

#### 6<sup>th</sup> Grade ELA

Students who receive a mark of "Proficient" meet the grade level expectation for that Competency. The purpose of this document is to clarify what students should know and be able to do each grading period.

The Competencies listed in the table below are developed from the Texas Essential Knowledge and Skills (TEKS) for that grade level. The chart defines which quarter the Competency is reported (Q1= Grading Period 1, Q2=Grading Period 2, etc.)

Teachers will report on the competencies using the Grading Progressions which are comprised of four proficiency levels (Developing-DV, Progressing-PG, Proficient-PF, and Advanced-AV) and defines the knowledge and skills students will master on their pathway to proficiency. The Learning Progressions for each Competency are below the Competencies.

TEKS	6 <sup>th</sup> ELA Competencies	Q1	Q2	Q3	Q4
<b>1A; 1D</b> ; <b>6C</b> ; 6G;	1A Discussing Texts	Х	х		
GH	The student uses academic language to discuss a variety of texts in order to develop, share, and deepen understanding.	^	^		
1A; 1D; 6B; 6C;	1B Writing about Texts				
6G; GH	The student uses academic language to write about a variety of texts in order to develop, share, and deepen understanding.	Х	X		
1A; 1D; 6B; 6C;	1 Discussing and Writing about Texts				
6G; GH	The student uses academic language to discuss and write about a variety of texts in order to develop, share, and deepen understanding.			X	Х
2B; 5Bs; 5I; 6D;	2 Analyzing Genre Characteristics	١.,			
5F; 6C; 5H: 7; 8	The student analyzes genre-specific characteristics and structures within and across increasingly complex and diverse	X	X	X	Х
	literary, informational, argumentative, and multimodal texts.				
2B; 5B;5I; 6D;	3 Analyzing Author's Purpose and Craft	\ \ \		v	
5F; 6C; 5H; 9	The student analyzes the author's purpose and craft choices in order to examine their effects on meaning within and	X	X	X	X
	across increasingly complex and diverse literary, informational, argumentative, and multimodal texts.				
10A; 10B; 10C;	4 Writing Process and Craft	х	Х	Х	Х
<b>10D; 10E;</b> 11A;	The student uses the writing process to craft literary, informational, argumentative, correspondence, and multimodal	^	^	^	^
11B; 11C	texts.				
12A; 12B; 12F;	5 Inquiry		Х	Х	v
12Hi; 12I	The student engages in both short-term inquiry and sustained research.		^	^	^



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# Grading Period 1--Unit 1 Progressions

# **Grading Progression for Competency 1A: Discussing Texts**

The student uses academic language to discuss a variety of texts in order to develop, share, and deepen understanding.

Developing	Progressing	Proficient	Advanced
Participates in teacher-prompted	Participates in teacher—prompted	Participates in student-led	Participates collaboratively in student-
discussions by:	discussions by:	discussions by:	led discussions by:
listening	<ul><li>taking notes</li></ul>	<ul><li>taking notes</li></ul>	<ul> <li>taking notes while listening to</li> </ul>
<ul><li>repeating ideas</li></ul>	<ul> <li>listening to paraphrase a</li> </ul>	<ul> <li>listening actively to paraphrase a</li> </ul>	others
<ul><li>asking questions</li></ul>	message	message	<ul> <li>listening actively to paraphrase a</li> </ul>
	<ul> <li>asking clarifying questions</li> </ul>	<ul><li>asking clarifying questions</li></ul>	message,
		<ul> <li>responding appropriately</li> </ul>	<ul> <li>asking clarifying questions that build on other's ideas</li> <li>making insightful comments</li> <li>responding appropriately</li> </ul>
Explains the literal meanings of text	Discusses the literal meanings of text, referring to text evidence	Discusses the implied meanings of text, using relevant text evidence and academic language, within and across genres	Discusses the implied meanings of complex texts, using precise text evidence and academic language, within and across genres
Discusses text by describing connections to personal experiences to develop understanding of the text	Discusses text by describing connections to:  • personal experiences, and  • ideas in other texts, including self-selected texts	Discusses texts by describing connections to:  • personal experiences,  • ideas in other texts, including self-selected texts, and  • society	Discusses text by describing insightful connections to:  • personal experiences  • ideas in other texts, including self-selected texts, and  • society



### **Learning Progression for Competency 1B: Writing about Texts**

The student uses academic language to write about a variety of texts in order to develop, share, and deepen understanding.

Developing	Progressing	Proficient	Advanced
Writes responses, with general references to text evidence, which addresses the literal meaning of the texts	Writes responses, referring to text evidence, that demonstrate understanding of the literal meaning of texts	Uses relevant text evidence and academic language to write responses that demonstrate understanding of the implied meanings of texts, within and across genres	Uses precise text evidence and academic language to write responses that demonstrate an insightful understanding of the implied meanings of complex texts, within and across genres
Writes about text by describing connections to personal experiences to develop understanding of the text	Writes about text by describing connections to:  • personal experiences, and • ideas in other texts, including self-selected texts	Writes about texts by describing connections to:  • personal experiences,  • ideas in other texts, including self-selected texts, and  • society	Writes about text by describing insightful connections to:  • personal experiences  • ideas in other texts, including self-selected texts, and  • society

### **Learning Progression for Competency 3: Analyzing Author's Purpose and Craft**

The student analyzes the author's purpose and craft choices in order to examine their effects on meaning within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts

Developing	Progressing	Proficient	Advanced
Identifies a message within a text	Identifies the author's purpose <b>AND</b> message within a text	Explains the author's purpose <b>AND</b> message within a text	Compares, across texts, the authors' purposes <b>AND</b> messages



# **Grading Period**

# 1--Unit 2 Progressions

### **Grading Progression for Competency 1A Discussing Texts**

The student uses academic language to discuss a variety of texts in order to develop, share, and deepen understanding.

Developing	Progressing	Proficient	Advanced
Participates in teacher-prompted discussions by:  • listening  • repeating ideas  • asking questions	Participates in teacher—prompted discussions by:  • taking notes  • listening to paraphrase a message  • asking clarifying questions	Participates in student-led discussions by:  • taking notes  • listening actively to paraphrase a message  • asking clarifying questions  • responding appropriately  • asking for suggestions from others  • considering suggestions from others	Participates collaboratively in student-led discussions by:  taking notes while listening to others  listening actively to paraphrase a message,  asking clarifying questions that build on other's ideas  making insightful comments  responding appropriately  asking for and reflecting on suggestions from others
Explains the literal meanings of text	Discusses the literal meanings of text, referring to text evidence	Discusses the implied meanings of text, using relevant text evidence and academic language, within and across genres	Discusses the implied meanings of complex texts, using precise text evidence and academic language, within and across genres
Discusses text by describing connections to personal experiences to develop understanding of the text	Discusses text by describing connections to:  • personal experiences, and  • ideas in other texts, including self-selected texts	Discusses texts by describing connections to:  • personal experiences,  • ideas in other texts, including self-selected texts, and  • society	Discusses text by describing insightful connections to:  • personal experiences  • ideas in other texts, including self-selected texts, and  • society



# **Learning Progression for Competency 1B: Writing about Texts**

The student uses academic language to write about a variety of texts in order to develop, share, and deepen understanding.

