Oklahoma English Language Arts

Performance Level Descriptor Tables

ELA Performance Level Descriptors

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OSTP ELA Grade 3 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
	OK Policy PLD Basic: *Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:*	***OK Policy PLD Proficient:*** *Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:*	***OK Policy PLD Advanced:*** *Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:*
Reading & Writing Process			
3.2.R.1	Identify the main idea of a portion of text and identify key details related to the main idea of a portion of the text.	Determine the main idea and supporting details of a text.	Explain how key details support the main idea of a text.
3.2.R.2	Identify elements of fiction and nonfiction texts.	Identify elements of various genres in fiction, poetry, and nonfiction texts.	Compare elements of various genres in fiction, poetry, and nonfiction texts and provide supporting details.
3.2.R.3	Summarize portions of a text or sequence main events of a story (first, next, last).	Summarize and sequence the important events of a story.	Analyze a story to summarize and correctly sequence the events in a story; evaluate the best summary; explain why details are included in a summary.
3.2.R.4	Summarize facts and details in a portion of an informational text.	Summarize facts and details from an informational text.	Explain why certain facts and details are included in an informational text.
3.2.W.1	Identify the parts of and use the writing process to prewrite, organize, and develop narrative, informative, and opinion drafts of a single paragraph.	Prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.	

OSTP ELA Grade 3 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
3.2.W.2	Use a process to revise content in a paragraph for correct organization (e.g., logical order and transitions) and clarity.	Revise content for clarity, coherence, and organization (e.g., logical order and transitions).	
3.2.W.3	Edit drafts of a sentence for punctuation (end marks), capitalization (beginnings of sentences), and correctly spelled high-frequency words, using resources as needed.	Edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.	
Critical Reading & Writing			
3.3.R.1	Identify if the author's purpose is to entertain, inform, or persuade.	Determine if the author's purpose is to entertain, inform, or persuade.	Analyze a text to determine whether the author's purpose is to entertain, inform, or persuade.
3.3.R.2	Identify features of first- or third-person point-of-view texts.	Determine whether a grade-level literary text is narrated in first- or third-person point of view.	Determine whether a grade-level literary text is narrated in first- or third-person point of view and provide evidence to support their determination.
3.3.R.3	Identify literary elements: • setting • plot • characters • characterization	Find textual examples of literary elements: • setting • plot • characters • characterization	Identify the effect of literary elements: • setting • plot • characters • characterization
3.3.R.4	Identify examples of literary devices: • personification • simile • alliteration • onomatopoeia	Find examples of literary devices: • personification • simile • alliteration • onomatopoeia	Identify the effect of literary devices: • personification • simile • alliteration • onomatopoeia

OSTP ELA Grade 3 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
3.3.R.5	Answer simple inferential questions from a portion of a text, and use evidence from a portion of a text to support inferences.	Answer inferential questions, using a text to support answers.	Answer complex inferential questions, using a text to support answers.
3.3.R.6	Identify fact and opinion in an informational text.	Distinguish fact from opinion in an informational text.	Identify how the fact or opinion supports the main idea of a text.
3.3.R.7	Identify the structure of a portion of an informational text: • problem/solution • description • sequential	Describe the structure of a portion of an informational text: • problem/solution • description • sequential	Analyze the structure of a portion of an informational text: • problem/solution • description • sequential
3.3.W.1	Write simple narratives with support (e.g., graphic organizers) that incorporate: • setting • plot • characters • characterization	Write narratives that incorporate: • setting • plot • characters • characterization	Write complex narratives reflecting real or imagined experiences that include: • setting • plot • characters • characterization
3.3.W.2	With support (e.g., graphic organizers), write facts about a subject, including a main idea with supporting details, in a paragraph.	Write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.	Write complex facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.
3.3.W.3	With support (e.g., graphic organizers), write an opinion about a topic and provide relevant evidence as support in a paragraph.	Write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.	Write a complex opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.
Vocabulary			
3.4.R.1	Identify relationships among words, including synonyms, and antonyms.	Identify relationships among words, including synonyms, antonyms, homophones, and homographs.	Identify relationships among words, including synonyms, antonyms, homophones, and homographs.
3.4.R.2	Use context clues to clarify the meaning of words.	Use context clues to clarify the meaning of words.	Use context clues to clarify the meaning of words.

OSTP ELA Grade 3 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
3.4.R.3	Use word parts (e.g., simple affixes, simple Anglo-Saxon roots, stems) to identify the meaning of words.	Use word parts (affixes, Anglo-Saxon roots. and stems) to define and determine the meaning of new words.	Define and determine the meaning of new words by using familiar word parts including affixes, Anglo-Saxon roots, and stems.
3.4.R.4	Consult reference materials (e.g., dictionaries, glossaries) to identify the meaning of words in a text.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to demonstrate comprehension of the words in a text.	
3.4.R.5		Acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	Use new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
3.4.W.1	Use high-frequency vocabulary in writing to clearly communicate ideas.	Use grade-level vocabulary in writing to clearly communicate ideas.	Use above-grade-level vocabulary in writing to clearly communicate ideas.
3.4.W.2	Use precise and vivid basic vocabulary in writing.	Use precise and vivid grade-level vocabulary in writing for the intended mode and effect on the audience.	
Language			
3.5.R.1	Recognize simple sentences.	Recognize simple and compound sentences.	Define the features of simple and compound sentences in grade-appropriate texts.

OSTP ELA Grade 3 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
3.5.R.2	Recognize parts of speech in basic sentences: • concrete and abstract nouns • different types of verbs (i.e., action, linking, helping) • the subject and predicate of a sentence • adjectives • prepositions • possessive pronouns • adverbs • coordinating conjunctions (i.e., and, but, or)	Recognize parts of speech in sentences: • concrete, abstract, and possessive nouns • different types of verbs (i.e., action, linking, helping) and their roles in a sentence • the complete subject and complete predicate of a sentence • possessive adjectives • prepositional phrases • possessive pronouns and the nouns they replace • coordinating conjunctions (i.e., for, and, nor, but, or, yet, so) • adverbs of frequency (e.g., always, often, never)	Analyze parts of speech in complex sentences: • concrete, abstract, and possessive nouns • different types of verbs (i.e., action, linking, helping) and their roles in a sentence • the complete subject and complete predicate of a sentence • possessive adjectives • prepositional phrases • possessive pronouns and the nouns they replace • coordinating conjunctions (i.e., for, and, nor, but, or, yet, so) • adverbs of frequency (e.g., always, often, never)
3.5.W.1	Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.	Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.	
3.5.W.2	Use nouns, verbs, adjectives, and adverbs.	Use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.	Explain the effect of nouns, verbs, adjectives, prepositions, and adverbs in their writing.
3.5.W.3	Capitalize titles of respect, words in titles, and geographical names.	Capitalize and punctuate titles of respect, words in titles, and geographical names.	Recognize and correct errors in capitalization and punctuation in titles of respect, words in titles, and geographical names.
3.5.W.4	Use periods with declarative and imperative sentences and question marks with interrogative sentences.	Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.	Recognize and correct errors in punctuation: periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

