

## 8<sup>th</sup> Grade English Language Arts

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).

Competencies	Q1	Q2	Q3	Q4
<b>C1-Making Meaning of Text</b> The student is aware of and understands his/her own thought processes, including monitoring, connecting, interacting, summarizing, and responding, while reading increasingly complex texts. 2A Uses Resources;	X	X	X	X
<b>C2A-Reading and Talking about Text</b> The student reads and discusses diverse texts, including self-selected texts, in order to deepen understanding.	X	X	X	X
<b>C2B-Reading and Writing about Text</b> The student reads and writes about diverse texts, including self-selected texts, in order to deepen understanding.	X	X	X	X
<b>C3-Critical Thinking</b> The student predicts, infers, analyzes, synthesizes, and evaluates while reading and writing increasingly complex texts.	X	X	X	X
<b>C4-Author's Purpose and Craft</b> The student, as a reader and writer, analyzes, within and across a variety of diverse texts, an author's choices and how they influence and communicate meaning.	X	X	X	X
<b>C5-Writing Process</b> The student uses the recursive writing process and considerations of craft to compose multiple texts.	X	X	X	X
<b>C6-Inquiry</b> The student engages in both short-term and sustained inquiry processes for a variety of purposes.		X		X

## Learning Progression for Competency 1: Making Meaning of Text

The student is aware of and understands his/her own thought processes, including monitoring, connecting, interacting, summarizing, or responding, while reading increasingly complex texts.

Developing	Progressing	Proficient	Advanced
<p>When assisted, uses a print or digital resource to look up the meaning of new words</p> <p>States a reason for reading:</p> <ul style="list-style-type: none"> <li>Assigned texts, <b>OR</b></li> <li>Self-selected text</li> </ul> <p>Generates questions, <u>when assisted</u>, about text:</p> <ul style="list-style-type: none"> <li>Before,</li> <li>During, <b>OR</b></li> <li>After reading</li> </ul> <p>to gain understanding</p> <p>Attempts to create mental images but is <u>unable</u> to use those images to understand the text</p> <p>Makes connections, <u>when assisted</u>, to:</p> <ul style="list-style-type: none"> <li>Personal experiences,</li> <li>Ideas in other texts, <b>OR</b></li> <li>Society,</li> </ul> <p>to develop an understanding of the text</p>	<p>Uses a print or digital resource to look up the meaning of new words</p> <p>Establishes purpose for reading:</p> <ul style="list-style-type: none"> <li>Assigned texts, <b>OR</b></li> <li>Self-selected text</li> </ul> <p>Generates questions, <u>when assisted</u>, about text:</p> <ul style="list-style-type: none"> <li>Before,</li> <li>During, <b>OR</b></li> <li>After reading</li> </ul> <p>to deepen understanding and gain information</p> <p>Creates mental images while reading that help with the <u>literal</u> meaning of the text</p> <p>Makes connections, <u>when assisted</u>, to:</p> <ul style="list-style-type: none"> <li>Personal experiences,</li> <li>Ideas in other texts, <b>AND</b></li> <li>Society,</li> </ul> <p>to develop and deepen understanding of the text</p>	<p>Self-selects the best strategies from below to help determine the meaning of new words:</p> <ul style="list-style-type: none"> <li>word parts (including Latin and Greek roots),</li> <li>print or digital resources (for definition, pronunciation, part of speech, and word origin), or</li> <li>context clues</li> </ul> <p>Tries new words in written work and in speaking</p> <p>Establishes purpose for reading:</p> <ul style="list-style-type: none"> <li>Assigned texts, <b>AND</b></li> <li>Self-selected text</li> </ul> <p>Generates questions, <u>independently</u>, about text:</p> <ul style="list-style-type: none"> <li>Before,</li> <li>During, <b>AND</b></li> <li>After reading</li> </ul> <p>to deepen understanding and gain information</p> <p>Creates mental images to deepen understanding</p> <p>Makes connections, <u>independently</u>, to:</p> <ul style="list-style-type: none"> <li>Personal experiences,</li> <li>Ideas in other texts, <b>AND</b></li> <li>Society,</li> </ul> <p>to develop and deepen understanding of the text</p>	<p><u>Independently and routinely</u>, uses word parts and outside resources to determine meaning of words, but relies primarily on inferences from context clues; gleans new words from extensive reading</p> <p>Uses new words <u>correctly</u> in speaking and writing</p> <p>Establishes an <u>authentic</u> purpose for reading:</p> <ul style="list-style-type: none"> <li>Assigned texts, <b>AND</b></li> <li>Self-selected text</li> </ul> <p><u>Independently and routinely</u>, generates questions about text:</p> <ul style="list-style-type: none"> <li>Before,</li> <li>During, <b>AND</b></li> <li>After reading</li> </ul> <p>to deepen understanding and gain information</p> <p>Creates mental images to deepen understanding of <u>abstract</u> or <u>complex</u> ideas or texts</p> <p>Makes connections, <u>independently and routinely</u>, in <u>complex</u> text to:</p> <ul style="list-style-type: none"> <li>Personal experiences,</li> <li>Ideas in other texts, <b>AND</b></li> <li>Society,</li> </ul> <p>to develop and deepen understanding of the text</p>