Developing	Progressing	Proficient	Advanced
Writes responses, with general	Writes responses, referring to text	Uses relevant text evidence and	Uses precise text evidence and
references to text evidence, which	evidence, that demonstrate	academic language to write	academic language to write
addresses the literal meaning of the	understanding of the literal meaning	responses that demonstrate	responses that demonstrate an
texts	of texts	understanding of the implied	insightful understanding of the
		meanings of texts, within and across	implied meanings of complex texts,
		genres	within and across genres
Writes about text by describing	Writes about text by describing	Writes about texts by describing	Writes about text by describing
connections to personal experiences	connections to:	connections to:	insightful connections to:
to develop understanding of the text	<ul> <li>personal experiences, and</li> </ul>	<ul> <li>personal experiences,</li> </ul>	<ul> <li>personal experiences</li> </ul>
	<ul> <li>ideas in other texts, including</li> </ul>	<ul><li>ideas in other texts, including</li></ul>	<ul> <li>ideas in other texts, including</li> </ul>
	self-selected texts	self-selected texts, and	self-selected texts, and
		• society	• society



# for Competency 2- Analyzing Genre Characteristics

The student analyzes genre-specific characteristics and structures within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts.

Developing	Progressing	Proficient	Advanced
Recognizes a theme in a work	Infers multiple themes within a text	Infers multiple themes within and	Compares how themes are
	using text evidence	across texts using text evidence	developed, in texts from different
			genres, using text evidence.
		Analyzes how <b>characters</b> ' internal	
Describes a character's responses	Connects a character's response to	and external responses develop the	Compares how characters' responses
	events in the plot	plot	influence events in the plot
			Compares how the setting influences
Explains why a particular setting is	Explains the setting's importance to	Explains how the <b>setting</b> influences	the character and plot development
important to a work	the plot	character and plot development	in two texts
		Analyzes <b>plot</b> elements and non-	Analyzes how plot elements,
Recognizes linear plot elements in a	Explains the use of flashback in a	linear plot elements such as	including flashback, advance the plot
story	story	flashback	
Identifies meter in a poem	Describes the use of meter and	Analyzes the effect of meter and	Compares the effect of meter and
	structural elements in a poem	structural elements such as line	structural elements such as line
Recognizes structural elements in a	•	breaks in poems across a variety of	breaks in poems across a variety of
poem	Describes how the dialogue helps to	poetic forms	poetic forms
	reveal a character's traits		
Connects dialogue to a character trait		Analyzes how playwrights develop	Compares how a playwright develops
	Describes how stage directions help	characters through dialogue and	different characters through
Explains the importance of stage	to reveal a character's traits	staging	dialogue and staging
directions			



# for Competency 3: Analyzing Author's Purpose and Craft

The student analyzes the author's purpose and craft choices in order to examine their effects on meaning within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts

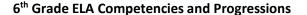
Developing	Progressing	Proficient	Advanced
Identifies a message within a text	Identifies the author's purpose AND message within a text	Explains the author's purpose and message within a text	Compares, across texts, the authors' purpose and messages
Understands definitions of literary devices	Identifies the use of literary devices	Identifies the use of literary devices to achieve a specific purpose, including, omniscient and limited point of view	Identifies, across texts, how the use of literary devices achieves a specific purpose, including, omniscient and limited point of view
Identifies examples of figurative	Identifies how an author uses	Describes how the author's use of	·
language	figurative language	figurative language achieves a specific purpose	Compares, across texts, how the authors' use of figurative language achieves a specific purpose
Identifies the author's use of language	Describes how the author's use of	Analyzes how the author's use of	
	language contributes to mood <b>OR</b> voice	language contributes to mood <b>AND</b> voice	Analyzes, across texts, how the authors' use of language contributes to mood <b>AND</b> voice
Identifies the text structure	Explains the use of text structure and	Analyzes how the use of text structure	
	attempts to connect it to the author's purpose	contributes to the author's purpose	Compares, across text, how the use of text structure contributes to the authors' purposes
Identifies the author's use of print and	Identifies the author's use of print and	Analyzes the author's use of print and	
graphic	graphic features and attempts to connect them to a specific purpose	graphic features to achieve specific purposes	Compares how authors' uses of print and graphic features achieve specific purposes



# for Competency 4: Writing Process and Craft

The student uses the writing process to craft literary, informational, argumentative, and multimodal texts.

Developing	Progressing	Proficient	Advanced
Process	Process	Process	Process
Plans a first draft when assigned a	Plans a first draft when assigned a	When assigned, plans a first draft by	Initiates the planning of a first draft by
genre, topic, purpose, and audience	genre that demonstrates a clear:	selecting a genre appropriate for a	selecting a genre appropriate for a
and uses an <u>assigned</u> strategy	o topic,	particular:	particular:
	o purpose, <b>OR</b>	o topic,	• topic,
	o audience	o purpose, AND	• purpose, <b>AND</b>
	and uses a range of assigned	o audience	<ul> <li>audience</li> </ul>
	strategies	using a range of <u>assigned</u> strategies	using a range of self-selected
			strategies
Develops drafts that demonstrate	Develops drafts that demonstrate	Develops drafts into:	
success in 1 of the following:	success in 2 of the 3 following areas:	o focused,	<u>Initiates</u> development of drafts into:
o focus,	o focus,	<ul><li>structured, AND</li></ul>	<ul> <li>focused,</li> </ul>
<ul><li>structure, <b>OR</b></li></ul>	o structure, <b>OR</b>	o coherent pieces of writing	<ul><li>structured, AND</li></ul>
o coherence	o coherence		<ul> <li>coherent</li> </ul>
		Revises drafts for:	pieces of writing
Revises drafts with success in 1-3 of	Revises drafts with success in 4-5 of	o Clarity	
the following areas:	the following areas:	o Development	<u>Initiates</u> revisions of drafts for
o Clarity	o Clarity	<ul> <li>Organization</li> </ul>	<ul><li>Clarity</li></ul>
<ul> <li>Development</li> </ul>	o Development	o Style	<ul> <li>Development</li> </ul>
<ul> <li>Organization</li> </ul>	o Organization	Word choice, AND	<ul> <li>Organization</li> </ul>
o Style	o Style	<ul> <li>Sentence variety</li> </ul>	o Style
Word choice, OR	Word choice, OR		<ul> <li>Word choice, AND</li> </ul>
<ul> <li>Sentence variety</li> </ul>	<ul> <li>Sentence variety</li> </ul>	Edited of the standard Editor	<ul> <li>Sentence variety</li> </ul>
Edito duello colore standard Faciliale	Edite duefts union standard English	Edits drafts, using standard English	
Edits drafts, using standard English	Edits drafts, using standard English	conventions, with success in all areas	Initiates the editing of drafts, using
conventions, with success in 1 to 7 of	conventions, with success in 8 to 15 of	below:	standard English conventions, with
the highlighted areas below:	the highlighted areas below:	o complex sentences,	success in areas below:
o complex sentences,	o complex sentences,	o subject-verb agreement,	o complex sentences,
o subject-verb agreement,	o subject-verb agreement,	o comma splices,	o subject-verb agreement,





- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- o prepositions and prepositional phrases and influence on subjectverb agreement
- o conjunctive adverbs
- o pronouns, including relative
- o subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
- o commas in complex sentences,
- o commas with transitions,
- commas with introductory phrases,
- o spelling.

revising and editing

Drafts literary texts using genre characteristics and craft by including:

- Characters.
- Setting, and a
- Conflict

- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- o prepositions and prepositional phrases and influence on subjectverb agreement
- conjunctive adverbs
- o pronouns, including relative
- subordinating conjunctions,
- correlating conjunctions,
- capitalization.
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - commas with introductory phrases,
- spelling.

Publishes a work that needs additional Publishes a work that needs additional editing

> Drafts literary texts using genre characteristics and craft by including,

- Character Development,
- Setting,
- Linear Plot elements that advance the plot, and
- Theme

- o run-ons.
- fragments,
- consistent use of verb tense.
- prepositions and prepositional phrases and influence on subjectverb agreement
- conjunctive adverbs
- o pronouns, including relative
- o subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - o commas with introductory phrases,
- spelling

Publishes a revised and edited work for appropriate audiences

#### Content:

Composes literary texts by:

- Selecting a literary genre such as fiction, poetry, or drama
- Developing characters that influence the plot
- Developing a setting that influences the characters or plot
- Using non-linear plot elements
- Developing a theme from the interaction of the characters

- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- o prepositions and prepositional phrases and influence on subjectverb agreement
- conjunctive adverbs
- o pronouns, including relative
- subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - commas with introductory phrases,
- o spelling

Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences

Composes literary texts by:

- Selecting a literary genre based on purpose and/or audience
- Developing characters that influence the plot
- Developing a setting that influences the characters and plot
- Using non-linear plot elements
- Developing an implied theme from the interaction of the characters



# Grading Period 2--Unit 3 Progressions

### **Grading Progression for Competency 1A Discussing Texts**

The student uses academic language to discuss a variety of texts in order to develop, share, and deepen understanding.

Developing	Progressing	Proficient	Advanced
Participates in teacher-prompted	Participates in teacher—prompted	Participates in student-led	Participates collaboratively in student-
discussions by:	discussions by:	discussions by:	led discussions by:
<ul><li>listening</li></ul>	<ul><li>taking notes</li></ul>	<ul><li>taking notes</li></ul>	taking notes while listening to others
<ul><li>repeating ideas</li></ul>	<ul> <li>listening to paraphrase a</li> </ul>	<ul> <li>listening actively to paraphrase a</li> </ul>	<ul> <li>listening actively to paraphrase a</li> </ul>
<ul><li>asking questions</li></ul>	message	message	message,
	asking clarifying questions	<ul><li>asking clarifying questions</li><li>responding appropriately</li></ul>	<ul> <li>asking clarifying questions that build on other's ideas</li> </ul>
		<ul> <li>asking for suggestions from</li> </ul>	making insightful comments
		others	responding appropriately
		<ul> <li>reflecting on and adjusting</li> </ul>	<ul> <li>evaluating and adjusting responses</li> </ul>
		responses as new evidence is presented	as new evidence is presented
Explains the literal meanings of text	Discusses the literal meanings of	Discusses the implied meanings of	Discusses the implied meanings of
Explains the literal meanings of text	text, referring to text evidence	text, using relevant text evidence and academic language, within and	complex texts, using precise text evidence and academic language, within
	text, referring to text evidence	across genres	and across genres
		Discusses texts by describing	Discusses text by describing insightful
Discusses text by describing	Discusses text by describing	connections to:	connections to:
connections to personal experiences	connections to:	• personal experiences,	personal experiences
to develop understanding of the text	<ul><li>personal experiences, and</li><li>ideas in other texts, including</li></ul>	ideas in other texts, including	ideas in other texts, including
	self-selected texts	self-selected texts, and	self-selected texts, and
	Sen selected texts	• society	• society



### **Grading Progression**

# for Competency 1B Writing about Texts

The student uses academic language to write about a variety of texts in order to develop, share, and deepen understanding.

Developing	Progressing	Proficient	Advanced
Writes responses, with general	Writes responses, referring to text	Uses relevant text evidence and	Uses precise text evidence and
references to text evidence, which	evidence, that demonstrate	academic language to write	academic language to write responses
addresses the literal meaning of the	understanding of the literal	responses that demonstrate	that demonstrate an insightful
texts	meaning of texts	understanding of the implied	understanding of the implied meanings
		meanings of texts, within and across	of complex texts, within and across
		genres	genres
Writes about text by describing connections to personal experiences to develop understanding of the text	Writes about text by describing connections to:  • personal experiences, and • ideas in other texts, including self-selected texts	Writes about texts by describing connections to:  • personal experiences,  • ideas in other texts, including self-selected texts, and  • society	Writes about text by describing insightful connections to:  • personal experiences  • ideas in other texts, including self-selected texts, and society



### **Learning Progression for Competency 2- Analyzing Genre Characteristics**

The student analyzes genre-specific characteristics and structures within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts.

multimodal texts.			
Developing	Progressing	Proficient	Advanced
Identifies the controlling idea and	Explains how the evidence used	Analyzes characteristics and	Compares characteristics and
evidence used to support the	supports the controlling idea;	structural elements of informational	structural elements of two
controlling idea		text, including:	informational texts, including the
	Explain an organizational pattern the		controlling idea with supporting
Identifies an organizational pattern	author uses.	<ul> <li>the controlling idea with</li> </ul>	evidence and multiple organizational
the author uses		supporting evidence	patterns within a text to develop a
	Explains the characteristics and	<ul> <li>features such as introduction,</li> </ul>	thesis
Identifies the characteristics of	structures of multimodal texts	foreword, preface, references, or	
multimodal texts		acknowledgments to gain	Compares characteristic and
	Explains the characteristics and	background information	structures of two multimodal and/or
Identifies the characteristics of	structures of digital texts	<ul> <li>and organizational patterns such</li> </ul>	digital texts
digital texts		as definition, classification,	
		advantage and disadvantage	
		Analyzes characteristic and	
		structures of texts of multimodal	
		texts	
		Analyzes characteristic and	
		structures of digital text	