OSTP ELA Grade 3 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
3.5.W.5	Use apostrophes to form simple contractions (e.g., can't, doesn't, isn't) and to show possession.	Use apostrophes to form complex contractions (e.g., should've, won't, y'all) and to show possession.	Recognize and correct errors in apostrophes when forming complex contractions (e.g., should've, won't, y'all) and to show possession.
3.5.W.6	Identify the placement of commas when using a coordinating conjunction and when separating individual words in a series.	Use commas before a coordinating conjunction and to separate individual words in a series.	Recognize and correct errors in comma usage before a coordinating conjunction and to separate individual words in a series.
3.5.W.7		Use a colon to indicate time.	
3.5.W.8	Explain why quotation marks are used.	Use quotation marks to indicate dialogue.	Recognize and revise errors in quotation mark usage when indicating dialogue.
Objective	**Basic**	**Proficient**	**Advanced**
Research			
3.6.R.1	Conduct research to answer assigned questions and to build knowledge.	Conduct research to answer questions, including self-generated questions, and to build knowledge.	Conduct research and evaluate if research questions are fully answered.
3.6.R.2	Identify some text features (e.g., captions, subheadings, charts) to comprehend informational texts.	Identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.	Analyze text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend complex informational texts.
3.6.R.3	Identify relevant sources.	Begin to determine the relevance of the information gathered.	Determine the relevance of more complex information gathered.
3.6.W.1	Identify questions related to a topic.	Choose a topic of interest and generate several questions about it for research.	Choose a topic of interest and generate several valid questions about it for research.
3.6.W.2	With support (e.g., a partially completed graphic organizer), organize information found during research and follow a modified citation style (i.e., author, title, publication year).	Begin to organize information found during research, following a modified citation style (i.e., author, title, publication year).	

OSTP ELA Grade 4 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
	OK Policy PLD Basic: *Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:*	***OK Policy PLD Proficient:*** *Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:*	***OK Policy PLD Advanced:*** *Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:*
Reading & Writing Process			
4.2.R.1	Identify the main idea and key supporting details of a text.	Determine the key details that support the main idea of a text.	Evaluate the key details that support the main idea of a text.
4.2.R.2	Identify features of fiction, poetry, and nonfiction to distinguish various genres.	Compare fiction, poetry, and nonfiction to distinguish various genres.	Compare and explain the differences in fiction, poetry, and nonfiction to distinguish various genres.
4.2.R.3	Summarize or sequence the important events in a portion of a story (e.g., first, next, last).	Summarize and sequence the important events of a story.	Analyze a story, summarize and sequence the important events of a story, evaluate for the best summary, and explain why certain details should be included in a summary.
4.2.R.4	Summarize facts and details from a portion of an informational text.	Summarize facts and details from an informational text.	Explain why certain facts and details from an informational text are included in a summary.
4.2.W.1	Identify the parts of and use the writing process to: prewrite, organize, and develop narrative, informative, and opinion drafts of a paragraph.	Use the writing process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.	Use the writing process to prewrite by selecting a strategy, organize by selecting a particular structure, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

OSTP ELA Grade 4 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
4.2.W.2	Revise content in a paragraph for clarity and organization (e.g., logical order).	Revise content for clarity, coherence, and organization (e.g., logical order and transitions).	Revise content for clarity (using precise language geared toward the audience), coherence, and organization (e.g., logical order and transitions) using effective language.
4.2.W.3	Edit drafts of a sentence for punctuation (end marks), capitalization (beginnings of sentences), and correctly spelled grade-level words, using resources as needed.	Edit drafts for punctuation, capitalization, and correctly spelled grade-level words, using resources as needed.	
Critical Reading & Writing			
4.3.R.1	Identify the author's purpose (i.e., entertain, inform, persuade).	Determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.	Determine the author's purpose (i.e., entertain, inform, persuade) and determine how key details reveal the author's purpose was achieved.
4.3.R.2	Identify features of first- or third-person point of view.	Determine whether a grade-level literary text is narrated in first- or third-person point of view.	Determine whether a grade-level literary text is narrated in first- or third-person point of view and provide evidence to support their determination.
4.3.R.3	Identify textual evidence of literary elements: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict	Find textual evidence of literary elements: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict	Determine the effect of literary elements: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict

OSTP ELA Grade 4 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
4.3.R.4	Identify textual evidence of literary devices: ● metaphor ● idiom ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia	Find textual evidence of literary devices: ● metaphor ● idiom ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia	Determine the effect of literary devices: ● metaphor ● idiom ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia
4.3.R.5	Answer simple inferential questions and use evidence from a text to support answers.	Answer inferential questions using evidence from one or more texts to support answers.	Answer complex inferential questions using evidence from one or more texts to support answers.
4.3.R.6	Distinguish fact from opinion in an informational text and identify how reasons and facts support specific points.	Distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.	Distinguish fact from opinion in an informational text and draw a conclusion about their effectiveness.
4.3.R.7	Identify the structures of an informational text: ● cause/effect ● problem/solution ● description ● sequential	Distinguish the structures of an informational text: ● cause/effect ● problem/solution ● description ● sequential	Determine the structure of an informational text: ● cause/effect ● problem/solution ● description ● sequential

OSTP ELA Grade 4 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
4.3.W.1	Compose simple narratives reflecting real or imagined experiences that: ● include a plot with a climax and resolution ● include characters who overcome conflicts and use dialogue ● unfold in chronological sequence ● use some sentence variety and sensory details to create interest ● replicate literary elements and/or literary devices from mentor texts	Compose narratives that reflect real or imagined experiences that: ● include plots with a climax and resolution ● include developed characters who overcome conflicts and use dialogue ● use a consistent point of view ● unfold in chronological sequence ● use sentence variety, sensory details, and vivid language to create interest ● model literary elements and/or literary devices from mentor texts	Compose complex narratives that reflect real or imagined experiences that: ● include plots with a climax and resolution ● include developed characters who overcome conflicts and use dialogue ● use a consistent point of view ● unfold in chronological sequence ● use sentence variety, sensory details, and vivid language to create interest ● model literary elements and/or literary devices from mentor texts
4.3.W.2	Compose simple informative essays that: ● introduce and develop a topic ● incorporate evidence (e.g., specific facts, examples) ● maintain an organized structure ● replicate literary devices from mentor texts	Compose informative essays that: ● introduce and develop a topic ● incorporate evidence (e.g., specific facts, examples) ● maintain an organized structure with transitional words and phrases ● use sentence variety and word choice to create interest ● model literary devices from mentor texts	Compose complex informative essays that: ● introduce and develop a topic ● incorporate and explain evidence (e.g., specific facts, examples) ● maintain an organized structure with complex transitional words and phrases ● use sentence variety and precise word choice to create interest ● model literary devices from mentor texts

