events, and settings, making the narrative clearer and easier to understand.</p> <p>Common and more sophisticated transitional words and phrases at this grade include “Simultaneously,” “Moments later,” “Afterward,” “Earlier that day,” “In a different part of,” “Elsewhere,” “On the horizon,” “Without warning,” “As the day progressed,” and “Regarding.” Greater variety in words and phrases can be accomplished by making them more specific to the story (e.g., “Moments later, as the moon rose;” “Earlier that day, the sky had been clear and blue;” “Elsewhere, in a quiet corner of the library;” “Without warning, a loud crash echoed through the house;” “Regarding the upcoming science fair”).</p>		
Progression from Previous Grade	The Grade 6 standard focuses on using a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another. The Grade 7 standard is identical, suggesting that students are continuing to develop this skill in their writing.		
Achievement Level Descriptors			
Developing		On Track	Advanced

Use some transitional words and phrases to identify shifts from one character, time frame, or setting to another. DOK: 1	Use a variety of transitional words and phrases to signal shifts from one character, time frame, or setting to another. DOK: 1–2	Consistently use a variety of effective transitional words and phrases to signal complex shifts from one character, time frame, or setting to another. DOK: 2
Possible Item Approaches		
<p>Students will use some transitional words and/or phrases to identify shifts from one character, time frame, or setting to another.</p> <ul style="list-style-type: none"> Stems can ask students to identify which transitional word or phrase would show a shift in character, time frame, or setting. For example, students read the following sentences: “One sunny afternoon, Juan and his friends decided to explore the abandoned house at the edge of their neighborhood. _____ they walked cautiously up the porch steps, opened the door, and walked in. After wandering through the house’s secret passages and hidden rooms, they discovered an old chest in the attic.” Students are then asked, “Which word or phrase best connects the two sentences in this story?” with the correct answer being “Soon,” and the distractors being other transitional words that do not show a logical shift in time (e.g., “At Juan’s house,” “Meanwhile,” “Without warning”). 	<p>Students will use a variety of transitional words and/or phrases to signal shifts from one character, time frame, or setting to another.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for Developing, but items should ask students to choose between more precise transitional words/phrases to connect two sentences. For example, students read the following sentences: “One sunny afternoon, Juan and his friends decided to explore the abandoned house at the edge of their neighborhood. _____ they walked cautiously up the porch steps, opened the door, and walked in. After wandering through the house’s secret passages and hidden rooms, they discovered an old chest in the attic.” Then students are asked, “Which word or phrase best connects the two sentences?” with the correct answer being “When they arrived,” and the distractors being other transitional words that do not show a logical shift in time or setting (e.g., “Before they left,” “In an instant,” “Late that night”). Distractors for On Track can require a closer analysis of shifts between characters, times, or settings than distractors for Developing. 	<p>Students will consistently use a variety of effective transitional words and/or phrases to signal complex shifts from one character, time frame, or setting to another.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track, but items should ask students to choose between traditional vs. more sophisticated transitions. Examples of more sophisticated transitions could include “Ultimately,” “Subsequently,” “Indeed,” “In fact,” “Thus,” “On the horizon,” “Moments later,” “Earlier that day.” To assess consistent use, items for the Advanced ALD should ask students to connect multiple sentences in a longer stimulus. For example, in a technology-enhanced item, students may be given two options to choose from for each blank, with the correct answer being the more effective transitional word or phrase.

LA.7.W.3.d

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.
Indicator	LA.7.W.3.d Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.3.d asks students to do one or more of the following:</p> <ul style="list-style-type: none"> • Use precise words and phrases to express personal or narrative voice; or • Use descriptive/sensory details to express personal or narrative voice; or • Use figurative language to express personal or narrative voice. <p>Precise words and phrases in narrative writing are specific and clear words that help provide detailed and accurate descriptions. Descriptive details are words that help paint a picture of the story in the reader’s mind. Together, they help make the writing more vivid by providing exact details (e.g., “The sleek, black sports car roared to life with a thunderous growl.”) rather than vague descriptions (e.g., “The car started.”). Sensory details are descriptions that appeal to the five senses (sight, sound, smell, taste, touch). They help the reader experience the story more vividly. For example, “The tangy taste of lemonade refreshed me on the scorching summer day.” Figurative language refers to words and expressions that are different from their literal meanings and are used to create a special effect or feeling in writing. “The night was a velvet curtain,” is an example of a metaphor, which could be used to create a sense of mystery, comfort, or the idea of the world being hidden from view.</p>
Progression from Previous Grade	The Grade 6 standard focuses on using precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice. The Grade 7 standard remains the same, showing that students can benefit from working on these writing skills for another year.

Achievement Level Descriptors		
Developing	On Track	Advanced
Use some words and/or phrases, descriptive/sensory details, and/or figurative language to express personal or narrative voice. DOK: 1–2	Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice. DOK: 1–2	Consistently and effectively use precise words and phrases, descriptive/sensory details, and figurative language to express engaging personal or narrative voice. DOK: 2
Possible Item Approaches		
Students will use some words/phrases, descriptive/sensory details, and/or figurative language to express personal or narrative voice. • Stems can ask students to identify which word/phrase, descriptive/sensory detail, or piece of figurative language would best expresses the personal or narrative voice in the story. In a technology-enhanced item, students may be given two options to choose from for each blank in a provided stimulus. For example, “One afternoon, Juan and his friends decided to explore the old, abandoned house at the edge of their neighborhood. They walked up the porch steps like _____ (spies sneaking through the shadows / they were afraid of being caught), opened the door, and walked in. After wandering through the house’s secret passages, they discovered an old chest _____ (crouching like a guard dog / on the floor near the window) in the attic.”	Students will use precise words/phrases, descriptive/sensory details, and/or figurative language to express personal or narrative voice. • Stems can be similar to the item approach for Developing, but the items should ask students to choose between more precise words, phrases, sentences, or figurative language to express personal or narrative voice. For example, “One afternoon, Juan and his friends decided to explore the old, abandoned house at the edge of their neighborhood. They walked cautiously up the porch steps _____ (as quietly as mice / like spies sneaking through the shadows). They opened the door, which _____ (let out a long, low creak/ sighed as though a ghost was drifting past), and walked in.”	Students will consistently and effectively use precise words/phrases, descriptive/sensory details, and/or figurative language to express engaging personal or narrative voice. • Stems can be similar to the item approach for On Track, but they should ask students to focus on consistently and effectively using language to express an engaging personal or narrative voice. To assess consistent use, items for the Advanced ALD should require students to make writerly choices in more than one sentence, likely through a technology-enhanced item. Correct answers should use creative, unusual, or especially precise figurative or descriptive language, while incorrect answers would be more common, general, or trite phrases. For example, the beginning of the stimulus might read, “One afternoon, Juan and his friends decided to explore the old, abandoned house at the edge of their neighborhood. They walked cautiously up the porch steps, opened the door, and walked in. After wandering through the house’s secret passages and hidden rooms, they discovered an old chest in the attic. _____.” The item would then ask students to, “Move the sentences that best express the narrator’s voice into the story,” with the correct answer for this first blank being, “Entering the house felt like the start of a roller coaster ride, terrifying but thrilling.” The distractors would be less creative or precise examples of narrative voice, such as, “Juan felt a tingle of excitement like a kid in a candy store.” Then the story would continue, and students would have to make a similar writerly choice for the next blank.