# for Competency 3: Analyzing Author's Purpose and Craft

The student analyzes the author's purpose and craft choices in order to examine their effects on meaning within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts

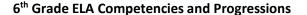
Developing	Progressing	Proficient	Advanced
Identifies a message within a text	Identifies the author's purpose <b>AND</b> message within a text	Explains the author's purpose and message within a text	Compares, across texts, the authors' purpose and messages
Understands definitions of literary devices	Identifies the use of literary devices	Identifies the use of literary devices to achieve a specific purpose	Identifies, across texts, how the use of literary devices achieves specific purposes
Identifies examples of figurative language	Identifies how an author uses figurative language	Describes how the author's use of figurative language achieves a specific purpose	Compares, across texts, how the authors' use of figurative language achieves a specific purpose
Identifies the author's use of language	Describes 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, across texts, how the authors' use of language contributes to mood <b>AND</b> voice  Compares, across text, how the use of
Identifies the text structure	Explains 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	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 purpose	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



# **Learning Progression for Competency 4: Writing Process and Craft**

The student uses the writing process to craft literary, informational, argumentative, and multimodal texts.

Developing	Progressing	Proficient	Advanced
Process	Process	Process	Process
Plans a first draft when assigned a	Plans a first draft when assigned a	Plans a first draft by selecting a genre	Initiates the planning of a first draft by
genre, topic, purpose, and audience	genre that demonstrates a clear:	appropriate for a particular:	selecting a genre appropriate for a
and uses an <u>assigned</u> strategy	o topic,	o topic,	particular:
	o purpose, <b>OR</b>	o purpose, AND	• topic,
	o audience	o audience	<ul><li>purpose, AND</li></ul>
	and uses a range of <u>assigned</u>	using a range of <u>assigned</u> strategies	<ul> <li>audience</li> </ul>
	strategies		using a range of self-selected
		Develops drafts into:	strategies
Develops drafts that demonstrate	Develops drafts that demonstrate	o focused,	
success in 1 of the following:	success in 2 of the 3 following areas:	<ul><li>structured, AND</li></ul>	<u>Initiates</u> development of drafts into:
o focus,	o focus,	<ul> <li>coherent pieces of writing</li> </ul>	<ul> <li>focused,</li> </ul>
<ul><li>structure, <b>OR</b></li></ul>	o structure, <b>OR</b>		<ul><li>structured, AND</li></ul>
o coherence	o coherence	Revises drafts for:	<ul><li>coherent</li></ul>
		<ul><li>Clarity</li></ul>	pieces of writing
Revises drafts with success in 1-3 of	Revises drafts with success in 4-5 of	<ul> <li>Development</li> </ul>	
the following areas:	the following areas:	<ul> <li>Organization</li> </ul>	Initiates revisions of drafts for
<ul><li>Clarity</li></ul>	<ul><li>Clarity</li></ul>	o Style	o Clarity
<ul> <li>Development</li> </ul>	<ul> <li>Development</li> </ul>	<ul> <li>Word choice, AND</li> </ul>	<ul> <li>Development</li> </ul>
<ul> <li>Organization</li> </ul>	<ul> <li>Organization</li> </ul>	<ul> <li>Sentence variety</li> </ul>	<ul> <li>Organization</li> </ul>
o Style	o Style		o Style
<ul><li>Word choice, OR</li></ul>	<ul><li>Word choice, OR</li></ul>		<ul> <li>Word choice, AND</li> </ul>
<ul> <li>Sentence variety</li> </ul>	<ul> <li>Sentence variety</li> </ul>	Edits drafts, using standard English	<ul> <li>Sentence variety</li> </ul>
		conventions, with success in all areas	
Edits drafts, using standard English	Edits drafts, using standard English	below:	Initiates the editing of drafts, using
conventions, with success in 1 to 7 of	conventions, with success in 8 to 15 of	o complex sentences,	standard English conventions, with
the highlighted areas below:	the highlighted areas below:	<ul> <li>subject-verb agreement,</li> </ul>	success in areas below:
o complex sentences,	o complex sentences,	o comma splices,	o complex sentences,
o subject-verb agreement,	<ul> <li>subject-verb agreement,</li> </ul>	o run-ons,	o subject-verb agreement,





- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- prepositions and prepositional phrases and influence on subjectverb agreement
- o conjunctive adverbs
- o pronouns, including relative
- o subordinating conjunctions,
- correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
- o commas in complex sentences,
- o commas with transitions,
- commas with introductory phrases,
- o spelling.

Publishes work that needs additional revising and editing

Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:

- a controlling idea or thesis statement
- evidence

- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- prepositions and prepositional phrases and influence on subjectverb agreement
- o conjunctive adverbs
- o pronouns, including relative
- subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - commas with introductory phrases,
- spelling.

Publishes a work that needs additional editing

Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:

- a controlling idea or thesis statement
- evidence connected to the controlling idea or thesis statement
- organizational pattern

- o fragments,
- consistent use of verb tense,
- prepositions and prepositional phrases and influence on subjectverb agreement
- conjunctive adverbs
- o pronouns, including relative
- subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - commas with introductory phrases,
- spelling

Publishes a revised and edited work for appropriate audiences

#### **Content:**

Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:

- a clear controlling idea or thesis statement
- evidence to support the controlling idea or thesis statement
- organizational pattern that develops the thesis

- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- prepositions and prepositional phrases and influence on subjectverb agreement
- conjunctive adverbs
- o pronouns, including relative
- subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - commas with introductory phrases,
- o spelling

Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences

Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:

- a clear controlling idea or thesis statement
- specific evidence to support the controlling idea or thesis statement



# **6<sup>th</sup> Grade ELA Competencies and Progressions**

EACHING & LEARNING			
		•	intentional organizational pattern that develops the thesis



Learning Progression for Competency 5-Inquiry: The student engages in both short-term and sustained inquiry processes for a variety of purposes

Developing	Progressing	Proficient	Advanced
Uses teacher-designed questions to guide research	Uses teacher-designed questions and extends those questions based on personal interests	Creates questions or uses teacher- designed questions to guide inquiry	Generates questions based on personal curiosity in one or a variety of areas of research
Follows a teacher-led research plan	Develops and follows a research plan	Revises research plan based on new information or questions	Independently develops a research plan, and revises it based on new information or questions
Uses teacher-selected sources	Examines sources for some elements		
	of credibility	Examines sources for credibility, reliability, and bias	Evaluates sources for credibility, reliability, and bias
Defines faulty reasoning	Describes examples of faulty		
	reasoning	Examines sources for faulty reasoning	Evaluates sources for faulty reasoning
Summarizes texts			
Information is combined to meet the	Summarizes or paraphrases based on teacher direction	Differentiates between summarizing, paraphrasing, and uses direct quotes	Justifies when to use summarizing, paraphrasing, and using direct quotes
length and publishing requirements	Synthesizes information in teacher- determined formats	Synthesizes information from a variety of sources	Synthesizes relevant information from a variety of sources, including complex texts and primary and secondary sources
		Displays academic citations as	,
Copies most text from resources	Attempts to display some citations as instructed	instructed	Displays academic citations and attributions in a variety of methods
		Uses source materials ethically	·
Explains what using sources ethically means	Explains how to use sources ethically		Uses source materials ethically
		Chooses an appropriate mode of	Selects mode of delivery to present
Uses teacher-made template as a mode of delivery	Uses an appropriate mode of delivery as instructed	delivery	based on purpose and audience



# **Grading Period**

# 3—Unit 4 Progressions

# **Grading Progression for Competency 1 Discussing and Writing about Texts**

The student uses academic language to discuss and write about a variety of texts in order to develop, share, and deepen understanding.