OSTP ELA Grade 4 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
4.3.W.3	Write simple opinion essays that: • introduce a topic and state an opinion • incorporate text-based evidence to support the opinion • maintain an organized structure with simple transitional words and phrases	Write opinion essays that: • introduce a topic and state an opinion • incorporate relevant, text-based evidence to support the opinion • use sentence variety and word choice to create interest • maintain an organized structure with transitional words and phrases	Write complex opinion essays that: • introduce a topic and state an opinion • incorporate and explain relevant, text-based evidence to support the opinion • use sentence variety and precise word choice to create interest • maintain an organized structure with complex transitional words and phrases
Vocabulary			
4.4.R.1	Identify relationships among words, including synonyms, antonyms, homophones, and homographs.	Identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	Identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.
4.4.R.2	Use context clues to clarify the meaning of words.	Use context clues to clarify the meaning of words.	Use context clues to clarify the meaning of words.
4.4.R.3	Use word parts (e.g., simple affixes, simple Latin roots, stems) to define and determine the meaning of new words.	Use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	Use word parts (e.g., complex affixes, complex Latin roots, stems) to define and determine the meaning of new words.
4.4.R.4	Consult reference materials (e.g., dictionaries, glossaries) to identify the meaning of words in a text.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.	
4.4.R.5		Acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	
4.4.W.1		Use grade-level vocabulary in writing to clearly communicate ideas.	
4.4.W.2	Use precise and vivid vocabulary in writing.	Use precise and vivid vocabulary in writing for the intended mode and effect on the audience.	
Language			

OSTP ELA Grade 4 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
4.5.R.1	Recognize simple and compound sentences.	Recognize simple and compound sentences.	Define the features of simple and compound sentences.
4.5.R.2	Recognize parts of speech in sentences: ● possessive nouns ● irregular verbs ● subject of a verb ● comparative adjectives ● prepositional phrases ● possessive pronouns ● coordinating conjunctions ● comparative adverbs	Recognize parts of speech in sentences: ● irregular possessive nouns (e.g., children's) ● irregular and past participle verbs and verb tense to identify settings, times, and sequences ● subject and verb agreement ● comparative and superlative adjectives ● prepositional phrases ● possessive pronouns and the nouns they replace (i.e., antecedents) ● coordinating conjunctions ● comparative and superlative adverbs ● interjections	
4.5.W.1	Compose simple declarative, interrogative, imperative, and exclamatory sentences, and recognize fragments.	Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.	
4.5.W.2	Use nouns, verbs, adjectives, prepositions, and adverbs to add variety to their writing.	Use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.	Explain why nouns, verbs, adjectives, prepositions, and adverbs are included in their writing.
4.5.W.3	Recognize or correct errors in subject and verb agreement.	Recognize and correct errors in subject and verb agreement.	Compose sentences with correct subject and verb agreement.
4.5.W.4	Capitalize familial relations and proper adjectives.	Capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.	

OSTP ELA Grade 4 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
4.5.W.5		Use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.	Recognize and revise errors in end punctuation including: periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.
4.5.W.6	Use apostrophes to show possession of singular nouns.	Use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.	Recognize and revise errors in apostrophe use to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.
4.5.W.7	Use commas to separate individual words in a series.	Use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.	Recognize and revise errors in comma usage in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.
4.5.W.8	Recognize where a colon should be placed when introducing a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).	Use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).	Recognize and revise errors when using a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).
4.5.W.9	Recognize where quotation marks belong when being used to indicate dialogue and titles of works; explain why quotation marks are used.	Use quotation marks to indicate dialogue, quoted material, and titles of works.	Recognize and revise errors when using quotation marks to indicate dialogue, quoted material, and titles of works.
4.5.W.10	Recognize the correct way to use underlining to indicate titles of works.	Use underlining or italics to indicate titles of works.	Recognize and revise errors when using underlining or italics to indicate titles of works.
Research			

OSTP ELA Grade 4 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
4.6.R.1	Conduct research to answer questions, including self-generated questions, and to build knowledge, using one source (e.g., visual and text reference sources, electronic resources, and/or interviews).	Conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).	Conduct research to answer questions, including self-generated questions, and to evaluate knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).
4.6.R.2	Identify and/or use some text features (e.g., graphics, captions, subheadings, italicized words, charts, tables, legends) to comprehend informational texts.	Identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.	Analyze text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.
4.6.R.3	Determine the relevance of sources.	Determine the relevance of the information gathered.	Explain the relevance of the information gathered.
4.6.W.1	Identify a viable research question about a topic.	Generate a viable research question about a topic.	Generate more than one viable research question about a topic.
4.6.W.2	With support (e.g., a graphic organizer) organize information found during research.	Organize information found during research, following a modified citation style (i.e., author, title, publication year).	

OSTP ELA Grade 5 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
	OK Policy PLD Basic: *Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:*	***OK Policy PLD Proficient:*** *Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:*	***OK Policy PLD Advanced:*** *Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:*
Reading & Writing Process			
5.2.R.1	Identify key supporting details that support the main idea of a text.	Explain how key supporting details support the main idea of a text.	Analyze how key supporting details support the main idea of a text.
5.2.R.2	Use features of fiction, poetry, and nonfiction texts to distinguish various genres.	Identify details in fiction, poetry, and nonfiction texts to distinguish various genres.	Compare details within or across fiction, poetry, and nonfiction texts to distinguish various genres.
5.2.R.3	Summarize or sequence the important events from a portion of a story.	Summarize and sequence the important events of a story.	Analyze a complex story, summarize and sequence the important events of a story, evaluate for the best summary, and explain why certain details should be included in a summary.
5.2.R.4	Summarize facts and details from portions of an informational text.	Summarize facts and details from an informational text.	Summarize facts and details from a complex informational text; evaluate for the best summary.
5.2.W.1	Identify the parts of and use the writing process to: prewrite, organize, and develop narrative, informative, and opinion drafts of a paragraph.	Use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.	Show knowledge of a recursive process to prewrite and organize for intended purpose, and draft multi-paragraph narrative, informative, and opinion drafts.
5.2.W.2	Revise content in a paragraph for clarity and organization (e.g., logical order and transitions).	Revise content for clarity, coherence, and organization (e.g., logical order and transitions).	Revise content for clarity (using precise language geared toward the audience), coherence, and organization (e.g., logical order and effective use of transitions).

OSTP ELA Grade 5 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
5.2.W.3	Edit drafts of a sentence for punctuation (end marks), capitalization (beginnings of sentences), and correctly spelled grade-level words, using resources as needed.	Edit drafts for punctuation, capitalization, and correctly spelled grade-level words, using resources as needed.	
Critical Reading & Writing			
5.3.R.1	Identify the author's purpose (i.e., entertain, inform, persuade).	Determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved.	Analyze key details to determine if the author's purpose was achieved.
5.3.R.2	Determine whether a grade-level literary text is narrated in first- or third-person point of view.	Determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.	Analyze key details to determine if the text is narrated first- or third-person point of view (limited and omniscient) and describe its effect.
5.3.R.3	Identify textual evidence of literary elements: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict	Determine how literary elements contribute to the meaning of a literary text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict ● theme	Using textual evidence, explain how literary elements contribute to the meaning of a literary text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict ● theme