LA.7.W.3.e

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.3 Write in a variety of literary forms to convey real or imagined experiences or events in which the development and structure are appropriate to the task, purpose, and audience.
Indicator	LA.7.W.3.e Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.3.e asks students to:</p> <ul style="list-style-type: none"> • Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events. <p>A conclusion is the end of a piece of writing and should provide the reader with a sense of closure. In narrative writing, the literary experiences or events are the central moments that the story focuses on. These experiences or events are often the most exciting, emotional, or significant part of the narrative, and they are what drives the plot forward. For example, it might be an adventure, a challenge, a discovery, or any other meaningful experience or event the characters encounter. An effective conclusion to a narrative is clearly related to and appropriately reflects on these central experiences or events. This reflection often involves the main character reflecting on their experiences, lessons learned, or changes they've undergone, providing a resolution while also inviting the reader to think deeply about the events and themes presented and consider the broader implications of the story.</p> <p>For items that assess this standard, the correct answer should be the option that best concludes the piece of writing. The distractors should be wrong because they fail to conclude the narrative skillfully, not because they are off-topic.</p>
Progression from Previous Grade	The Grade 6 standard focuses on providing a conclusion that is clearly related to and appropriately reflects on the literary experiences or events. The Grade 7 standard is identical, suggesting that students are continuing to develop the skill of writing effective conclusions.

Achievement Level Descriptors		
Developing	On Track	Advanced
Provide a brief conclusion that is related to and/or appropriately reflects on the experiences or events. DOK: 2	Provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events. DOK: 2–3	Provide an effective and well-developed conclusion that is clearly related to and appropriately reflects on the literary experiences or events. DOK: 3
Possible Item Approaches		
<p>Students will provide a brief conclusion that is related to and/or appropriately reflects on the experiences or events.</p> <ul style="list-style-type: none"> • Stems can provide students with a short stimulus consisting of 3–4 sentences that describe an event or experience. In a Multiple-Choice item with four options, students will be asked, “Which sentence would make the best ending for the story?” For Developing, the answer options should be brief in nature, such as “Juan was glad he and his friends had decided to explore the old house.” The correct answer must be related to the experiences or events in the story, as well as provide a sense of closure, but it does not need to be reflective. • This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Write a sentence that would make a strong ending for the story.” 	<p>Students will provide a conclusion that is clearly related to and appropriately reflects on the literary experiences or events.</p> <ul style="list-style-type: none"> • Stems can follow the approach for Developing, but the answer options for the item should be more sophisticated than the brief ones used for Developing. In addition, the correct answer should be the one that appropriately reflects on the literary experiences or events. This reflection might refer to a theme or lesson learned; it should provide a resolution and a sense of closure but also leave the reader with a parting thought. For example, “Walking away from the house, they felt a mix of excitement and wonder, amazed at what interesting things could be discovered in unexpected places.” • This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Write 1–2 sentences that would make a strong ending for the story.” 	<p>Students will provide an effective and well-developed conclusion that is clearly related to and appropriately reflects on the literary experiences or events.</p> <ul style="list-style-type: none"> • Stems can be similar to the item approach for On Track, but the correct answer should be the conclusion that provides the most effective end to the narrative because it is both reflective and well-developed. To accomplish this, the answer options may need to be more than one sentence. For example, “As they walked away from the house, Juan felt a mixture of satisfaction and curiosity. He realized that opening that old trunk had given him a way to bring history to life, and he was glad that the stories from the past would not be lost.” • This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Write two sentences that give the story a strong ending and show what lesson the main character learned.”

LA.7.W.4.a

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.
Indicator	LA.7.W.4.a Develop a structure to sequence ideas appropriately; introduce a clear claim where appropriate.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.4.a asks students to:</p> <ul style="list-style-type: none"> • Develop a structure to sequence ideas appropriately; or • Introduce a clear claim where appropriate. <p>The introduction sets the stage for the rest of the argument by providing context for the reader. First, the writer must introduce a claim clearly. A claim is the writer’s primary argument, which is developed through supporting evidence. Next, the writer must develop a structure, or organizational plan, in which ideas are grouped logically. If students are answering the question, “Are arts and music programs as important as STEM subjects?” one claim might be that creative arts, such as drawing or painting, are just as important as STEM subjects because they promote mental well-being. Then each paragraph would focus on a reason that supports this argument. For example, the writer might say that creative arts promote mental well-being because they provide an outlet for self-expression, improve emotional health, and boost problem-solving skills.</p> <p>For items that assess this standard, the correct answer should be the option that best introduces the topic, states an opinion, or develops a structure. The distractors should be wrong because they fail to introduce the topic, state an opinion, or develop a structure skillfully, not because they are off-topic.</p>
Progression from Previous Grade	The Grade 6 standard focuses on introducing a claim clearly and developing a structure in which the ideas are grouped logically. The Grade 7 standard progresses to developing a structure to sequence ideas appropriately and introducing a clear claim where appropriate. This progression shows that students are expected to write more varied introductions but still have a clear structure and claim.