Developing	Progressing	Proficient	Advanced
Participates in teacher-prompted discussions by:  • listening  • repeating ideas  • asking questions  • identifying points of agreement	Participates in teacher—prompted discussions by:  • taking notes  • listening to paraphrase a message  • asking clarifying questions  • identifying points of agreement or disagreement	Participates in student-led discussions by:  • taking notes  • listening actively to paraphrase a message  • asking clarifying questions  • responding appropriately  • asking for suggestions from others  • reflecting on and adjusting responses as new evidence is presented  • identifying points of agreement  • identifying points of disagreement	Participates collaboratively in student-led discussions by:  taking notes while listening to others listening actively to paraphrase a message, asking clarifying questions that build on other's ideas making insightful comments responding appropriately evaluating and adjusting responses as new evidence is presented reflecting on points of agreement and disagreement to determine own
Explains the literal meanings of text  Discusses text by describing connections to personal experiences to develop understanding of the text	Discusses the literal meanings of text, referring to text evidence  Discusses text by describing connections to:  • personal experiences, and	Discusses the implied meanings of text, using relevant text evidence and academic language, within and across genres  Discusses texts by describing connections to:  • personal experiences,	Discusses the implied meanings of complex texts, using precise text evidence and academic language, within and across genres  Discusses text by describing insightful connections to:  • personal experiences
Writes responses, with general references to text evidence, which	<ul> <li>ideas in other texts, including self-selected texts</li> </ul>	<ul> <li>ideas in other texts, including self-selected texts, and</li> <li>society</li> </ul>	<ul> <li>ideas in other texts, including self-selected texts, and</li> <li>society</li> </ul>



addresses the literal meaning of the	Writes responses, referring to text	Uses relevant text evidence and	Uses precise text evidence and
texts	evidence, that demonstrate	academic language to write	academic language to write responses
	understanding of the literal	responses that demonstrate	that demonstrate an insightful
	meaning of texts	understanding of the implied	understanding of the implied meanings
		meanings of texts, within and across	of complex texts, within and across
Writes about text by describing		genres	genres
connections to personal experiences			
to develop understanding of the text	Writes about text by describing	Writes about texts by describing	Writes about text by describing
	connections to:	connections to:	insightful connections to:
	<ul> <li>personal experiences, and</li> </ul>	<ul> <li>personal experiences,</li> </ul>	<ul> <li>personal experiences</li> </ul>
	<ul> <li>ideas in other texts, including self-selected texts</li> </ul>	<ul> <li>ideas in other texts, including self-selected texts, and</li> </ul>	<ul> <li>ideas in other texts, including self- selected texts, and</li> </ul>
		<ul><li>society</li></ul>	society



### **Learning Progression for Competency 2- Analyzing Genre Characteristics**

The student analyzes genre-specific characteristics and structures within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts.

Developing	Progressing	Proficient	Advanced
Identifies the topic and the author's	Identifies the claim;	Analyzes characteristics and	Compares characteristics and
purpose		structural elements of argumentative	structural elements of two
		text, by:	argumentative texts, including the
Identifies the evidence the author	Identifies the evidence the author	<ul> <li>identifying the claim</li> </ul>	claims, the evidence used to support
uses	uses and connects to the author's claim	<ul> <li>explaining how the author uses various types of evidence to support the argument</li> <li>identifying the intended audience or reader</li> </ul>	the arguments, and the intended audiences
Identifies the characteristics of multimodal texts	Explains the characteristics or structures of multimodal texts	Analyzes characteristic and structures of texts of multimodal texts	Compares characteristic and structures of two multimodal and/or digital texts
Identifies the characteristics of	Explains the characteristics or		
digital texts	structures of digital texts	Analyzes characteristic and	
		structures of digital text	



# for Competency 3: Analyzing Author's Purpose and Craft

The student analyzes the author's purpose and craft choices in order to examine their effects on meaning within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts

Developing	Progressing	Proficient	Advanced
Identifies a message within a text	Identifies the author's purpose AND message within a text	Explains the author's purpose and message within a text	Compares, across texts, the authors' purpose and messages
Understands definitions of literary devices	Identifies the use of literary devices	Identifies the use of literary devices to achieve a specific purpose	Identifies, across texts, how the use of literary devices achieves specific purposes
		Describes how the author's use of	
Identifies examples of figurative language	Identifies how an author uses figurative language	figurative language achieves a specific purpose	Compares, across texts, how the authors' use of figurative language achieves a specific purpose
		Analyzes how the author's use of	
Identifies the author's use of language	Describes how the author's use of language contributes to mood <b>OR</b> voice	language contributes to mood <b>AND</b> voice	Analyzes, across texts, how the authors' use of language contributes to mood <b>AND</b> voice
		Analyzes how the use of text structure	
Identifies the text structure	Explains the use of text structure and attempts to connect it to the author's	contributes to the author's purpose	Compares, across text, how the use of text structure contributes to the
	purpose	Analyzes the author's use of print and graphic features to achieve specific	authors' purposes
Identifies the author's use of print and graphic	Identifies the author's use of print and graphic features and attempts to	purposes	Compares how authors' uses of print and graphic features achieve specific
	connect them to a specific purpose	Explains the purposes of rhetorical	purposes
Identifies rhetorical devices and		devices and logical fallacies	
logical fallacies	Explains the differences between rhetorical devices and logical fallacies		Analyzes the use of rhetorical devices or logical fallacies



# for Competency 4: Writing Process and Craft

The student uses the writing process to craft literary, informational, argumentative, and multimodal texts.