OSTP ELA Grade 5 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
5.3.R.4	Identify textual evidence of literary devices: ● imagery ● metaphor ● idiom ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia	Determine how literary devices contribute to the meaning of a text: ● imagery ● metaphor ● idiom ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia	Using textual evidence, explain how literary devices contribute to the meaning of a text: ● imagery ● metaphor ● idiom ● personification ● hyperbole ● simile ● alliteration ● onomatopoeia
5.3.R.5	Analyze ideas in a portion of a text, providing textual evidence to support their inferences.	Analyze ideas in one or more texts, providing textual evidence to support their inferences.	Draw evaluative conclusions from one or more texts, providing textual evidence to support their inferences.
5.3.R.6	Identify fact or opinion in an informational text and locate reasons and facts that support specific points.	Distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.	Distinguish relevant fact from opinion in an informational text and explain how reasons and facts support specific points using supporting evidence from the informational text.
5.3.R.7	Identify the structures of informational texts: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential	Distinguish the structures of informational texts: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential	Analyze the structures of informational texts and provide supporting evidence for that analysis: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential

OSTP ELA Grade 5 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
5.3.W.1	Compose simple narratives reflecting real or imagined experiences that: ● include plots with a climax and resolution ● include developed characters who overcome conflicts and use dialogue ● unfold in chronological sequence ● use some sentence variety, sensory details, and vivid language to create interest ● replicate literary elements and/or literary devices from mentor texts	Compose narratives experiences reflecting real or imagined that: ● include plots with a climax and resolution ● include developed characters who overcome conflicts and use dialogue ● use a consistent point of view ● unfold in chronological sequence ● use sentence variety, sensory details, and vivid language to create interest ● model literary elements and/or literary devices from mentor texts	Compose complex narratives reflecting real or imagined experiences that: ● include plots with a climax and resolution ● including developed characters who overcome conflicts and use dialogue ● use a consistent point of view ● unfold in chronological sequence ● use sentence variety, sensory details, and vivid language to create interest ● model literary elements and/or literary devices from mentor texts
5.3.W.2	Compose simple informative essays that: ● introduce and develop a topic ● include evidence (e.g., specific facts, examples, charts, and graphs) ● maintain an organized structure with simple transitional words and phrases ● use some sentence variety and word choice to create interest ● replicate literary devices from mentor texts	Compose informative essays that: ● introduce and develop a topic ● incorporate evidence (e.g., specific facts, examples, charts, and graphs) ● maintain an organized structure with transitional words and phrases ● use sentence variety and word choice to create interest ● model literary devices from mentor texts	Compose complex informative essays that: ● introduce and develop a topic ● incorporate and explain evidence (e.g., specific facts, examples, charts, and graphs) ● maintain an organized structure with complex transitional words and phrases ● use sentence variety and precise word choice to create interest ● model literary devices from mentor texts

OSTP ELA Grade 5 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
5.3.W.2	Write simple opinion essays that: ● introduce a topic and state an opinion ● include text-based evidence ● use some sentence variety and word choice to create interest ● organize writing in a logical sequence with simple transitional words and phrases	Write opinion essays that: ● introduce a topic and state a clear opinion ● incorporate relevant, text-based evidence to support the opinion ● use sentence variety and word choice to create interest ● organize writing in a logical sequence with transitional words and phrases	Write complex opinion essays that: ● introduce a topic and state a clear opinion ● incorporate relevant, text-based evidence to support the opinion ● use sentence variety and word choice to create interest ● organize writing in a logical sequence with transitional words and phrases
Vocabulary			
5.4.R.1	Identify relationships among words, including synonyms, antonyms, simple analogies, homophones, and homographs.	Identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.	Identify relationships among words, including synonyms, antonyms, complex analogies, homophones, and homographs.
5.4.R.2	Use context clues to clarify the meaning of basic words.	Use context clues to clarify the meaning of words.	Use context clues to clarify the meaning of words and identify supporting evidence.
5.4.R.3	Use word parts (e.g., simple affixes, simple Latin roots, stems) to define and determine the meaning of new words.	Use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.	Use word parts (e.g., complex affixes, complex Latin roots, stems) to define and determine the meaning of new words.
5.4.R.4	Choose reference materials (e.g., dictionaries, glossaries, thesauruses) to identify the meanings of words in a text.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.	
5.4.R.5		Acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.	
5.4.W.1		Use grade-level vocabulary in writing to clearly communicate ideas.	
5.4.W.2	Use precise and vivid vocabulary in writing.	Use precise and vivid vocabulary in writing for the intended mode and effect on the audience.	

OSTP ELA Grade 5 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
Language			
5.5.R.1	Recognize simple and compound sentences.	Recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.	Determine and explain whether sentences are simple, compound, or complex (i.e., independent and dependent clauses) and identify independent and dependent clauses.
5.5.R.2	Recognize parts of speech in simple sentences: ● nouns ● verb tense to identify settings, times, sequences, and conditions ● subject and verb agreement ● adjectives ● prepositional phrases ● intensive pronouns and their antecedents ● coordinating conjunctions ● adverbs ● interjections	Recognize and explain the impact on meaning of parts of speech in sentences: ● nouns ● verb tense to identify settings, times, sequences, and conditions ● subject and verb agreement ● adjectives ● prepositional phrases ● intensive pronouns and their antecedents ● coordinating conjunctions ● adverbs ● interjections	
5.5.W.1		Compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.	
5.5.W.2		Use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.	
5.5.W.3	Recognize the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.	Recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.	

OSTP ELA Grade 5 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
5.5.W.6		Use the correct forms of it's/its, you're/your, and they're/there/their.	Recognize and revise errors in the incorrect use of it's/its, you're/your, and they're/there/their.
5.5.W.7	Use commas to separate individual words in a series and to indicate dialogue.	Use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.	Recognize and revise errors in comma usage to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.
5.5.W.8	Identify sentences that correctly use a colon to introduce a list.	Use a colon to introduce a list.	Recognize and revise errors in colon use to introduce a list.
5.5.W.9	Identify sentences that correctly use quotation marks to indicate dialogue, quoted material, and titles of works.	Use quotation marks to indicate dialogue, quoted material, and titles of works.	Recognize and revise errors when using quotation marks to indicate dialogue, quoted material, and titles of works.
5.5.W.10	Identify sentences that correctly use underlining or italics to indicate titles of works.	Use underlining or italics to indicate titles of works.	Recognize and revise errors when using underlining or italics to indicate titles of works.
5.5.W.11	Identify sentences that correctly use a semicolon to punctuate compound sentences.	Use a semicolon to punctuate compound sentences.	Recognize and revise errors when using a semicolon to punctuate compound sentences.
Research			
5.6.R.1	Conduct research to answer questions, including self-generated questions, and to build knowledge, using one source (e.g., visual and text reference sources, electronic resources, and/or interviews).	Conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).	Conduct research to answer questions, including self-generated questions, and to evaluate knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).
5.6.R.2	Identify and/or use some text features (e.g., graphics, captions, subheadings, italicized words, charts, tables, legends) to comprehend the structure of informational texts.	Identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.	Use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) and explain how they support the structure of informational texts.
5.6.R.3	Determine the relevance of the information gathered.	Determine the relevance and reliability of the information gathered.	Determine and explain the relevance and reliability of the information gathered.

OSTP ELA Grade 5 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
5.6.W.1	Identify a viable research question about a provided topic.	Formulate a viable research question.	Formulate multiple viable research questions.
5.6.W.2	Organize information found during research.	Organize information found during research, following a modified citation style (i.e., author, title, publication date).	