Achievement Level Descriptors		
Developing	On Track	Advanced
Develop a structure to sequence ideas and introduce a claim where appropriate. DOK: 2	Develop a structure to sequence ideas appropriately ; introduce a clear claim where appropriate. DOK: 2	Develop a cohesive structure to sequence ideas appropriately; introduce a clear and compelling claim where appropriate. DOK: 2
Possible Item Approaches		
<p>Students will introduce a claim and/or develop a structure in argumentative writing.</p> <ul style="list-style-type: none"> Stems should provide students with a short stimulus consisting of 3–4 sentences that serve as an introductory paragraph. Then students can be asked to select which sentence, in a Multiple-Choice item with four options, best introduces a claim or develops a structure, such as problem-solution. The correct response would be one that provides a preview of the structure of the piece, such as by stating the problem being addressed or one of the possible solutions. Stems can also ask students to select a sentence that would continue the structure the author started in the provided stimulus (e.g., cause-effect, problem-solution). For example, “Read this paragraph written by a student. ‘Imagine coming home after a 	<p>Students will develop a structure to sequence ideas appropriately; or students will introduce a clear claim where appropriate in argumentative writing.</p> <ul style="list-style-type: none"> Stems can be similar to the item approaches for Developing, but the responses should require students to determine which sentence sequences the ideas most appropriately or introduces a claim most clearly. For example, “Read this paragraph written by a student. ‘Imagine coming home after a long day at school, only to face a huge pile of homework. _____. This is a common problem for students, who feel stressed by the amount of homework they receive. Teachers should only give assignments that are truly necessary.’ Which sentence should the writer use in the blank to create a logical sequence of events?” The correct response would 	<p>Students will develop a cohesive structure to sequence ideas appropriately; or students will introduce a clear and compelling claim where appropriate in argumentative writing.</p> <ul style="list-style-type: none"> Stems can be similar to the item approaches for On Track, but the responses should require students to determine which sentence(s) develop the most cohesive structure or introduce the most compelling claim. For example, the stem could say, “Read this paragraph written by a student. ‘Imagine coming home after a long day at school, only to face a huge pile of homework. Instead of having time to relax and spend time with family, students are stuck doing hour after hour of assignments. This is a common problem for students, who feel stressed by the amount of homework they receive. Teachers should only give assignments that are truly necessary. By reducing

<p>long day at school, only to face a huge pile of homework. This is a common problem for students, who feel stressed by the amount of homework they receive.</p> <p>_____.’ Which sentence should the writer use in the blank to complete the problem-solution structure?” The correct answer might read, “Teachers should only give homework that is truly necessary.” At Developing, incorrect answers should be sentences that address the topic without contributing to the structure, for example, “Sometimes it feels like teachers think their class is the only one giving homework.”</p> <ul style="list-style-type: none"> • This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Write a sentence that states a claim about the topic at the beginning of the passage.” 	<p>appropriately sequence ideas, for example, “Instead of having time for hobbies or family, students are stuck doing hours of assignments.” Incorrect responses would be statements that are related to the topic but do not demonstrate an appropriate sequence of ideas. For example, “By reducing homework, teachers can give students a better balance between school and personal life.”</p> <ul style="list-style-type: none"> • This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, “Write 1–2 sentences that develop a cause-effect structure” or “Write 1–2 sentences that clearly introduce a claim.” 	<p>homework in this way, _____.’ Which words should the writer add to the blank to provide the clearest and most compelling claim?” The correct answer could be, “students will have a better balance between school and personal life, leading to improved well-being and possibly higher grades.” Incorrect answers would present a claim that does not meaningfully add to the existing claim (e.g., “students will feel much less stressed and have more time for other activities”) or that does not logically follow from the information presented (e.g., “teachers will gain more support from students and families, which will improve learning”).</p> <ul style="list-style-type: none"> • This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Write two sentences that introduce a clear and compelling claim.”
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LA.7.W.4.b

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.
Indicator	LA.7.W.4.b Explain and cite relevant evidence from multiple credible sources.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.4.b asks students to:</p> <ul style="list-style-type: none"> Explain and cite relevant evidence from multiple credible sources in argumentative writing. <p>Relevant evidence may include facts and details that support the writer’s argument, therefore making it more convincing and credible. Facts are objective evidence that can be used to support claim(s). For example, “The British Journal of Psychiatry published a study showing that students who engage in creative arts experience lower levels of stress and improved mental health.” This fact can be used to support the argument that creative arts, such as drawing or painting, are valuable for students’ mental well-being. Details are specific examples, descriptions, or explanations that help support or illustrate the points being made. For example, “The World Health Organization highlights that participation in the arts can promote mental well-being by fostering social connections and providing a sense of accomplishment.” This description can be used to support the same argument. Credible sources are trustworthy and reliable places where students can find accurate information. These sources are often written by experts in the field and are published by reputable organizations (e.g., the British Journal of Psychiatry, the World Health Organization). Using information from credible sources strengthens the writer’s argument because readers can trust that the information is accurate and well-researched.</p>

Progression from Previous Grade	The Grade 6 standard focuses on using relevant evidence from two or more credible sources. The Grade 7 standard is nearly the same but asks students to explain and cite relevant evidence from multiple credible sources. This progression suggests that students are expected to be more skilled at using evidence from sources in argumentative writing.	
Achievement Level Descriptors		
Developing	On Track	Advanced
Use evidence from one or more sources. DOK: 1	Explain and cite relevant evidence from multiple credible sources. DOK: 2–3	Effectively explain and accurately cite the most relevant evidence from multiple credible sources. DOK: 3
Possible Item Approaches		
Students will use evidence from one or more sources in argumentative writing. <ul style="list-style-type: none">Stems can ask students to identify which source would likely provide the best evidence for a piece of argumentative writing. The topic should be included in the stem (e.g., the amount of homework teachers can assign). The options in this Multiple-Choice or Multi-select item would be several potential sources that may or may not offer credible evidence for an argumentative text on the topic. For example, “Which source most likely contains information that would help convince a school principal to limit the amount of homework teachers can assign?” The options would be: “a poll of middle school students published in the local newspaper,” “a chapter from a book on the history of education,” “a blog about	Students will explain and cite relevant evidence from two or more credible sources in argumentative writing. <ul style="list-style-type: none">Stems can be similar to the item approach for Developing. However, they must use a Multi-select format to ask for two or more pieces of relevant evidence from credible sources. For example, “Read these sentences from a letter Carmen is writing to her school’s principal suggesting a limit on how much homework teachers can assign. ‘Imagine coming home after a long day at school, only to face a huge pile of homework. This is a common problem for students, who feel stressed by the amount of homework they receive.’ Which two sentences should Carmen add to her letter to show she has evidence from two trustworthy sources?” A correct response would	Students will effectively explain and accurately cite the most relevant evidence from multiple credible sources in argumentative writing. <ul style="list-style-type: none">Stems can be similar to the item approach for On Track, but the correct responses should demonstrate that they are the most relevant evidence because they effectively explain and accurately cite the evidence. This means they should include a clear explanation, a detailed citation, and possibly even a quotation from the credible source. For example, the stem might ask, “Which two sentences should Carmen add to her letter because they provide the best evidence for her argument?” A correct response could be, “One of the most important findings from a 2014 Stanford University study was that ‘excessive