<p>Monitors comprehension and make adjustments, <u>when assisted</u>, such as:</p> <ul style="list-style-type: none"> <li>• Re-reading,</li> <li>• Using background knowledge,</li> <li>• Asking questions, <b>OR</b></li> <li>• Interacting with text</li> </ul> <p>when understanding breaks down before, during, <b>OR</b> after reading</p> <p>Attempts to make personal connections to a text but is <u>unable</u> to describe the connections</p> <p>Attempts to paraphrases or summarize with <u>inaccuracies that change meaning and/or order</u></p> <p>Interacts, in a <u>limited</u> manner, with sources in ways such as,</p> <ul style="list-style-type: none"> <li>• Notetaking,</li> <li>• Annotating,</li> <li>• Freewriting, or</li> <li>• Illustrating</li> </ul> <p>but is <u>not able</u> to use the limited interactions in a way that brings meaning to the text</p>	<p>Monitors comprehension and make adjustments, <u>when assisted</u>, such as:</p> <ul style="list-style-type: none"> <li>• Re-reading,</li> <li>• Using background knowledge,</li> <li>• Asking questions, <b>OR</b></li> <li>• Interacting with text</li> </ul> <p>when understanding breaks down before, during, <b>AND</b> after reading</p> <p>Attempts to describe personal connections to a variety of sources, including self-selected texts, but the description is <u>not fully</u> elaborated</p> <p>Attempts to paraphrase and summarize with some <u>minor inaccuracies</u> in meaning and/or order</p> <p>Interacts with sources in ways such as,</p> <ul style="list-style-type: none"> <li>• Notetaking,</li> <li>• Annotating,</li> <li>• Freewriting, or</li> <li>• Illustrating</li> </ul> <p>that helps bring <u>some</u> meaning to the text</p>	<p>Monitors comprehension and make adjustments, <u>independently</u>, such as:</p> <ul style="list-style-type: none"> <li>• Re-reading,</li> <li>• Using background knowledge,</li> <li>• Asking questions, <b>AND</b></li> <li>• Interacting with text</li> </ul> <p>when understanding breaks down before, during, <b>AND</b> after reading</p> <p>Responds to text by describing personal connections to a variety of sources, including self-selected texts</p> <p>Paraphrases and Summarizes texts in ways that maintain meaning and logical order</p> <p>Interacts with sources, <u>independently</u>, in meaningful ways such as,</p> <ul style="list-style-type: none"> <li>• Notetaking,</li> <li>• Annotating,</li> <li>• Freewriting, or</li> <li>• Illustrating</li> </ul>	<p>Monitors comprehension and make adjustments, <u>independently and routinely</u>, while reading <u>complex</u> texts such as:</p> <ul style="list-style-type: none"> <li>• Re-reading,</li> <li>• Using background knowledge,</li> <li>• Asking questions, <b>AND</b></li> <li>• Interacting with text</li> </ul> <p>when understanding breaks down before, during, <b>AND</b> after reading</p> <p>Responds to a text by describing personal connections to a variety of <u>complex</u> sources, including self-selected texts</p> <p>Paraphrases and Summarizes <u>complex</u> texts in ways that maintain meaning and logical order</p> <p>Interacts, <u>independently</u> and <u>routinely</u>, with sources in meaningful ways such as,</p> <ul style="list-style-type: none"> <li>• Notetaking,</li> <li>• Annotating,</li> <li>• Freewriting, or</li> <li>• Illustrating</li> </ul>
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## Success Criteria for Proficient in Making Meaning of Text:

### The student can:

- self-select the best strategy from below to determine the meaning of new words:
  - word parts (including Latin and Greek roots),
  - print or digital resources (for definition, pronunciation, part of speech, and word origin), or
  - context clues.
- try new words in written work and discussions.
- establish and explain the purpose for reading an assigned text.
- establish and explain the purpose for reading a self-selected text.
- generate questions, independently, about text:
  - before reading, to deepen my understanding and gain information,
  - during reading, to deepen my understanding and gain information, and
  - after reading, to deepen my understanding and gain information.
- create mental images to deepen understanding.
- make connections, independently, to:
  - personal experiences, to develop and deepen understanding of the text,
  - ideas in other texts, to develop and deepen understanding of the text, **AND**
  - Society, to develop and deepen understanding of the text.
- monitor comprehension and make adjustments, independently, such as:
  - re-reading when understanding breaks down before, during, **AND** after reading,
  - using background knowledge when understanding breaks down before, during, **AND** after reading,
  - asking questions when understanding breaks down before, during, **AND** after reading, **and**
  - interacting with text when understanding breaks down before, during, **AND** after reading.
- respond to text by describing personal connections to a variety of sources, including self-selected texts.
- paraphrase texts in ways that maintain meaning and logical order.
- summarize texts in ways that maintain meaning and logical order.
- interact with sources, independently, in meaningful ways such as,
  - notetaking,
  - annotating,
  - freewriting, or
  - illustrating

## Learning Progression for Competency 2A: Reading and Talking about Text

The student reads, discusses or writes about diverse texts with peers in order to deepen understanding.

Developing	Progressing	Proficient	Advanced
<p>Listens, but</p> <ul style="list-style-type: none"> <li>Repeats ideas, <b>OR</b></li> <li>Asks questions</li> </ul> <p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> <li>Following agendas,</li> <li>Voting on key issues</li> </ul> <p>Uses text evidence that is <u>incorrect</u> or does not use evidence to support an appropriate response</p> <p>Attempts to respond using newly acquired vocabulary but response demonstrates a <u>lack of</u> or <u>misunderstanding</u> of the vocabulary</p> <p><u>Discusses</u> the <i>explicit</i> meanings of text with appropriate:</p> <ul style="list-style-type: none"> <li>vocabulary,</li> <li>tone, <b>OR</b></li> <li>voice</li> </ul> <p>Does not reflect or adjust responses when new evidence is presented</p> <p>Identifies the authors' claims</p>	<p>Listens actively to paraphrase a message by asking clarifying questions</p> <p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> <li>Planning agendas and deadlines,</li> <li>Setting time limits for speakers,</li> <li>Voting on key issues</li> </ul> <p>Uses text evidence that is <u>too general</u> or <u>vague</u> to support an appropriate response</p> <p>Responds using newly acquired vocabulary as appropriate with <u>some inaccuracies</u></p> <p><u>Discusses</u> the <i>explicit</i> meanings of text with appropriate:</p> <ul style="list-style-type: none"> <li>register,</li> <li>vocabulary,</li> <li>tone, <b>OR</b></li> <li>voice</li> </ul> <p>Reflects on responses as new evidence is presented</p> <p>Agrees or disagrees with the author's claims</p>	<p>Listens actively to paraphrase a message by:</p> <ul style="list-style-type: none"> <li>Ask clarifying questions, <b>AND</b></li> <li>Making comments</li> </ul> <p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> <li>Planning agendas with clear goals and deadlines,</li> <li>Setting time limits for speakers,</li> <li>Taking notes,</li> <li>Voting on key issues</li> </ul> <p>Uses text evidence to support an appropriate response</p> <p>Responds using newly acquired vocabulary as appropriate</p> <p><u>Discusses</u> the <i>implicit</i> meanings of a text with appropriate:</p> <ul style="list-style-type: none"> <li>register,</li> <li>vocabulary,</li> <li>tone, <b>AND</b></li> <li>voice</li> </ul> <p>Reflects on <b>AND</b> adjusts responses as new evidence is presented</p> <p>Defends or challenges the authors' claims using relevant text evidence</p>	<p>Listens actively to</p> <ul style="list-style-type: none"> <li>Paraphrase a message, <b>AND</b></li> <li>Ask clarifying questions that build on other's ideas</li> </ul> <p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> <li>Planning agendas with clear goals and deadlines,</li> <li>Setting time limits for speakers,</li> <li>Taking notes,</li> <li>Voting on key issues</li> </ul> <p>Uses precise text evidence from across the text to support an appropriate response</p> <p>Responds using newly acquired vocabulary in a manner that demonstrates a <u>thorough understanding</u> of new vocabulary</p> <p><u>Discusses</u> the <i>implicit</i> meanings of two texts with appropriate:</p> <ul style="list-style-type: none"> <li>register,</li> <li>vocabulary,</li> <li>tone, <b>AND</b></li> <li>voice</li> </ul> <p>Reflects on, evaluates, <b>AND</b> adjusts responses as new evidence is presented</p> <p>Defends or challenges the author's claims using relevant and precise text evidence</p>