OSTP ELA Grade 6 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
	OK Policy PLD Basic: *Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:*	***OK Policy PLD Proficient:*** *Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:*	***OK Policy PLD Advanced:*** *Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:*
Reading & Writing Process			
6.2.R.1	Summarize the important events or information in a text.	Summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension.	Summarize complex alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension; evaluate summaries.
6.2.R.2	Identify details in fiction, poetry, and nonfiction texts to distinguish genres.	Analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	Analyze details in fiction, poetry, and nonfiction texts to distinguish genres and provide supporting evidence for analysis.
6.2.R.3	Paraphrase a sentence in their own words to demonstrate comprehension.	Paraphrase a paragraph in their own words to demonstrate comprehension.	
6.2.W.1	Identify a prewriting strategy.	Prewrite (e.g., develop ideas and plan).	Create a prewriting strategy.
6.2.W.2	Develop ideas to compose a first draft.	Organize and develop ideas to compose a first draft.	Organize and develop ideas related to a thesis to compose a first draft.
6.2.W.3	Revise drafts of paragraphs for logical order and effective transitions.	Revise drafts for intended purpose, audience, and organization (e.g., logical order and transitions).	Evaluate and revise drafts for intended purpose, audience, and organization (e.g., logical order and transitions).
6.2.W.4	Edit for correct grammar, usage, and mechanics, using various resources.	Edit for correct grammar, usage, and mechanics, using various resources.	Use various resources to correct grammar, usage, and mechanics for intended purposes.

OSTP ELA Grade 6 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
Critical Reading & Writing			
6.3.R.1	Compare and contrast stated purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.	Compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.	Compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives in complex texts.
6.3.R.2	Identify how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.	Evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.	Evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts and provide supporting evidence.
6.3.R.3	Identify how literary elements contribute to the meaning of a literary text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict (i.e., internal, external) ● point of view (i.e., third person limited and omniscient)	Analyze how literary elements contribute to the meaning of a literary text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict (i.e., internal, external) ● point of view (i.e., third person limited and omniscient)	Evaluate how literary elements contribute to the meaning of a literary text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict (i.e., internal, external) ● point of view (i.e., third person limited and omniscient)
6.3.R.4	Identify how literary devices contribute to the meaning of a text: ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ● sound devices (i.e., onomatopoeia, alliteration)	Analyze how literary devices contribute to the meaning of a text: ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ● sound devices (i.e., onomatopoeia, alliteration)	Evaluate how literary devices contribute to the meaning of a text: ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ● sound devices (i.e., onomatopoeia, alliteration)
6.3.R.5	Identify literary elements that impact a text's theme.	Identify literary elements and devices that impact a text's theme.	Evaluate literary elements and devices that impact a text's theme.

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Objective	Basic	Proficient	Advanced
6.3.R.6	Identify facts included in an argument as for or against an issue.	Categorize facts included in an argument as for or against an issue.	Determine whether facts strengthen or weaken an argument.
6.3.R.7	Determine how informational text structures support the author's purpose: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential	Analyze how informational text structures support the author's purpose: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential	Analyze and explain how informational text structures support the author's purpose: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential
6.3.R.8	Identify evidence from a text that supports an inference.	Analyze one or more ideas from a text, providing textual evidence to support their inferences.	
6.3.W.1	Compose simple narratives reflecting real or imagined experiences that: ● include plots involving characters resolving conflicts ● unfold in chronological sequence ● include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts	Compose narratives reflecting real or imagined experiences that: ● include plots involving complex characters resolving conflicts ● unfold in chronological or surprising sequence (e.g., foreshadowing) ● include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts	Compose complex narratives reflecting real or imagined experiences that: ● include plots involving complex characters resolving conflicts ● unfold in chronological or surprising sequence (e.g., foreshadowing) ● include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts

OSTP ELA Grade 6 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
6.3.W.2	Compose simple informative essays or reports that: ● introduce and develop a topic ● incorporate evidence (e.g., specific facts and details) ● attempt to maintain an organized structure	Compose informative essays or reports that: ● objectively introduce and develop topics ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity ● establish and maintain a formal style ● emulate literary devices from mentor texts	Compose complex informative essays or reports that: ● objectively introduce and develop topics ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity ● establish and maintain a formal style ● emulate literary devices from mentor texts
6.3.W.3	Compose simple argumentative essays that: ● introduce a claim ● attempt to organize claims and evidence in a logical sequence ● attempt to provide relevant evidence to develop arguments, using credible sources	Compose argumentative essays that: ● introduce precise claims ● organize claims and evidence in a logical sequence ● provide relevant evidence to develop arguments, using credible sources ● use sentence variety and word choice to create clarity ● establish and maintain a formal style	Compose complex argumentative essays that: ● introduce precise claims ● organize claims and evidence in a logical sequence ● provide relevant evidence to develop arguments, using credible sources ● use sentence variety and word choice to create clarity ● establish and maintain a formal style
Vocabulary			
6.4.R.1	Identify synonyms, antonyms, and analogies.	Analyze the relationships among synonyms, antonyms, and analogies.	Evaluate the relationships among synonyms, antonyms, and analogies for intended effect.
6.4.R.2	Ue context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among simple multiple-meaning words.	Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among complex multiple-meaning words.

OSTP ELA Grade 6 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
6.4.R.3	Use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of simple words.	Use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.	
6.4.R.4		Use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	
6.4.W.1	Use simple vocabulary in writing to clearly communicate ideas.	Use precise, grade-level vocabulary in writing to clearly communicate ideas.	Use precise, complex vocabulary in writing to clearly communicate ideas.
6.4.W.2	Select language in writing to create a specific given effect according to purpose.	Select language in writing to create a specific effect according to purpose.	Select complex language in writing to create a specific effect according to purpose.
Language			
6.5.R.1		Recognize simple, compound, and complex sentences.	
6.5.R.2	Recognize and explain the impact on meaning of parts of speech in sentences: ● nouns ● verb tense to signify various times, sequences, and conditions ● subject and verb agreement ● adjectives ● prepositional phrases ● adverbs ● interjections	Recognize and explain the impact on meaning of parts of speech in sentences: ● nouns ● verb tense to signify various times, sequences, conditions, and states ● subject and verb agreement ● adjectives ● prepositional phrases ● reflexive pronouns and their antecedents ● singular they / them / their ● subordinating conjunctions ● adverbs ● interjections	

OSTP ELA Grade 6 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
6.5.W.1	Compose simple, compound, and complex sentences.	Compose simple, compound, and complex sentences to add clarity and variety in their writing.	
6.5.W.2	Use nouns, verbs, adjectives, prepositions, adverbs, and pronouns.	Add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.	
6.5.W.3	Recognize the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.	Recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.	Evaluate for and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.
6.5.W.7	Identify sentences that correctly use commas to separate an introductory element from the rest of the sentence and to indicate direct address (e.g., Where are you, Sam?).	Use commas to separate an introductory element from the rest of the sentence and to indicate direct address (e.g., Where are you, Sam?).	Edit for commas to separate an introductory element from the rest of the sentence and to indicate direct address (e.g., Where are you, Sam?).
6.5.W.8	Identify sentences that correctly use a colon to introduce a quotation from a source (e.g., According to National Geographic, meerkat homes are quite comfortable: “Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun.”).	Use a colon to introduce a quotation from a source (e.g., According to National Geographic, meerkat homes are quite comfortable: “Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun.”).	Edit for a colon to introduce a quotation from a source (e.g., According to National Geographic, meerkat homes are quite comfortable: “Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun.”).
6.5.W.9	Identify sentences that use quotation marks to indicate dialogue, quoted material, and titles of works.	Use quotation marks to indicate dialogue, quoted material, and titles of works.	Edit for quotation marks to indicate dialogue, quoted material, and titles of works.
6.5.W.10	Identify sentences that use underlining or italics to indicate titles of works.	Use underlining or italics to indicate titles of works.	Edit for underlining or italics to indicate titles of works.