<p>mental health written by a former teacher,” and “a research study on the causes of stress in students” (correct answer).</p> <p>•Alternately, stems can ask students to identify the most relevant evidence to support a given argument. Answer options would be simulated quotes identified as being from the same or different sources. Distractors would either be from a source identifiable as not credible (e.g., an individual’s social media post, an advertisement) or would be somewhat related in topic but not relevant to the argument described in the stem.</p>	<p>include an explanation of the evidence <u>and</u> a citation of the credible source. Incorrect responses should represent common student mistakes, such as an explanation without a citation, a direct quotation without an explanation (context) or a citation, or an explanation and a citation of a non-credible source. For example, a correct response could read, “A Stanford University study says that too much homework can cause teens a great deal of stress.” Incorrect responses might include: “I read a report that said that homework is a leading cause of stress,” or “Fifty-six percent of the students surveyed considered homework a primary source of stress.” or “All my friends say they get way too much homework and are super stressed out because of it.”</p>	<p>homework can lead to significant stress in teens.’”</p>
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LA.7.W.4.c

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.
Indicator	LA.7.W.4.c Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.4.c asks students to:</p> <ul style="list-style-type: none"> • Use words, phrases and/or key vocabulary to create cohesion and/or clarify the relationship between claim(s) and supporting evidence. <p>The intent of this standard is for students to use specific words and phrases to clarify the relationship between claim(s) and supporting evidence in argumentative writing.</p> <p>Writers use transitional words and phrases to create clear and logical connections between ideas, such as between their claims and supporting evidence. Common and more sophisticated transitional words and phrases at this grade might include:</p> <ul style="list-style-type: none"> • “additionally,” “besides,” or “furthermore” to add information • “as a result,” “because,” or “therefore” to show cause/effect • “similarly,” “likewise,” or “however” to compare/contrast • “to begin with,” “afterward,” or “finally” to sequence ideas • “for instance,” “including,” or “such as” to give examples • “all in all,” “in conclusion,” or “to sum up” to conclude <p>Writers also use key vocabulary, or important words and terms that are specific to a topic, to help convey precise meanings. A student writing about the value of creative arts might use vocabulary like self-expression, cognitive development, emotional regulation, stress relief, etc.</p> <p>Items that assess this standard should ask students to make writerly decisions in the context of writing. This item should focus only on words, phrases, and key vocabulary.</p>

Progression from Previous Grade	The Grade 6 standard focuses on using words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence. The Grade 7 standard is nearly the same but adds the use of words, phrases, and key vocabulary to create cohesion as well as to clarify the relationship between claim(s) and supporting evidence. This progression suggests that students are expected to focus on the cohesion between ideas, as well as the relationships between ideas, in argumentative writing.		
Achievement Level Descriptors			
Developing	On Track	Advanced	
Use words, phrases and/or key vocabulary to make connections between claim(s) and supporting evidence. DOK: 1–2	Use words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence. DOK: 1–2	Consistently use effective words, phrases, and key vocabulary to create cohesion and clarify the relationship between claim(s) and supporting evidence. DOK: 2	
Possible Item Approaches			
Students will use words, phrases, and/or key vocabulary to make connections between claims and supporting evidence in argumentative writing. <ul style="list-style-type: none">Stems can ask students to select the word, phrase, or key vocabulary that best connects a claim with its supporting evidence. Students may be provided with a 3–4 sentence stimulus, but this standard can also be approached using a shorter stimulus. For example: “Spending too much time on homework can cause stress and impact mental health. _____, teachers should assign less homework.” Students	Students will use words, phrases, and/or key vocabulary to create cohesion and/or clarify the relationship between claim(s) and supporting evidence in argumentative writing. <ul style="list-style-type: none">Stems can ask students to select the word, phrase, or key vocabulary that best clarifies the relationship between a claim and its supporting evidence or that best creates cohesion. Students may be provided with a 3–4 sentence stimulus, but this standard can also be approached using a shorter stimulus. For example, “Having too much homework has negative effects on students. _____, spending time on homework can	Students will consistently use effective words, phrases, and/or key vocabulary to create cohesion and/or clarify the relationship between claim(s) and supporting evidence in argumentative writing. <ul style="list-style-type: none">Stems can be similar to the item approach for On Track, but the correct answers should be the words, phrases, or key vocabulary that are most effective. In addition, the relationships between claims and supporting evidence should be more sophisticated than for On Track items. Finally, to assess consistent use, items for Advanced should require students to make a writerly choice in more than one sentence. This is most effectively accomplished with a	

<p>would then be asked, “Which word or phrase best connects the ideas in the sentences?” The options would be: “Likewise,” “On the other hand,” “Therefore” (correct answer), “To begin with.”</p>	<p>cause sleep loss and make students more irritable.” Students would then be asked, “Which word or phrase best shows the relationship between the ideas in the sentences?” The correct answer would be “For example” to show that the first sentence is the claim and the second offers supporting evidence with two examples of negative effects. Incorrect answers should sound plausible but not show the correct relationship between sentences, such as “Furthermore” or “As a result.”</p>	<p>technology-enhanced item. For example, “Having too much homework has negative effects on students. _____, spending time on homework can cause sleep deprivation and increased irritability. _____ a Stanford University study” Students would then be asked to move phrases into the blanks that are most effective in supporting the writer’s argument or creating cohesion. A correct answer for the first blank would be, “While homework might seem valuable” because it addresses a counterclaim while transitioning from the claim to details that support it. An incorrect answer would be less cohesive (vague) or less clearly connect the claims and supporting evidence, such as, “One thing about homework is.” The correct answer for the second blank would clearly show how the writing progresses from supporting details to specific facts that support those details (e.g., “This is clearly shown by”). An incorrect answer would not draw a clear or logical connection (e.g., “As a result of”).</p>
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LA.7.W.4.d

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.4 Write arguments that develop a perspective with supporting reasons and evidence, organized as appropriate to the task, purpose, and audience.
Indicator	LA.7.W.4.d Provide a concluding statement or section that follows from and supports the argument(s) presented.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.4.d asks students to:</p> <ul style="list-style-type: none"> • Provide a concluding statement that follows from and supports the argument(s) presented; or • Provide a concluding section that follows from and supports the argument(s) presented. <p>A concluding statement is a single sentence that ends a piece of writing. A concluding section is a longer end to a piece of writing, which builds over multiple sentences. The argument presented is the main point or claim that the writer is trying to prove, supported by reasons and evidence.</p> <p>The intent of this standard is for students to write effective conclusions in argumentative writing. An effective conclusion is one that is clearly connected to, follows from, and supports the argument presented. This might be accomplished by summarizing, reinforcing, or reflecting on the key points (i.e., reasons and evidence) that support the argument.</p>
Progression from Previous Grade	The Grade 6 standard focuses on providing a concluding statement or section that follows from the argument presented. The Grade 7 standard is nearly the same, but the concluding statement or section should not just follow from, but also support, the argument(s) presented. This progression suggests that students are expected to be more skilled at writing conclusions to their arguments.