## Success Criteria for Proficient in Reading and Talking about Text:

### The student can:

- listen actively to paraphrase a message.
- paraphrase a message by ask clarifying questions and making comments.
- participates in student-led discussions by asking for suggestions from other group members.
- participates in student-led discussions by asking for suggestions from other group members.
- participates in student-led discussions by considering suggestions from other group members.
- participates in student-led discussions by taking notes during discussions.
- participates in student-led discussions by identifying points of agreement **and** disagreement.
- use text evidence to support an appropriate response.
- respond using newly acquired vocabulary as appropriate.
- discuss the *implicit* meanings of a text with appropriate:
  - register,
  - vocabulary,
  - tone, **AND**
  - voice.
- reflect on **AND** adjust responses as new evidence is presented.
- defend or challenge the authors' claims using relevant text evidence.

## Learning Progression for Competency 2B: Reading and Writing about Text

The student reads, discusses or writes about diverse texts with peers in order to deepen understanding.

Developing	Progressing	Proficient	Advanced
<p>Writes responses that demonstrates an understanding of <u>one</u> text</p> <p>Uses text evidence that is <u>incorrect</u> or does not use evidence to support an appropriate response</p> <p>Attempts to respond using newly acquired vocabulary but response demonstrates a <u>lack of</u> or <u>misunderstanding</u> of the vocabulary</p> <p>Writes about the <i>explicit</i> meanings of text with appropriate:</p> <ul style="list-style-type: none"> <li>• vocabulary,</li> <li>• tone, <b>OR</b></li> <li>• voice</li> </ul> <p>Does not reflect or adjust responses when new evidence is presented</p> <p>Identifies the authors' claims</p>	<p>Writes responses that demonstrate understanding of texts <u>within genres</u></p> <p>Uses text evidence that is <u>too general</u> or <u>vague</u> to support an appropriate response</p> <p>Responds using newly acquired vocabulary as appropriate with <u>some inaccuracies</u></p> <p>Writes about the <i>explicit</i> meanings of text with appropriate:</p> <ul style="list-style-type: none"> <li>• register,</li> <li>• vocabulary,</li> <li>• tone, <b>OR</b></li> <li>• voice</li> </ul> <p>Reflects on responses as new evidence is presented</p> <p>Agrees or disagrees with the author's claims</p>	<p>Writes responses that demonstrate understanding of texts including:</p> <ul style="list-style-type: none"> <li>• comparing sources within genres</li> <li>• comparing sources <u>across genres</u></li> </ul> <p>Uses text evidence to support an appropriate response</p> <p>Responds using newly acquired vocabulary as appropriate</p> <p>Writes about the <i>Implicit</i> meanings of a text with appropriate:</p> <ul style="list-style-type: none"> <li>• register,</li> <li>• vocabulary,</li> <li>• tone, <b>AND</b></li> <li>• voice</li> </ul> <p>Reflects on <b>AND</b> adjusts responses as new evidence is presented</p> <p>Defends or challenges the authors' claims using relevant text evidence</p>	<p>Writes responses that demonstrate understanding of <u>more complex</u> texts including:</p> <ul style="list-style-type: none"> <li>• comparing sources within genres</li> <li>• comparing sources across genres</li> </ul> <p>Uses precise text evidence from across the text to support an appropriate response</p> <p>Responds using newly acquired vocabulary in a manner that demonstrates a <u>thorough understanding</u> of new vocabulary</p> <p>Writes about the <i>implicit</i> meanings of two texts with appropriate:</p> <ul style="list-style-type: none"> <li>• register,</li> <li>• vocabulary,</li> <li>• tone, <b>AND</b></li> <li>• voice</li> </ul> <p>Reflects on, evaluates, <b>AND</b> adjusts responses as new evidence is presented</p> <p>Defends or challenges the author's claims using relevant and precise text evidence</p>