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Objective	Basic	Proficient	Advanced
6.5.W.11	Identify sentences that use a semicolon to punctuate compound sentences.	Use a semicolon to punctuate compound sentences.	Edit for a semicolon to punctuate compound sentences.
Research			
6.6.R.1	Identify viable research questions to gather information about a topic.	Use their own viable research questions to gather information about a topic.	
6.6.R.2	Record information from various primary and secondary sources.	Record and organize information from various primary and secondary sources.	Record, organize, and analyze information from various primary and secondary sources.
6.6.R.3	Identify the relevance and reliability of the information gathered.	Determine the relevance and reliability of the information gathered.	Evaluate the relevance and reliability of the information gathered.
6.6.W.1	Identify a viable research question.	Formulate and refine a viable research question.	
6.6.W.2	Identify a clear, concise thesis statement.	Develop a clear, concise thesis statement.	Revise a thesis statement to be clear and concise.
6.6.W.3	Quote findings.	Quote findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.	

OSTP ELA Grade 7 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
	OK Policy PLD Basic: *Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:*	***OK Policy PLD Proficient:*** *Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:*	***OK Policy PLD Advanced:*** *Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:*
Reading & Writing Process			
7.2.R.1	Summarize alphabetic and/or multimodal text, including main idea and key details, to demonstrate comprehension of a text.	Summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.	Summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension between texts; evaluate summaries.
7.2.R.2	Identify details in fiction, poetry, and nonfiction texts to distinguish genres.	Analyze details in fiction, poetry, and nonfiction texts to distinguish genres.	Analyze details in fiction, poetry, and nonfiction texts to distinguish genres and provide supporting evidence.
7.2.R.3	Paraphrase a paragraph in their own words to demonstrate comprehension.	Paraphrase a short passage in their own words to demonstrate comprehension.	
7.2.W.1	Identify a prewriting strategy (e.g., develop ideas and plan).	Prewrite (e.g., develop ideas and plan).	Create prewriting strategy.
7.2.W.2	Minimally plan/organize ideas.	Organize and develop ideas to compose a first draft.	Organize and develop ideas related to a thesis to compose a first draft.
7.2.W.3	Revise provided drafts of paragraphs for intended purpose, audience, organization, and coherence (e.g., consistent point of view).	Revise drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view).	Revise self-created drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view) and style.
7.2.W.4	Edit for correct grammar, usage, and mechanics, using various resources.	Edit for correct grammar, usage, and mechanics, using various resources.	Use various resources to correct grammar, usage, and mechanics for intended purposes.

OSTP ELA Grade 7 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
Critical Reading & Writing			
7.3.R.1	Read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and identify the methods the authors use to achieve their purposes.	Read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.	Read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze the methods the authors use to achieve their purposes.
7.3.R.2	Identify how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.	Evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.	Evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts and provide supporting evidence.
7.3.R.3	Identify literary elements to support an interpretation of a text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict (i.e., internal, external) ● point of view (i.e., third person limited and omniscient and second person)	Analyze literary elements to support an interpretation of a text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict (i.e., internal, external) ● point of view (i.e., third person limited and omniscient and second person)	Evaluate literary elements to support an interpretation of a text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict (i.e., internal, external) ● point of view (i.e., third person limited and omniscient and second person)
7.3.R.4	Identify literary devices to support an interpretation of a text: ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ● sound devices (i.e., onomatopoeia, alliteration) ● verbal irony	Analyze literary devices to support an interpretation of a text: ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ● sound devices (i.e., onomatopoeia, alliteration) ● verbal irony	Evaluate literary devices to support an interpretation of a text: ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ● sound devices (i.e., onomatopoeia, alliteration) ● verbal irony
7.3.R.5	Identify literary elements and devices that impact a text's theme.	Identify literary elements and devices that impact a text's theme and mood.	Explain how literary elements and devices impact a text's theme and mood.

OSTP ELA Grade 7 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
7.3.R.6	Identify factual claims in a text.	Distinguish factual claims from opinions.	Evaluate factual claims.
7.3.R.7	Determine how informational text structures support the author's purpose: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential	Analyze how informational text structures support the author's purpose: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential	Analyze and explain how informational text structures support the author's purpose: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential
7.3.R.8	Identify multiple ideas from a text that support an inference.	Analyze multiple ideas from a text, providing textual evidence to support their inferences.	
7.3.W.1	Compose simple narratives reflecting real or imagined experiences that may: ● include plots involving complex characters resolving conflicts ● unfold in chronological or surprising sequence (e.g., foreshadowing) ● include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts	Compose narratives reflecting real or imagined experiences that: ● include plots involving complex characters resolving conflicts ● unfold in chronological or surprising sequence (e.g.,foreshadowing) ● include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts	Compose complex narratives reflecting real or imagined experiences that: ● include plots involving complex characters resolving conflicts ● unfold in chronological or surprising sequence (e.g., foreshadowing) ● include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts

OSTP ELA Grade 7 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
7.3.W.2	Compose simple informative essays or reports that: ● introduce and develop topics ● incorporate evidence (e.g., specific facts and details) ● attempt to maintain an organized structure	Compose informative essays or reports that: ● objectively introduce and develop topics ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity ● establish and maintain a formal style ● emulate literary devices from mentor texts	Compose complex informative essays or reports that: ● objectively introduce and develop topics ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity ● establish and maintain a formal style ● emulate literary devices from mentor texts
7.3.W.3	Compose simple argumentative essays that: ● introduce a claim ● attempt to organize the claim and evidence in a logical sequence ● provide evidence to develop arguments, using credible sources	Compose argumentative essays that: ● introduce precise claims ● organize claims and evidence in a logical sequence ● provide relevant evidence to develop arguments, using credible sources ● use sentence variety and word choice to create clarity ● establish and maintain a formal style	Compose complex argumentative essays that: ● introduce precise claims ● organize claims and evidence in a logical sequence ● provide relevant evidence to develop arguments, using credible sources ● use sentence variety and word choice to create clarity ● establish and maintain a formal style
Vocabulary			
7.4.R.1	Identify synonyms, antonyms, and analogies.	Analyze the relationships among synonyms, antonyms, and analogies.	Evaluate the relationships among synonyms, antonyms, and analogies for intended effect.
7.4.R.2	Use context clues and denotation to determine or clarify the meaning of words or distinguish among simple multiple-meaning words.	Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among complex multiple-meaning words.