Achievement Level Descriptors		
Developing	On Track	Advanced
Provide a brief concluding statement or section. DOK: 2	Provide a concluding statement or section that follows from and supports the argument(s) presented . DOK: 2–3	Provide an effective and well-developed concluding statement or section that follows from and supports the argument(s) presented. DOK: 3
Possible Item Approaches		
<p>Students will provide a brief concluding statement or section in argumentative writing.</p> <ul style="list-style-type: none"> Stems can ask students to select a concluding sentence or section for a stimulus that expresses an argument. Stems should provide students with a short stimulus consisting of 3–4 sentences that develop a position. In a Multiple-Choice item with four options, students will be asked, “Which sentence would be the best conclusion for the writer’s argument?” Answer options at this level should be brief, though generally related to the writer’s argument. The correct answer should provide a sense of closure but should be a general statement rather than a reflective conclusion. For example, a correct answer might be, “This is why teachers should assign less homework.” The distractors should be related to the topic but not 	<p>Students will provide a concluding statement or section that follows from and supports the argument(s) presented in argumentative writing.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for Developing, but the stimulus and answer options should be more sophisticated at this level than at the Developing ALD. To assess whether the conclusion both follows from <u>and</u> provides support for the writer’s argument, students should be asked to complete a longer concluding statement or section. One approach is to use a technology-enhanced item with multiple blanks. For example, “If teachers assign less homework, _____ (students will have a greater balance between work and rest. / they will be more popular with their students.) As a result, _____ (school will be a better place for everyone. / students 	<p>Students will provide an effective and well-developed concluding statement or section that follows from and supports the argument(s) presented in argumentative writing.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track, but the stimulus and answer options should be more sophisticated than those in the other ALDs, and the conclusions may be more than one (1) sentence. For example, “Read these sentences from a student’s letter to the school principal. ‘Reducing the amount of time students spend on homework has many benefits for their health and well-being. It allows them time to pursue extra-curricular activities, spend time with families, and just relax. Additionally, reducing homework has been shown to improve students’ sleep and even their

<p>the argument, such as, “Nobody has that much time to spend on homework!”</p> <ul style="list-style-type: none"> • This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Write a concluding sentence for the essay.” 	<p>will feel better and be better prepared to learn.).”</p> <ul style="list-style-type: none"> • This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Write 1–2 sentences that would make a strong conclusion for the essay.” 	<p>physical health. _____.’ Which sentence provides the most effective conclusion to the letter?” A correct answer for this stimulus might be: “Based on these benefits, I request that you limit the amount of homework each teacher can assign, which would lead to healthier, happier school communities.” An incorrect answer for this item might be: “I hope you agree that limiting homework for students would have benefits for students, teachers, and families.”</p> <ul style="list-style-type: none"> • This standard can also be assessed with constructed response items, where students produce a few sentences of writing to add to a given writing sample. For example, “Write 2–3 sentences that would make an effective conclusion for the essay.”
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LA.7.W.5.a

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.
Indicator	LA.7.W.5.a Introduce a topic clearly and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.5.a asks students to:</p> <ul style="list-style-type: none"> • Introduce a topic clearly; and/or • Provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements. <p>The intent of this standard is for students to be able to write a strong introduction that sets the stage for a well-organized piece of writing.</p> <p>A topic is the subject or main idea of a piece of writing, while a general focus provides a structure that guides the content and direction of the writing. A specific focus has the same function but is more narrowly targeted. For example, a general focus would be that listening to music has many benefits, while a specific focus would be that listening to music has many benefits for our brains. The structure of the writing would group information logically around each brain benefit (improved memory, improved learning, improved motivation) to present ideas clearly. Text features, illustrations, and multimedia elements would be included in this structure, since they help organize, highlight, and present important information.</p> <p>For items that assess this standard, the correct answer should be the strongest introduction. The distractors should be wrong because they fail to introduce the writing skillfully, not because they are off-topic.</p>

Progression from Previous Grade	The Grade 6 standard focuses on introducing a topic clearly and providing a general focus, which includes grouping information logically and including text features, illustrations, and/or multimedia elements. The Grade 7 standard is nearly the same but shifts from providing a general focus to a specific focus. This progression suggests that students are expected to be more skilled at writing introductions for informative/explanatory texts.	
Achievement Level Descriptors		
Developing	On Track	Advanced
Introduce a topic and group some information logically, including some text features, illustrations, and/or multimedia elements. DOK: 2	Introduce a topic clearly and provide a specific focus , grouping information logically and including text features, illustrations, and/or multimedia elements. DOK: 2	Skillfully introduce a clear topic and provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements to support the topic. DOK: 2
Possible Item Approaches		
Students will introduce a topic and/or will group related information together logically, including some text features, illustrations, and/or multi-media elements in informative/explanatory writing. <ul style="list-style-type: none">• Stems can provide a writing scenario and stimulus missing an introductory statement and then ask students to identify which sentence would best introduce the topic.• Stems may also provide a short stimulus related to the topic and provide a blank where students group some information logically. For example, students might be presented with a short stimulus passage	Students will introduce a topic clearly and/or provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements in informative/explanatory writing. <ul style="list-style-type: none">• Stems that assess introducing a topic can be similar to the item approach for Developing, but the items for On Track could have a Part B that asks students to identify a sentence that provides a general focus for the writing or a text feature that could be used to build on the introductory sentence. For example, Part A might explain that a student is writing an online informational report about the value of music and ask students to select the best	Students will skillfully introduce a topic clearly and/or provide a specific focus, grouping information logically and including text features, illustrations, and/or multimedia elements to support the topic in informative/explanatory writing. <ul style="list-style-type: none">• Stems can be similar to the item approaches for On Track, but the stimulus and answer options should be more sophisticated. Also, students should be asked to make more nuanced decisions about which multimedia elements most effectively support the topic.