**Success Criteria for Proficient in Reading and Writing about Text:**

**The student can:**

- write responses that demonstrate understanding of texts including comparing sources within genres.
- write responses that demonstrate understanding of texts including comparing sources across genres.
- use text evidence to support an appropriate response.
- respond using newly acquired vocabulary as appropriate.
- can write about the *Implicit* meanings of a text with appropriate:
  - register,
  - vocabulary,
  - tone, **AND**
  - voice.
- reflect on **AND** adjust responses as new evidence is presented.
- defend or challenge the authors' claims using relevant text evidence.



### Learning Progression for Competency 3: Critical Thinking

The student thinks critically, including predicting, inferring, analyzing, synthesizing, or evaluating, while reading and writing increasingly complex texts.

Developing	Progressing	Proficient	Advanced
Makes predictions using text features, characteristics of genre, <b>OR</b> structures	Makes predictions using text features, characteristics of genre, <b>AND</b> structures	Makes predictions <b>AND</b> corrects or confirms predictions using text features, characteristics of genre, <b>and</b> structures (in grade-level texts)	Makes predictions <b>AND</b> corrects or confirms predictions using text features, characteristics of genre, <b>and</b> structures in <u>complex</u> texts
Attempts to make an inference but the inference is unclear or not supported by the text	Makes an inference but does not choose appropriate evidence to support understanding/response	Makes inferences and uses evidence to support understanding/response	Makes <u>insightful</u> inferences and uses <u>precise</u> evidence from <u>across the text(s)</u> to support understanding/response
Identifies details read to determine key ideas	Understands details read to determine key ideas	Evaluates details read (from grade-level texts) to determine ideas	Evaluates details read from complex texts to determine key ideas
Makes connections between texts	Makes connections (from grade-level texts) to create new understanding	Synthesizes information (from grade-level texts) to create new understanding	Synthesizes information from <u>complex</u> texts to create new understanding

#### Success Criteria for Proficient in Critical Thinking:

##### The student can:

- make predictions using text features, characteristics of genre, and structures (in grade-level texts).
- correct or confirm predictions using text features, characteristics of genre, and structures (in grade-level texts).
- make inferences and use evidence to support understanding and responses.
- evaluate details from grade-level texts to determine ideas.
- synthesize information from grade-level text to create new understanding.

### Learning Progression for Competency 4: Author's Purpose and Craft

The student, as a reader or writer, thinks critically, within and across a variety of diverse texts, to analyze an author's choices and how they influence and communicate meaning.