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Objective	Basic	Proficient	Advanced
7.4.R.3	Use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of new words.	Use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.	
7.4.R.4		Use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	
7.4.W.1	Use simple vocabulary in writing to clearly communicate ideas.	Use precise, grade-level vocabulary in writing to clearly communicate ideas.	Use precise, complex vocabulary in writing to clearly communicate ideas.
7.4.W.2	Select simple language in writing to create a specific, given effect according to purpose.	Select language in writing to create a specific effect according to purpose.	Select complex language in writing to create a specific effect according to purpose.
Language			
7.5.R.1	Recognize simple, compound, and complex sentences.	Recognize simple, compound, complex, and compound-complex sentences and explain their effects.	Analyze simple, compound, complex, and compound-complex sentences and explain their effects.

OSTP ELA Grade 7 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
7.5.R.2	Recognize and explain the impact on meaning of parts of speech in sentences: ● nouns ● subject and verb agreement ● singular they / them / their ● adverbs ● interjections	Recognize and explain the impact on meaning of parts of speech in sentences: ● nouns ● gerunds ● subject and verb agreement ● cumulative and coordinate adjectives ● demonstrative pronouns ● vague pronouns (i.e., ones with unclear or ambiguous antecedents) ● singular they / them / their ● correlative conjunctions ● adverbs ● interjections	
7.5.W.1	Compose simple, compound, complex sentences.	Compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.	Compose compound-complex sentences to add clarity, variety, and intended effect in their writing.
7.5.W.2	Use nouns, verbs, adjectives, prepositions, adverbs, and pronouns.	Add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.	
7.5.W.3	Identify the following: run-ons, errors in subject and verb agreement, and inappropriate shifts in verb tense.	Recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and vague pronouns (i.e., ones with unclear or ambiguous antecedents).	Evaluate for and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and vague pronouns (i.e., ones with unclear or ambiguous antecedents).
7.5.W.7	Identify sentences that correctly use commas to separate words or phrases in a series.	Use commas to separate words or phrases in a series.	Edit for commas used to separate words or phrases in a series.

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Objective	Basic	Proficient	Advanced
7.5.W.8	Identify sentences that correctly use a colon to introduce a quotation from a source.	Use a colon to introduce a quotation from a source.	Edit for colons used to introduce a quotation from a source.
7.5.W.9	Identify sentences that correctly use quotation marks to indicate dialogue, quoted material, and titles of works.	Use quotation marks to indicate dialogue, quoted material, and titles of works.	Edit for quotation marks used to indicate dialogue, quoted material, and titles of works.
7.5.W.10	Identify sentences that correctly use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.	Use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.	Edit for use of underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.
7.5.W.11	Identify sentences that correctly use a semicolon to punctuate compound and compound-complex sentences.	Use a semicolon to punctuate compound and compound-complex sentences.	Edit for a semicolon to punctuate compound and compound-complex sentences.
Research			
7.6.R.1	Find and comprehend information (e.g., claims, evidence) about a topic and identify a viable research question.	Find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.	
7.6.R.2	Record and organize information from a variety of primary and secondary sources.	Find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.	Find, analyze, and record and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.
7.6.R.3	Determine the relevance and reliability of the information gathered.	Determine the relevance, reliability, and validity of the information gathered.	Evaluate the relevance, reliability, and validity of the information gathered.
7.6.W.1	Identify a clear and concise research question.	Formulate and refine a viable research question.	
7.6.W.2	Identify a clear, concise thesis statement.	Develop a clear, concise thesis statement.	Revise a thesis statement to be clear and concise.
7.6.W.3	Quote and summarize findings.	Quote and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.	

OSTP ELA Grade 8 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
	OK Policy PLD Basic: *Students demonstrate partial mastery of the essential knowledge and skills appropriate to their grade level. Students scoring at the Basic level typically:*	***OK Policy PLD Proficient:*** *Students demonstrate mastery over appropriate grade-level subject matter and readiness for the next grade level. Students scoring at the Proficient level typically:*	***OK Policy PLD Advanced:*** *Students demonstrate superior performance on challenging subject matter. In addition to demonstrating a broad and in-depth understanding and application of all skills at the Proficient level, students scoring at the Advanced level typically:*
Reading & Writing Process			
8.2.R.1	Summarize an alphabetic or multimodal text to demonstrate comprehension of a text.	Summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts.	Summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts; evaluate summaries.
8.2.R.2	Identify details in fiction, poetry, and nonfiction texts to distinguish genres.	Analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres.	Analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres and provide supporting evidence.
8.2.R.3	Paraphrase a paragraph in their own words to demonstrate comprehension.	Paraphrase a portion of passage in their own words to demonstrate comprehension.	
8.2.W.1	Identify a prewriting strategy (e.g., develop ideas and plan).	Prewrite (e.g., develop ideas and plan).	Create and use a prewriting strategy.
8.2.W.2	Minimally plan/organize ideas.	Organize and develop ideas to compose a first draft.	Organize and develop ideas related to a thesis to compose a first draft.
8.2.W.3	Revise provided drafts of paragraphs for intended purpose, audience, and organization.	Revise drafts for intended purpose, audience, organization, coherence, and style (e.g., word choice and sentence variety).	Revise self-created drafts for intended purpose, audience, organization, coherence, and style (e.g., word choice and sentence variety).
8.2.W.4	Edit a paragraph for correct grammar and mechanics, using various resources.	Edit for correct grammar, usage, and mechanics, using various resources.	Edit for correct grammar, usage, and mechanics, using various resources; edit mechanics for intended effect and purpose.

OSTP ELA Grade 8 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
Critical Reading & Writing			
8.3.R.1	Analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.	Analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze the methods the authors use to achieve their purposes.	Analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and evaluate the methods the authors use to achieve their purposes.
8.3.R.2	Determine perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts.	Evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they affect various literary and informational texts.	
8.3.R.3	Identify literary elements to support interpretations of a literary text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict (i.e., internal, external) ● point of view (i.e., third person limited and omniscient, second person, and unreliable narrator)	Analyze literary elements to support interpretations of a literary text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict (i.e., internal, external) ● point of view (i.e., third person limited and omniscient, second person, and unreliable narrator)	Evaluate literary elements to support interpretations of a literary text: ● setting ● plot ● characters (i.e., protagonist, antagonist) ● characterization ● conflict (i.e., internal, external) ● point of view (i.e., third person limited and omniscient, second person, and unreliable narrator)
8.3.R.4	Determine literary devices to support interpretations of a text: ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ● sound devices (i.e., onomatopoeia, alliteration) ● verbal and situational irony	Analyze literary devices to support interpretations of a text: ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ● sound devices (i.e., onomatopoeia, alliteration) ● verbal and situational irony	Evaluate literary devices to support interpretations of a text: ● figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom) ● sound devices (i.e., onomatopoeia, alliteration) ● verbal and situational irony
8.3.R.5	Identify literary elements and devices that impact a text's theme and mood.	Identify literary elements and devices that impact a text's theme, mood, and tone.	Identify literary elements and devices that impact a text's theme, mood, and tone.
8.3.R.6	Identify a claim and describe how evidence supports a claim.	Evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.	