<p>about the impact of music on the human brain. The stem would ask students to group related information by identifying another sentence that belongs in the paragraph. The key would be a sentence about the impact of music on the brain, while the incorrect answers would be related to the broader topic of the benefits of listening to music. For example, incorrect responses might be sentences related to the idea of music as a “universal language” or the social connections that can be made through music.</p> <ul style="list-style-type: none"> • Stems may provide a stimulus and ask students to select which multimedia element would best follow the information given. All options would be about the topic, with the correct answer being the one most clearly related to the information in the adjacent sentence(s) or that most clearly builds on the information given. • Alternatively, technology-enhanced items might present students with facts about music’s impact on the brain which they would move into a clearly labeled chart to group them appropriately. Headings on the chart could read “Improved Mood” and “Improved Learning” with options related to each topic. This approach would include a stem that introduces a writing scenario. 	<p>introductory sentence, with the correct answer being “Although it might seem like just pleasant background noise, music can transform people’s lives.” The stem for Part B would then ask, “Which sentence should come next to provide a specific focus for the report?” with the correct answer being, “Music has a powerful impact on the human brain, offering benefits that improve our mental and emotional well-being.” Or Part B could ask which multimedia element would best follow the introductory sentence to build on the idea, with the correct answer being the one that best shows the impact of music on the human brain, such as a video showing brain activity with and without the presence of music.</p> <ul style="list-style-type: none"> • For adding elements, stems could provide students with a short stimulus that introduces the topic and provides a general focus. Students would be asked, “Which element should Kylee add to best help readers understand how music can improve our mental and emotional well-being?” The options could include: a photograph showing a variety of musical instruments; a chart showing how often people in different age groups listen to music; a video of children learning to play musical instruments; and a diagram of the parts of the brain that are affected by music (correct answer). 	<ul style="list-style-type: none"> • This standard can also be assessed with constructed response items, where students produce a few sentences to add to a given writing sample. For example, “Write 2–3 sentences that could come next to set up a clear focus and organizational structure of the essay.”
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<ul style="list-style-type: none"> • This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, “Write a sentence that could go in the blank to introduce the topic of the essay.” 	<ul style="list-style-type: none"> • This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, “Write 1–2 sentences that could go in the blank to introduce and provide the focus of the essay.” 	
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LA.7.W.5.b

Content Strand	Writing		
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.		
Standard	LA.7.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.		
Indicator	LA.7.W.5.b Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic.		
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.5.b asks students to both:</p> <ul style="list-style-type: none">• Provide or list information related to a topic; and• Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. <p>A topic is the subject or main idea of a piece of writing. The intent of this standard is for students to develop their informative/explanatory writing with facts, definitions, concrete details, quotations, and examples that are related to the topic. This helps writers build knowledge about a topic and helps them focus their writing on the most relevant information.</p> <p>For items that assess this standard, the correct answer should be the option or options that best develop the topic with information related to the topic. The distractors should be wrong because they fail to do so skillfully, not because they are off-topic.</p>		
Progression from Previous Grade	The Grade 6 standard focuses on developing a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. The Grade 7 standard remains the same, suggesting that students can benefit from working on these writing skills for another year.		
Achievement Level Descriptors			
Developing		On Track	Advanced

<p>Provide or list some information (e.g., facts, definitions, concrete details, quotations, examples) that is somewhat related to the topic. DOK: 1</p>	<p>Develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic. DOK: 2</p>	<p>Thoroughly develop a topic with the information (e.g., facts, definitions, concrete details, quotations, examples) that is most relevant and most clearly related to the topic. DOK: 2</p>
Possible Item Approaches		
<p>Students will provide or list some information (e.g., facts, definitions, concrete details, quotations, examples) that is somewhat related to the topic of an informative/explanatory text.</p> <ul style="list-style-type: none"> Stems can ask students to identify which information should be included in an informative article about a particular topic. For example, students could be presented with a short article about the benefits of natural forest fires and asked, “What information could be added to the article to develop the topic?” The options could be one fact, definition, concrete detail, quotation, and/or example, and three irrelevant ones. Correct answers should be somewhat related to the topic <u>and</u> focus of the writing (e.g., “Some trees need fire to release their seeds and grow new trees.”), while incorrect answers should be generally related to the topic <u>but</u> unrelated to the focus of the writing (e.g. “Public awareness can help prevent unintended forest fires”). Incorrect answers can also be sentences that would not be appropriate to the genre, such as personal opinions, unanswered questions, etc. A Multi-select item could include two correct answers that are somewhat related to the topic. 	<p>Students will develop a topic with information (e.g., facts, definitions, concrete details, quotations, examples) related to the topic of an informative/explanatory text.</p> <ul style="list-style-type: none"> Stems can provide students with a writing scenario and short stimulus and then ask students to choose sentences or approaches that could be used to develop the topic, distinguishing between related and unrelated information or approaches. For example, students could be given a stimulus that reads, “Forest fires may seem entirely harmful, but natural forest fires actually have many benefits. Such fires help return nutrients to the soil, clear out old, dead plants, and even prevent larger fires.” The question would be, “Which information best develops this topic?” The options could be one related fact, definition, concrete detail, quotation, and/or example, and three unrelated ones. Choices for On Track items should require more careful scrutiny than for Developing. A Multi-select item could include two correct answers that are both related to the topic. 	<p>Students will thoroughly develop a topic with the information (e.g., facts, definitions, concrete details, quotations, examples) that is most relevant and most clearly related to the topic of an informative/explanatory text.</p> <ul style="list-style-type: none"> Stems can ask students to choose from a provided list of information, selecting the 2–3 pieces of information that are most relevant or clearly related to the topic, and thus the most important to include. This could be done with a technology-enhanced item that asks students to move the most relevant/clearly related information into a blank or blanks in a provided stimulus.

LA.7.W.5.c

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.
Indicator	LA.7.W.5.c Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.5.c asks students to:</p> <ul style="list-style-type: none"> • Use appropriate transitions to clarify relationships among ideas and concepts; or • Use key vocabulary to clarify relationships among ideas and concepts. <p>Appropriate transitions refer to words or phrases that guide the reader from one idea to the next, showing how the ideas are related. Words like “initially,” “then,” and “finally” help show the order of events. Words and phrases like “since,” “due to,” and “as a result” help show a cause-effect relationship. And words like “Also,” “Besides,” and “Furthermore” help show that another example or explanation will follow. For example, “Natural forces like wind, water, and ice actively wear away rocks and soil through erosion. <u>Due to this process</u>, landscapes are constantly being reshaped over time.” Key vocabulary refers to important words or terms that are specific to a topic and help convey precise meanings. Both appropriate transitions and key vocabulary can be used to clarify relationships among ideas and concepts in informational or explanatory writing.</p> <p>Items that assess this standard should ask students to make writerly decisions in the context of writing and should focus only on appropriate transitions or key vocabulary.</p>
Progression from Previous Grade	The Grade 6 standard focuses on using appropriate transitions and key vocabulary to clarify relationships among ideas and concepts. The Grade 7 standard is identical, suggesting that students are continuing to develop their skills with using transitions and vocabulary to connect ideas in their informative/explanatory writing.
Achievement Level Descriptors	