Developing	Progressing	Proficient	Advanced
Process	Process	Process	Process
Plans a first draft when assigned a	Plans a first draft when assigned a	Plans a first draft by selecting a genre	<u>Initiates</u> the planning of a first draft by
genre, topic, purpose, and audience	genre that demonstrates a clear:	appropriate for a particular:	selecting a genre appropriate for a
and uses an <u>assigned</u> strategy	o topic,	o topic,	particular:
	o purpose, <b>OR</b>	o purpose, AND	• topic,
	o audience	o audience	<ul><li>purpose, AND</li></ul>
	and uses a range of assigned	using a range of <u>assigned</u> strategies	audience
	strategies		using a range of self-selected
		Develops drafts into:	strategies
Develops drafts that demonstrate	Develops drafts that demonstrate	o focused,	
success in 1 of the following:	success in 2 of the 3 following areas:	<ul><li>structured, AND</li></ul>	<u>Initiates</u> development of drafts into:
o focus,	o focus,	<ul> <li>coherent pieces of writing</li> </ul>	<ul> <li>focused,</li> </ul>
<ul><li>structure, <b>OR</b></li></ul>	o structure, <b>OR</b>		<ul> <li>structured, AND</li> </ul>
o coherence	o coherence	Revises drafts for:	<ul> <li>coherent</li> </ul>
		<ul><li>Clarity</li></ul>	pieces of writing
Revises drafts with success in 1-3 of	Revises drafts with success in 4-5 of	<ul> <li>Development</li> </ul>	
the following areas:	the following areas:	<ul> <li>Organization</li> </ul>	<u>Initiates</u> revisions of drafts for
<ul><li>Clarity</li></ul>	o Clarity	o Style	Clarity
<ul> <li>Development</li> </ul>	o Development	o Word choice, AND	Development
<ul> <li>Organization</li> </ul>	<ul> <li>Organization</li> </ul>	<ul> <li>Sentence variety</li> </ul>	Organization
o Style	o Style		Style
<ul><li>Word choice, OR</li></ul>	o Word choice, <b>OR</b>		Word choice, AND
<ul> <li>Sentence variety</li> </ul>	<ul> <li>Sentence variety</li> </ul>	Edits drafts, using standard English	<ul> <li>Sentence variety</li> </ul>
		conventions, with success in all areas	,
Edits drafts, using standard English	Edits drafts, using standard English	below:	Initiates the editing of drafts, using
conventions, with success in 1 to 7 of	conventions, with success in 8 to 15 of	o complex sentences,	standard English conventions, with
the highlighted areas below:	the highlighted areas below:	o subject-verb agreement,	success in areas below:
o complex sentences,	o complex sentences,	o comma splices,	<ul> <li>complex sentences,</li> </ul>
o subject-verb agreement,	o subject-verb agreement,	o run-ons,	<ul> <li>subject-verb agreement,</li> </ul>





- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- prepositions and prepositional phrases and influence on subjectverb agreement
- o conjunctive adverbs
- o pronouns, including relative
- o subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
- o commas in complex sentences,
- o commas with transitions,
- commas with introductory phrases,
- o spelling.

Publishes work that needs additional revising and editing

Compose multi-paragraph argumentative texts using genre characteristics and craft:

- Claim
- Reasons
- Evidence

- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- prepositions and prepositional phrases and influence on subjectverb agreement
- o conjunctive adverbs
- o pronouns, including relative
- o subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - commas with introductory phrases,
- spelling.

Publishes a work that needs additional editing

Compose multi-paragraph argumentative texts using genre characteristics and craft:

- Claim
- Evidence
- An intended audience

- o fragments,
- consistent use of verb tense,
- prepositions and prepositional phrases and influence on subjectverb agreement
- conjunctive adverbs
- o pronouns, including relative
- o subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - commas with introductory phrases,
- spelling

Publishes a revised and edited work for appropriate audiences

#### **Content:**

Compose multi-paragraph argumentative texts using genre characteristics and craft:

- Claim
- Reasons to support the claim
- Evidence or examples to support the reasons
- An intended audience

- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- prepositions and prepositional phrases and influence on subject-verb agreement
- conjunctive adverbs
- pronouns, including relative
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas in complex sentences,
- commas with transitions,
- commas with introductory phrases,
- spelling

Seeks authentic ways to publish written work for appropriate audiences

Compose multi-paragraph argumentative texts using genre characteristics and craft:

- Claim
- Reasons to support the claim
- Evidence or examples to support the reasons
- An alternative to the claim
- Identifying possible audiences



Learning Progression for Competency 5-Inquiry: The student engages in both short-term and sustained inquiry processes for a variety of purposes

Developing	Progressing	Proficient	Advanced
Uses teacher-designed questions to guide research	Uses teacher-designed questions and extends those questions based on personal interests	Creates questions or uses teacher- designed questions to guide inquiry	Generates questions based on personal curiosity in one or a variety of areas of research
Follows a teacher-led research plan	Develops and follows a research plan	Revises research plan based on new information or questions	Independently develops a research plan, and revises it based on new information or questions
Uses teacher-selected sources	Examines sources for some elements of credibility	Examines sources for credibility, reliability, and bias	Evaluates sources for credibility, reliability, and bias
Defines faulty reasoning	Describes examples of faulty reasoning	Examines sources for faulty reasoning	Evaluates sources for faulty reasoning
Summarizes texts	Summarizes or paraphrases based on teacher direction	Differentiates between summarizing, paraphrasing, and uses direct quotes	Justifies when to use summarizing, paraphrasing, and using direct quotes
Information is combined to meet the length and publishing requirements	Synthesizes information in teacher- determined formats	Synthesizes information from a variety of sources	Synthesizes relevant information from a variety of sources, including complex texts and primary and secondary sources
		Displays academic citations as	,
Copies most text from resources	Attempts to display some citations as instructed	instructed	Displays academic citations and attributions in a variety of methods
		Uses source materials ethically	
Explains what using sources ethically means	Explains how to use sources ethically	Chooses an appropriate mode of	Uses source materials ethically
Incario	Uses an appropriate mode of delivery	delivery	Selects mode of delivery to present
Uses teacher-made template as a mode of delivery	as instructed	,	based on purpose and audience



# Grading Period 4—Unit 5 Progressions

### **Grading Progression for Competency 1 Discussing and Writing about Texts**

The student uses academic language to discuss and write about a variety of texts in order to develop, share, and deepen understanding.