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Objective	Basic	Proficient	Advanced
8.3.R.7	Determine how informational text structures support the author's purpose: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential	Analyze how informational text structures support the author's purpose: ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential	Analyze and evaluate how informational text structures support the author's purpose and explain why one structure was selected over another. ● compare/contrast ● cause/effect ● problem/solution ● description ● sequential
8.3.R.8	Compare or contrast ideas within a text, providing textual evidence to support their inferences.	Compare or contrast two or more texts, providing textual evidence to support their inferences.	Analyze two or more texts, providing textual evidence to support their inferences.
8.3.W.1	Compose simple narratives reflecting real or imagined experiences that may: ● include plots involving complex characters resolving conflicts ● unfold in chronological or surprising sequence (e.g., flashback and foreshadowing) ● include a narrator, precise language, sensory details, and dialogue to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts	Compose narratives reflecting real or imagined experiences that: ● include plots involving complex characters resolving conflicts ● unfold in chronological or surprising sequence (e.g., flashback and foreshadowing) ● include a narrator, precise language, sensory details, and dialogue to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts	Compose complex narratives reflecting real or imagined experiences that: ● include plots involving complex characters resolving conflicts ● unfold in chronological or surprising sequence (e.g., flashback and foreshadowing) ● include a narrator, precise language, sensory details, and dialogue to enhance the narrative ● use sentence variety to create clarity ● emulate literary elements and/or literary devices from mentor texts

OSTP ELA Grade 8 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
8.3.W.2	Compose simple informative essays or reports that: ● introduce and develop topics ● incorporate evidence (e.g., specific facts, details) ● attempt to maintain an organized structure ● attempt to use sentence variety and word choice to create clarity	Compose informative essays or reports that: ● objectively introduce and develop topics ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain an organized structure ● use sentence variety and word choice to create clarity ● establish and maintain a formal style ● emulate literary devices from mentor texts	Compose complex informative essays or reports that: ● objectively introduce and develop topics ● incorporate evidence (e.g., specific facts, details, charts and graphs, data) ● maintain a clear and organized structure using smooth transitions ● use sentence variety and word choice to create clarity ● establish and maintain a formal style ● emulate literary devices from mentor texts
8.3.W.3	Compose simple argumentative essays that: ● introduce claims ● attempt to organize claims and evidence in a logical sequence ● provide evidence to develop arguments, using credible sources ● attempt to use sentence variety and word choice to create clarity	Compose argumentative essays that: ● introduce precise claims ● acknowledge counterclaims ● organize claims, counterclaims, and evidence in a logical sequence ● provide relevant evidence to develop arguments, using credible sources ● use sentence variety and word choice to create clarity ● establish and maintain a formal style	Compose complex argumentative essays that: ● clearly introduce precise claims ● acknowledge counterclaims ● effectively organize claims, counterclaims, and evidence in a logical sequence using smooth transitions ● provide relevant evidence to develop arguments, using credible sources ● use sentence variety and precise word choice to create clarity ● establish and maintain a formal style

OSTP ELA Grade 8 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
Vocabulary			
8.4.R.1	Identify synonyms, antonyms, and analogies.	Analyze the relationships among synonyms, antonyms, and analogies.	Evaluate the relationships among synonyms, antonyms, and analogies.
8.4.R.2	Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among simple multiple-meaning words.	Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.	Use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among complex multiple-meaning words.
8.4.R.3	Use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of simple words.	Use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.	
8.4.R.4		Use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.	
8.4.W.1	Use precise, simple vocabulary in writing to clearly communicate ideas.	Use precise, grade-level vocabulary in writing to clearly communicate ideas.	Use precise, complex vocabulary in writing to clearly communicate ideas.
8.4.W.2	Select language in writing to create a given effect according to purpose.	Select language in writing to create a specific effect according to purpose.	Select complex language in writing to create a specific effect according to purpose.

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Objective	Basic	Proficient	Advanced
Language			
8.5.R.1		Recognize active and passive voice and misplaced and dangling modifiers in sentences.	
8.5.R.2	Recognize parts of speech in sentences: ● nouns ● verbals (i.e., gerunds, participles, infinitives) ● cumulative and coordinate adjectives ● vague pronouns ● singular they/them/their ● coordinating, subordinating, and correlative conjunctions ● adverbs ● interjections	Recognize and explain the impact on meaning of parts of speech in sentences: ● nouns ● verbals (i.e., gerunds, participles, infinitives) ● cumulative and coordinate adjectives ● vague pronouns ● singular they/them/their ● coordinating, subordinating, and correlative conjunctions ● adverbs ● interjections	
8.5.W.1	Compose simple, compound, complex, and compound-complex sentences.	Compose simple, compound, complex, and compound-complex sentences to add clarity and variety to their writing.	Compose simple, compound, complex, and compound-complex sentences to add clarity, variety, and contribute to the intended purpose of their writing.
8.5.W.2	Use nouns, verbs, verbals, adjectives, prepositions, adverbs, pronouns, and conjunctions in their writing.	Create clarity and/or add variety to their writing with nouns, verbs, verbals, adjectives, prepositions, adverbs, pronouns, and conjunctions.	Create clarity and add variety to their writing with nouns, verbs, verbals, adjectives, prepositions, adverbs, pronouns, and conjunctions.
8.5.W.3	Recognize and correct vague pronouns.	Recognize and correct the following: misplaced and dangling modifiers, vague pronouns, and second person point of view in formal writing.	Evaluate for and correct the following: misplaced and dangling modifiers, vague pronouns, and second person point of view in formal writing.
8.5.W.7		Use commas to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).	Evaluate for and use commas to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).

OSTP ELA Grade 8 - Range Performance Level Descriptors (Range PLDs)

Objective	Basic	Proficient	Advanced
8.5.W.8		Use a colon to introduce a quotation from a source.	Edit for colons used to introduce a quotation from a source.
8.5.W.10	Use underlining or italics to indicate titles of works.	Use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.	Edit for underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.
8.5.W.11	Use a semicolon to punctuate compound sentences.	Use a semicolon to punctuate compound and compound-complex sentences.	Edit for a semicolon to punctuate compound and compound-complex sentences.
Research			
8.6.R.1	Find and comprehend information (e.g., claims, evidence) about a topic and identify viable research questions.	Find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.	
8.6.R.2	Find and organize information from a variety of primary and secondary sources.	Find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.	Find, analyze, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.
8.6.R.3	Identify the relevance, reliability, and validity of the information gathered.	Determine the relevance, reliability, and validity of the information gathered.	Evaluate information for relevance, reliability, and validity.
8.6.W.1	Identify a viable research question.	Formulate and refine a viable research question.	
8.6.W.2	Identify a clear, concise thesis statement.	Develop a clear, concise, defensible thesis statement.	Revise a defensible thesis statement based on findings for clarity and concision.
8.6.W.3	Quote and summarize findings.	Quote, paraphrase, and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.	