Developing	On Track	Advanced
<p>Use some transitions and/or vocabulary to make connections between ideas and concepts. DOK: 1</p>	<p>Use appropriate transitions and key vocabulary to clarify relationships among ideas and concepts. DOK: 1–2</p>	<p>Consistently use a variety of effective transitions and key vocabulary to clarify relationships among complex ideas and concepts. DOK: 2</p>
Possible Item Approaches		
<p>Students will use some transitions and/or vocabulary to make connections between ideas and/or concepts in an informative/explanatory text.</p> <ul style="list-style-type: none"> • Stems can ask students to select the transition that best connects ideas and concepts. Students could be provided with a 3–4 sentence stimulus about an informational topic. For example, the last sentence in a short stimulus about changing landscapes might be: “The changes do not take place quickly, _____ they are unmistakable over long periods of time.” Then students would be asked, “Which word best connects the ideas in this sentence?” And the options would be: “and,” “however” (correct answer), “if,” and “therefore.” • Alternatively, stems can ask students to use key vocabulary to connect ideas and concepts. For example, a similar stimulus about changing landscapes could end with this sentence: “Natural _____ like wind, water, and ice actively wear away rocks and soil through erosion.” Again, the question would be, “Which word best connects the ideas in this sentence?” And the options would be: “beings,” “forces” (correct answer), “formations,” and “problems.” 	<p>Students will use appropriate transitions and/or key vocabulary to clarify relationships among ideas and/or concepts in an informative/explanatory text.</p> <ul style="list-style-type: none"> • Stems that assess using appropriate transitions or key vocabulary can be similar to the item approaches for Developing, but the On Track items should focus on clarifying relationships among ideas and concepts. In addition, the items should include more advanced transitions and/or key vocabulary. Finally, students can be asked to complete multiple blanks, either in a Multiple-Choice format or through a technology-enhanced item. For example, a Hot Text item might look like this: “Nature is a powerful _____ (force / process) that affects the world around us in many ways. _____ (Gradually / In some ways), nature causes mountains to rise and fall, rivers to carve valleys, and forests to grow and shrink.” 	<p>Students will consistently use a variety of effective transitions and key vocabulary to clarify relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> • Stems can be similar to the item approaches for On Track, but the answer options should include more advanced transitions and/or key vocabulary, and the stimuli should include even more complex ideas and concepts. To assess the “consistent” part of the ALD, items for Advanced should require students to select effective transitions and/or key vocabulary in more than one sentence. For example, “Nature is a powerful force that affects the world around us in many ways. _____ (It seems that / Over thousands of years) mountains can rise and fall, rivers can carve valleys, and forests can grow and shrink. Relentless _____ (important / natural) forces like wind, water, and ice actively wear away rocks and soil through erosion. _____ (Consequently / In fact), landscapes are reshaped over time. These ongoing changes show that the planet Earth never stays the same.”

LA.7.W.5.d

Content Strand	Writing		
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.		
Standard	LA.7.W.5 Write informative/explanatory pieces to examine a topic or text and clearly convey ideas and information.		
Indicator	LA.7.W.5.d Provide a concluding statement or section that follows from the information or explanation(s).		
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.5.d asks students to:</p> <ul style="list-style-type: none">• Provide a concluding statement that follows from the information or explanation(s); or• Provide a concluding section that follows from the information or explanation(s). <p>A concluding statement is a single sentence that ends a piece of writing. A concluding section is a longer end to a piece of writing, which builds over multiple sentences. The intent of this standard is for students to write effective conclusions in informative/explanatory writing. An effective conclusion is one that naturally follows from the information or explanation(s) in the piece of writing and is clearly connected to the key ideas and/or purpose for writing. This can be accomplished through summarizing, reflecting on, or extending the information or explanation(s) presented.</p> <p>For items that assess this standard, the correct answer should be the option that best concludes the piece of writing. The distractors should be wrong because they fail to conclude the text skillfully, not because they are off-topic.</p>		
Progression from Previous Grade	The Grade 6 standard focuses on providing a concluding statement or section that follows from the information or explanation(s). The Grade 7 standard remains the same, suggesting that students are continuing to develop the skill of writing effective conclusions.		
Achievement Level Descriptors			
Developing	On Track	Advanced	

Provide a concluding statement or section. DOK: 2	Provide a concluding statement or section that follows from the information or explanation(s). DOK: 2–3	Provide an effective and well-developed concluding statement or section that follows from the information or explanation(s). DOK: 3
Possible Item Approaches		
<p>Students will provide a concluding statement or section in an informative/explanatory text.</p> <ul style="list-style-type: none"> Stems can ask students to select a concluding sentence for a stimulus that informs or explains. Stems should provide students with a short stimulus consisting of 3–4 sentences that develop the topic. In a Multiple-Choice item with four options, students will be asked, “Which sentence would be the best conclusion for the topic?” At this level, the correct answer does not need to be the option that follows from the information or explanation(s); it need only be a statement that provides some sense of closure. For example, a correct response could be, “This shows that the planet Earth is always changing,” while an incorrect option might be, “Shifts in large sections of Earth’s crust can cause mountains to form.” This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Write a concluding sentence for the passage.” 	<p>Students will provide a concluding statement or section that follows from the information or explanation(s) in an informative/explanatory text.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for Developing, but the best concluding statement/section should be the one that most effectively follows from the information or explanation(s) in the 3–4 sentence stimulus provided in the stem. For example, a correct answer might be: “These gradual shifts that lead to massive changes demonstrate that nothing on Earth can resist the power of nature to transform it.” This standard can also be assessed with constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Write 1–2 sentences that would make a strong conclusion for the passage.” 	<p>Students will provide an effective and well-developed concluding statement or section that follows from the information or explanation(s) in an informative/explanatory text.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track, but the correct answer should be the option that is the most effective or well-developed, meaning it reiterates the key ideas and/or encourages readers to think about the broader implications of the topic. For example, a correct answer might be: “These complex forces have worked together over long time periods to create the world as we see it today. Awareness of the power of nature can increase our respect and appreciation for the planet we live on.” This standard can also be assessed through constructed response items, where students produce 1–2 sentences of writing to add to a given writing sample. For example, “Write a two-sentence conclusion for the passage that summarizes the main ideas and explains the importance of the topic.”

LA.7.W.6.a

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.
Indicator	LA.7.W.6.a Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.6.a asks students to:</p> <ul style="list-style-type: none"> • Integrate evidence into writing by quoting or paraphrasing data while avoiding plagiarism; and/or • Integrate evidence into writing by quoting or paraphrasing conclusions while avoiding plagiarism. <p>The intent of this standard is for students to learn how to paraphrase or quote evidence from sources, such as books, periodicals, reference materials, or online sources, so that they can integrate the evidence into their writing.</p> <p>Evidence refers to any details that students might use to support their ideas in writing. Quoting means to put an excerpt from the source material in quotation marks and properly credit the source. Paraphrasing means to take material from a source and put it in your own words while maintaining the original meaning. Data is factual information, such as statistics, research findings, or details from studies, which can be used to support an argument or point in writing. Conclusions are the interpretations or judgments that people make after analyzing data (evidence), often summarizing the findings and implications. To integrate evidence into writing, students must first evaluate how well the information supports their ideas and then incorporate it smoothly into the text.</p>
Progression from Previous Grade	The Grade 6 standard focuses on paraphrasing and quoting evidence to support ideas while avoiding plagiarism. The Grade 7 standard progresses to integrating evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. This progression shows that students are expected to be more adept at incorporating research into their writing.