Developing	Progressing	Proficient	Advanced
Participates in teacher-prompted	Participates in teacher—prompted	Participates in student-led	Participates collaboratively in student-
discussions by:	discussions by:	discussions by:	led discussions by:
<ul><li>listening</li></ul>	<ul><li>taking notes</li></ul>	<ul><li>taking notes</li></ul>	<ul> <li>taking notes while listening to others</li> </ul>
<ul><li>repeating ideas</li></ul>	<ul> <li>listening to paraphrase a</li> </ul>	<ul> <li>listening actively to paraphrase a</li> </ul>	<ul> <li>listening actively to paraphrase a</li> </ul>
<ul><li>asking questions</li></ul>	message	message	message,
<ul> <li>identifying points of agreement</li> </ul>	<ul> <li>asking clarifying questions</li> </ul>	<ul> <li>asking clarifying questions</li> </ul>	<ul> <li>asking clarifying questions that build</li> </ul>
	identifying points of	<ul><li>responding appropriately</li></ul>	on other's ideas
	agreement or disagreement	<ul> <li>asking for suggestions from others</li> </ul>	<ul> <li>making insightful comments</li> </ul>
		<ul> <li>reflecting on and adjusting</li> </ul>	<ul> <li>responding appropriately</li> </ul>
		responses as new evidence is presented	<ul> <li>evaluating and adjusting responses as new evidence is presented</li> </ul>
		<ul> <li>identifying points of agreement</li> </ul>	<ul> <li>reflecting on points of agreement</li> </ul>
		<ul> <li>identifying points of disagreement</li> </ul>	and disagreement to determine own
			perspective
Explains the literal meanings of text	Discusses the literal meanings of	Discusses the implied meanings of	Discusses the implied meanings of
	text, referring to text evidence	text, using relevant text evidence	complex texts, using precise text
		and academic language, within and	evidence and academic language, within
		across genres	and across genres
Discusses text by describing	Discusses text by describing	Discusses texts by describing	Discusses text by describing insightful
connections to personal experiences	connections to:	connections to:	connections to:
to develop understanding of the text	personal experiences, and     ideas in other touts, including	<ul> <li>personal experiences,</li> </ul>	personal experiences
	<ul> <li>ideas in other texts, including self-selected texts</li> </ul>	ideas in other texts, including	<ul> <li>ideas in other texts, including</li> </ul>
	שניים שנים שנ	self-selected texts, and	self-selected texts, and
		<ul><li>society</li></ul>	<ul><li>society</li></ul>



Writes responses, with general references to text evidence, which addresses the literal meaning of the texts	Writes responses, referring to text evidence, that demonstrate understanding of the literal meaning of texts	Uses relevant text evidence and academic language to write responses that demonstrate understanding of the implied meanings of texts, within and across genres	Uses precise text evidence and academic language to write responses that demonstrate an insightful understanding of the implied meanings of complex texts, within and across genres
Writes about text by describing connections to personal experiences to develop understanding of the text	Writes about text by describing connections to:  • personal experiences, and • ideas in other texts, including self-selected texts	Writes about texts by describing connections to:  • personal experiences,  • ideas in other texts, including self-selected texts, and  • society	Writes about text by describing insightful connections to:  • personal experiences  • ideas in other texts, including self-selected texts, and society



### **Learning Progression for Competency 2- Analyzing Genre Characteristics**

The student analyzes genre-specific characteristics and structures within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts.

Developing	Progressing	Proficient	Advanced
Recognizes a theme in a work	Infers multiple themes within a text	Infers multiple <b>themes</b> within and	Compares how themes are
	using text evidence	across texts using text evidence	developed, in texts from different
			genres, using text evidence.
		Analyzes how characters' internal	
Describes a character's responses	Connects a character's response to	and external responses develop the	Compares how characters' responses
	events in the plot	plot	influence events in the plot
		Explains how the <b>setting</b> influences	Compares how the setting influences
Explains why a particular setting is	Explains the setting's importance to	character and plot development	the character and plot development
important to a work	the plot		in two texts
		Analyzes <b>plot</b> elements and non-	
		linear plot elements such as	Analyzes how plot elements,
Recognizes linear plot elements in a	Explains the use of flashback in a	flashback	including flashback, advance the plot
story	story		
		Analyzes the effect of meter and	Compares the effect of meter and
Identifies meter in a poem		structural elements such as line	structural elements such as line
	Describes the use of meter and	breaks in poems across a variety of	breaks in poems across a variety of
Recognizes structural elements in a	structural elements in a poem	poetic forms	poetic forms
poem			
	Describes how the dialogue helps to	Analyzes how playwrights develop	Compares how a playwright develops
Connects dialogue to a character trait	reveal a character's traits	characters through dialogue and	different characters through
		staging	dialogue and staging
Explains the importance of stage	Describes how stage directions help		
directions	to reveal a character's traits		



Identifies the controlling idea and	Explains how the evidence used	Analyzes characteristics and	Compares characteristics and
evidence used to support the	supports the controlling idea;	structural elements of informational	structural elements of two
controlling idea		text, including:	informational texts, including the
	Explain an organizational pattern the		controlling idea with supporting
Identifies an organizational pattern	author uses.	• the controlling idea with	evidence and multiple organizational
the author uses		supporting evidence	patterns within a text to develop a
		<ul> <li>features such as introduction,</li> </ul>	thesis
		foreword, preface, references, or	
		acknowledgments to gain	
		<ul><li>background information</li><li>and organizational patterns such</li></ul>	
		as definition, classification,	
		advantage and disadvantage	
Identifies the topic and the author's	Identifies the claim;		
purpose	identifies the claim;	Analyzes characteristics and	Compares characteristics and structural elements of two
	Identifies the evidence the author	structural elements of argumentative	argumentative texts, including the
Identifies the evidence the author	uses and connects to the author's	text, by:	claims, the evidence used to support
uses	claim	identifying the claim	the arguments, and the intended
		explaining how the author uses	audiences
		various types of evidence to support the argument	
		identifying the intended audience	
		or reader	
Identifies the characteristics of	Explains the characteristics or	Analyzes characteristic and	Compares characteristic and
multimodal texts	structures of multimodal texts	structures of texts of multimodal	structures of two multimodal and/or
		texts	digital texts
Identifies the characteristics of	Explains the characteristics or		
digital texts	structures of digital texts	Analyzes characteristic and	
		structures of digital text	



# for Competency 3: Analyzing Author's Purpose and Craft

The student analyzes the author's purpose and craft choices in order to examine their effects on meaning within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts

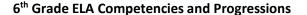
Developing	Progressing	Proficient	Advanced
Identifies a message within a text	Identifies the author's purpose <b>AND</b> message within a text	Explains the author's purpose and message within a text	Compares, across texts, the authors' purpose and messages
Understands definitions of literary devices	Identifies the use of literary devices	Identifies the use of literary devices to achieve a specific purpose	Identifies, across texts, how the use of literary devices achieves specific purposes
		Describes how the author's use of figurative language achieves a specific	Compares, across texts, how the
Identifies examples of figurative language	Identifies how an author uses figurative language	purpose	author's use of figurative language achieves a specific purpose
		Analyzes how the author's use of	
Identifies the author's use of language	Describes how the author's use of language contributes to mood <b>OR</b>	language contributes to mood <b>AND</b> voice	Analyzes, across texts, how the author's use of language contributes to mood <b>AND</b> voice
	voice	Analyzes how the use of text structure contributes to the author's purpose	Compares, across text, how the use of
Identifies the text structure	Explains the use of text structure and	contributes to the author's purpose	text structure contributes to the
	attempts to connect it to the author's purpose	Analyzes the author's use of print and graphic features to achieve specific	authors' purposes
		purposes	Compares how authors' uses of print
Identifies the author's use of print and	Identifies the author's use of print and	e de la companya de l	and graphic features achieve specific
graphic	graphic features and attempts to connect them to a specific purpose	Explains the purposes of rhetorical devices and logical fallacies (1-2)	purposes
Identifies rhetorical devices and		, ,	Analyzes the use of rhetorical devices
logical fallacies	Explains the differences between rhetorical devices and logical fallacies		or logical fallacies



# for Competency 4: Writing Process and Craft

The student uses the writing process to craft literary, informational, argumentative, and multimodal texts.