Developing	Progressing	Proficient	Advanced
<u>Identifies</u> the author's purpose <b>OR</b> message within a text	<u>Identifies</u> the author's purpose <b>AND</b> message within a text	Explains the author's purpose <b>AND</b> message within a text	Explain the author's purpose <b>AND</b> message <u>across</u> texts
<u>Identifies</u> the use of text structure but cannot explain how the use of text structure contributes to the author's purpose	<u>Explains</u> the use of text structure and attempts to connect it to the author's purpose	Analyzes how the use of text structure contributes to the author's purpose	Analyzes, <u>across text</u> , how the use of text structure contributes to the authors' purposes
Identifies the author's use of print and graphic	Identifies the author's use of print and graphic features and attempts to connect them to a specific purposes	Analyzes the author's use of print and graphic features to achieve specific purposes	Compares how authors' uses of print and graphic features achieve specific purposes
<u>Defines</u> examples of figurative language but cannot identify the use or connect to purpose	<u>Identifies</u> the author's use of figurative language but cannot explain how they achieve a specific purposes	Describes how the author's use of figurative language achieves a specific purposes	Describes, <u>across texts</u> , how the author's use of figurative language achieves a specific purposes
<u>Defines</u> literary devices but cannot identify the use or connect to purpose (including, omniscient and limited point of view)	<u>Identifies</u> the use of literary devices but cannot explain how they are used to achieve a specific purpose (including, omniscient and limited point of view)	Identifies the use of literary devices to achieve a specific purpose (including, omniscient and limited point of view)	Identifies, <u>across texts</u> , <u>how</u> the use of literary devices achieve a specific purpose (including, omniscient and limited point of view)
<u>Identifies</u> the author's use of language but cannot explain how it contributes to mood <b>OR</b> voice	<u>Describes</u> how the author's use of language contributes to mood <b>OR</b> voice	Analyzes how the author's use of language contributes to mood <b>AND</b> voice	Analyzes, <u>across texts</u> , how the author's use of language contributes to mood <b>AND</b> voice
Identifies rhetorical devices and logical fallacies	Explains the differences between rhetorical devices and logical fallacies	Explains the purposes of rhetorical devices and logical fallacies	Analyzes the use of rhetorical devices or logical fallacies

**Success Criteria for Proficient in Author's Purpose and Craft: The student can:**

- explain the author's purpose **AND** message within a text.
- analyze how the use of text structure contributes to the author's purpose.
- analyze the author's use of print and graphic features to achieve specific purposes;
- describe how the author's use of figurative language achieves a specific purpose.
- identify the use of literary devices (including, omniscient and limited point of view) to achieve a specific purpose.
- analyze how the author's use of language contributes to mood **AND** voice.
- explain the purposes of rhetorical devices and logical fallacies.

## Learning Progression for Competency 5: Writing Process

The student uses the recursive writing process and considerations of craft to compose multiple texts.

Developing	Progressing	Proficient	Advanced
<p>Plans a first draft when assigned a genre, topic, purpose, and audience and uses an <u>assigned</u> strategy such as discussion, background reading, <b>OR</b> personal experiences</p> <p>Develops drafts that lack 3 or 4 of the following:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure,</li> <li>○ coherence, <b>OR</b></li> <li>○ depth</li> </ul> <p>Revises drafts that still lack 4 or more of the following:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul>	<p>Plans a first draft when assigned a genre, but has difficulty selecting a:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>OR</b></li> <li>○ audience</li> </ul> <p>and uses a range of <u>assigned</u> strategies such as discussion, background reading, and personal experiences</p> <p>Develops drafts that lack 1 or 2 of the following:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure,</li> <li>○ coherence, <b>OR</b></li> <li>○ depth</li> </ul> <p>Revises drafts that still lack 1 to 3 of the following:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul>	<p>When assigned, plans a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>AND</b></li> <li>○ audience</li> </ul> <p>using a range of <u>assigned</u> strategies such as discussion, background reading, and personal experiences</p> <p>Develops drafts into:</p> <ul style="list-style-type: none"> <li>○ focused,</li> <li>○ structured, <b>AND</b></li> <li>○ coherent</li> </ul> <p>pieces of writing by:</p> <ul style="list-style-type: none"> <li>○ using a structure appropriate for audience and purpose</li> <li>○ developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul> <p>Revises drafts for:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>AND</b></li> <li>○ Sentence variety</li> </ul>	<p><u>Initiates</u> the planning of a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>AND</b></li> <li>○ audience</li> </ul> <p>using a range of <u>self-selected</u> strategies such as discussion, background reading, and personal experiences</p> <p><u>Initiates</u> the development of drafts into:</p> <ul style="list-style-type: none"> <li>○ focused,</li> <li>○ structured, <b>AND</b></li> <li>○ coherent</li> </ul> <p>pieces of writing by:</p> <ul style="list-style-type: none"> <li>○ using a structure appropriate for audience and purpose</li> <li>○ developing an engaging idea reflecting depth of thought with specific facts and details</li> </ul> <p><u>Initiates</u> revisions of drafts for</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>AND</b></li> <li>○ Sentence variety</li> </ul>