Achievement Level Descriptors		
Developing	On Track	Advanced
Integrate evidence into writing by quoting or paraphrasing data. DOK: 2	Integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism. DOK: 2–3	Integrate evidence into writing by consistently and skillfully quoting or paraphrasing data and conclusions while avoiding plagiarism. DOK: 3
Possible Item Approaches		
<p>Students will integrate evidence into writing by quoting or paraphrasing data in an informative/explanatory text.</p> <ul style="list-style-type: none"> Stems should present a short stimulus from a book or other source. For example, this might read, “The Great Plains bison herds once roamed all over North America. Where there were once tens of millions of bison, uncontrolled hunting almost drove them to extinction in the late 1800s.” The stem should also provide a draft piece of student writing with a blank to show where the paraphrased/quoted information from the source should go. For example: “Samuel has written these sentences. ‘Great Plains bison were very important to the history of Nebraska. Millions of them once roamed across North America. _____.’ Based on the book, which sentence should 	<p>Students will integrate evidence into writing by quoting or paraphrasing data and conclusions while avoiding plagiarism in an informative/explanatory text.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for Developing but should require students to integrate conclusions as well as data and/or require students to select one or more sentences that quote or paraphrase the source while avoiding plagiarism. For example, the stimulus might read, “Samuel found this information on the Nature Conservancy website: The Great Plains bison herds once roamed all over North America. Where there were once tens of millions of bison, uncontrolled hunting almost drove them to extinction in the late 1800s. In the early 1990s, wildlife protection groups began working to increase 	<p>Students will integrate evidence into writing by consistently and skillfully quoting or paraphrasing data and conclusions while avoiding plagiarism in an informative/explanatory text.</p> <ul style="list-style-type: none"> Stems can be similar to the item approaches for On Track, but the items for Advanced should include more sophisticated stimuli, which will increase the challenge of determining which sentences best support the idea in the text. The sentences from the source material should also be more sophisticated and/or nuanced to increase the challenge of retaining meaning while avoiding plagiarism. Finally, to assess the “consistent” part of the ALD, items for Advanced should include multiple blanks in the sample student writing and ask students to select sentences that best support ideas in the stimulus while avoiding

<p>Samuel write next to support his idea?” The correct answer should be the sentence that is best paraphrased and integrated into the writing. For example, “Because so many people hunted them, they were nearly extinct by the late 1800s.” Incorrect answers will be paraphrased or quoted but not well integrated, or they may be an incomplete representation of the source material. For example, “Many people hunted them in the 1800s.”</p>	<p>bison herds on prairies in Nebraska and other states.” As in Developing, the stem should then provide a draft piece of student writing including a blank. For example, “Read these sentences from Samuel’s report on bison. ‘Millions of bison once roamed freely across Nebraska and other parts of North America. However, bison were widely hunted and almost became extinct.</p> <p>_____.” Which sentence should Samuel write next to include evidence from the website without plagiarizing?” The correct answer would be data or conclusions from the source that are appropriately paraphrased/quoted and cited. For example, “According to The Nature Conservancy, attempts to bring back bison began about 100 years later.” The distractors could be copied word for word from the source without citing it, plagiarized by making only minor changes in wording, and/or not well integrated into the writing.</p>	<p>plagiarism. One of the blank spaces could address integration of data, as shown in the On Track ALD, while the other could address integration of conclusions. For example, a correct response for a second blank might read, “While their efforts have met with some success, there are still only around 15,000 wild bison in the United States today.”</p>
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LA.7.W.6.c

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.7.W.6 Gather and use credible evidence from multiple trustworthy sources and assess its relevance in answering the research question.
Indicator	LA.7.W.6.c Select and use appropriate note-taking formats to collect and organize information.
Central Aspects to Be Measured	<p>An item that fully measures LA.7.W.6.c asks students to:</p> <ul style="list-style-type: none"> • Select and use appropriate note-taking formats to collect and organize information. <p>The intent of this standard is for students to be able to gather information for their writing in a logical and systematic way. A note-taking format is a structured method for recording information, such as an outline, chart, or graphic organizer. These aids help writers be more effective in collecting and organizing information for their writing.</p>
Progression from Previous Grade	The Grade 6 standard focuses on selecting and using appropriate note-taking formats to collect and organize information. The Grade 7 standard remains the same, showing that students can benefit from working on these writing skills for another year.

Achievement Level Descriptors		
Developing	On Track	Advanced
Select and/or use some note-taking formats to collect and/or organize information. DOK: 2	Select and use appropriate note-taking formats to collect and organize information. DOK: 2	Skillfully select and use note-taking formats to collect and logically organize complex information. DOK: 2
Possible Item Approaches		
<p>Students will select and/or use some note-taking formats to collect and/or organize information.</p> <ul style="list-style-type: none"> Stems can ask students to select the best note-taking format for a given writing purpose. With this approach, note-taking formats should be clearly defined in either the stem or the answer choices. Then students would be asked, “Which note-taking format would be best for creating a presentation about how a bill becomes a law?” The correct answer would be, “a flow chart because it clearly shows steps in a process.” Alternatively, stems can ask students to fill in the blank in a partially completed note-taking format, such as a missing topic, subtopic, or detail in an outline. Note that this task focuses only on the organization part of the ALD, as the collecting information part is already done for students. 	<p>Students will select and use appropriate note-taking formats to collect and organize information.</p> <ul style="list-style-type: none"> Stems can be similar to the second item approach for Developing, but they should involve reading a short stimulus and then completing multiple blanks in a partially completed note-taking format (e.g., a Venn diagram comparing and contrasting George Washington and Abraham Lincoln). Using a Gap Match item type, students could be asked to move details from the toolbox to the blanks in the chart. This task would focus on the part of the ALD about using appropriate note-taking formats to organize information, as selecting the note-taking format and collecting the information has already been done for students. 	<p>Students will skillfully select and use note-taking formats to collect and logically organize complex information.</p> <ul style="list-style-type: none"> Stems can be similar to the item approach for On Track. However, the note-taking formats used in Advanced items should be more sophisticated than in the other ALDs (e.g., chart, diagram, outline, timeline). Additionally, the toolbox should include details that will not be used in the provided note-taking format, so students must make decisions about how to logically organize complex information. For example, the stem area would provide a partially completed chart with columns for different categories of information about forest fires (e.g., causes, effects on the environment, prevention, benefits). Students would then be asked to complete the chart with the note(s) that most logically fit each category.

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