<p>Edits drafts, using standard English conventions, <u>with success in one to six</u> of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ Complex sentences</li> <li>○ Subject-verb agreement</li> <li>○ Comma splices</li> <li>○ Run-ons</li> <li>○ Fragments</li> <li>○ Consistent use of verb tense</li> <li>○ Prepositions</li> <li>○ Subordinating conjunctions</li> <li>○ Correlating conjunctions</li> <li>○ Capitalization</li> <li>○ Punctuation marks, including <ul style="list-style-type: none"> <li>○ Commas in complex sentences,</li> <li>○ Commas with transitions,</li> <li>○ Commas with introductory phrases,</li> </ul> </li> <li>○ Spelling</li> </ul>	<p>Edits drafts, using standard English conventions, <u>with success in seven to ten</u> of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ Complex sentences</li> <li>○ Subject-verb agreement</li> <li>○ Comma splices</li> <li>○ Run-ons</li> <li>○ Fragments</li> <li>○ Consistent use of verb tense</li> <li>○ Prepositions</li> <li>○ Subordinating conjunctions</li> <li>○ Correlating conjunctions</li> <li>○ Capitalization</li> <li>○ Punctuation marks, including <ul style="list-style-type: none"> <li>○ Commas in complex sentences,</li> <li>○ Commas with transitions,</li> <li>○ Commas with introductory phrases,</li> </ul> </li> <li>○ Spelling</li> </ul>	<p>Edits drafts, using standard English conventions, <u>with success in all eleven</u> areas highlighted below:</p> <ul style="list-style-type: none"> <li>○ Complex sentences</li> <li>○ Subject-verb agreement</li> <li>○ Comma splices</li> <li>○ Run-ons</li> <li>○ Fragments</li> <li>○ Consistent use of verb tense</li> <li>○ Prepositions</li> <li>○ Subordinating conjunctions</li> <li>○ Correlating conjunctions</li> <li>○ Capitalization</li> <li>○ Punctuation marks, including <ul style="list-style-type: none"> <li>○ Commas in complex sentences,</li> <li>○ Commas with transitions,</li> <li>○ Commas with introductory phrases,</li> </ul> </li> <li>○ Spelling</li> </ul>	<p>Initiates the editing of drafts, using standard English conventions, <u>with success in more than the eleven</u> areas highlighted below:</p> <ul style="list-style-type: none"> <li>○ Complex sentences</li> <li>○ Subject-verb agreement</li> <li>○ Comma splices</li> <li>○ Run-ons</li> <li>○ Fragments</li> <li>○ Consistent use of verb tense</li> <li>○ Prepositions</li> <li>○ Subordinating conjunctions</li> <li>○ Correlating conjunctions</li> <li>○ Capitalization</li> <li>○ Punctuation marks, including <ul style="list-style-type: none"> <li>○ Commas in complex sentences,</li> <li>○ Commas with transitions,</li> <li>○ Commas with introductory phrases,</li> </ul> </li> <li>○ Spelling</li> </ul>
<p>Submits an incomplete written work</p>	<p>Submits a complete written work</p>	<p>Publishes written work for appropriate audiences</p>	<p>Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences</p>

## Success Criteria for Proficient in the Writing Process:

### The student can:

- plan a first draft by selecting a genre appropriate for a particular:
  - topic,
  - purpose, AND
  - audience.
- plan a first draft using a range of assigned strategies such as discussion, background reading, and personal experiences.
- develop drafts into:
  - focused,
  - structured, AND
  - coherent pieces of writing.
- develop a structure appropriate for audience and purpose.
- develop an engaging idea reflecting depth of thought with specific facts and details.
- revise drafts for:
  - clarity
  - development
  - organization
  - style
  - word choice, AND
  - sentence variety.
- edit drafts, using standard English conventions, with success in all eleven areas highlighted below:
  - complex sentences,
  - subject-verb agreement,
  - comma splices,
  - run-ons,
  - fragments,
  - consistent use of verb tense,
  - prepositions,
  - subordinating conjunctions,
  - correlating conjunctions,
  - capitalization,
  - punctuation marks, including,
  - commas in complex sentences,
  - commas with transitions,
  - commas with introductory phrases,
  - spelling.
- publish written work for appropriate audiences.