Developing	Progressing	Proficient	Advanced
Process	Process	Process	Process
Plans a first draft when assigned a	Plans a first draft when assigned a	Plans a first draft by selecting a genre	<u>Initiates</u> the planning of a first draft by
genre, topic, purpose, and audience	genre that demonstrates a clear:	appropriate for a particular:	selecting a genre appropriate for a
and uses an <u>assigned</u> strategy	o topic,	o topic,	particular:
	o purpose, <b>OR</b>	o purpose, AND	• topic,
	o audience	o audience	<ul><li>purpose, AND</li></ul>
	and uses a range of assigned	using a range of <u>assigned</u> strategies	audience
	strategies		using a range of self-selected
		Develops drafts into:	strategies
Develops drafts that demonstrate	Develops drafts that demonstrate	o focused,	
success in 1 of the following:	success in 2 of the 3 following areas:	<ul><li>structured, AND</li></ul>	<u>Initiates</u> development of drafts into:
o focus,	o focus,	<ul> <li>coherent pieces of writing</li> </ul>	<ul> <li>focused,</li> </ul>
<ul><li>structure, <b>OR</b></li></ul>	o structure, <b>OR</b>		<ul><li>structured, AND</li></ul>
<ul> <li>coherence</li> </ul>	o coherence	Revises drafts for:	<ul><li>coherent</li></ul>
		o Clarity	pieces of writing
Revises drafts with success in 1-3 of	Revises drafts with success in 4-5 of	<ul> <li>Development</li> </ul>	
the following areas:	the following areas:	<ul> <li>Organization</li> </ul>	<u>Initiates</u> revisions of drafts for
<ul> <li>Clarity</li> </ul>	o Clarity	o Style	Clarity
<ul> <li>Development</li> </ul>	<ul> <li>Development</li> </ul>	o Word choice, AND	Development
<ul> <li>Organization</li> </ul>	<ul> <li>Organization</li> </ul>	<ul> <li>Sentence variety</li> </ul>	Organization
o Style	o Style		Style
<ul><li>Word choice, OR</li></ul>	o Word choice, <b>OR</b>		Word choice, AND
<ul> <li>Sentence variety</li> </ul>	<ul> <li>Sentence variety</li> </ul>	Edits drafts, using standard English	Sentence variety
		conventions, with success in all areas	
Edits drafts, using standard English	Edits drafts, using standard English	below:	Initiates the editing of drafts, using
conventions, with success in 1 to 7 of	conventions, with success in 8 to 15 of	o complex sentences,	standard English conventions, with
the highlighted areas below:	the highlighted areas below:	o subject-verb agreement,	success in areas below:
o complex sentences,	o complex sentences,	o comma splices,	<ul> <li>complex sentences,</li> </ul>
o subject-verb agreement,	o subject-verb agreement,	o run-ons,	<ul> <li>subject-verb agreement,</li> </ul>





- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- o prepositions and prepositional phrases and influence on subjectverb agreement
- o conjunctive adverbs
- o pronouns, including relative
- o subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
- o commas in complex sentences,
- o commas with transitions,
- commas with introductory phrases,
- o spelling.

revising and editing

Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:

- a controlling idea or thesis statement
- evidence

- o comma splices,
- o run-ons,
- fragments,
- o consistent use of verb tense,
- o prepositions and prepositional phrases and influence on subjectverb agreement
- conjunctive adverbs
- o pronouns, including relative
- subordinating conjunctions,
- correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - commas with introductory phrases,
- spelling.

Publishes a work that needs additional Publishes a work that needs additional editing

> Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:

- a controlling idea or thesis statement
- evidence connected to the controlling idea or thesis statement
- organizational pattern

- o fragments,
- o consistent use of verb tense,
- prepositions and prepositional phrases and influence on subjectverb agreement
- conjunctive adverbs
- o pronouns, including relative
- subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - o commas with introductory phrases,
- spelling

Publishes a revised and edited work for appropriate audiences

Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:

- a clear controlling idea or thesis statement
- evidence to support the controlling idea or thesis statement
- organizational pattern that develops the thesis

Compose multi-paragraph argumentative texts using genre characteristics and craft:

- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- prepositions and prepositional phrases and influence on subject-verb agreement
- conjunctive adverbs
- pronouns, including relative
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas in complex sentences,
- commas with transitions,
- commas with introductory phrases,
- spelling

Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences





Compose multi-paragraph argumentative texts using genre characteristics and craft:

- Claim
- Reasons
- Evidence

Compose multi-paragraph argumentative texts using genre characteristics and craft:

- Claim
- Evidence
- An intended audience

- Claim
- Reasons to support the claim
- Evidence or examples to support the reasons
- An intended audience



for Competency 5-Inquiry: The student engages in both short-term and sustained inquiry processes for a variety of purposes

Developing	Progressing	Proficient	Advanced
Uses teacher-designed questions to guide research	Uses teacher-designed questions and extends those questions based on personal interests	Creates questions or uses teacher- designed questions to guide inquiry	Generates questions based on personal curiosity in one or a variety of areas of research
Follows a teacher-led research plan	Develops and follows a research plan	Revises research plan based on new information or questions	Independently develops a research plan, and revises it based on new information or questions
Uses teacher-selected sources	Examines sources for some elements		·
	of credibility	Examines sources for credibility, reliability, and bias	Evaluates sources for credibility, reliability, and bias
Defines faulty reasoning	Describes examples of faulty	·	
	reasoning	Examines sources for faulty reasoning	Evaluates sources for faulty reasoning
Summarizes texts	Summarizes or paraphrases based on		
	teacher direction	Differentiates between summarizing, paraphrasing, and uses direct quotes	Justifies when to use summarizing, paraphrasing, and using direct quotes
Information is combined to meet the	Synthesizes information in teacher-		
length and publishing requirements	determined formats	Synthesizes information from a	Synthesizes relevant information
		variety of sources	from a variety of sources, including complex texts and primary and secondary sources
Copies most text from resources	Attempts to display some citations as	Displays academic citations as	,
•	instructed	instructed	Displays academic citations and attributions in a variety of methods
Explains what using sources ethically	Explains how to use sources ethically	Uses source materials ethically	
means	,		Uses source materials ethically
		Chooses an appropriate mode of	
Uses teacher-made template as a	Uses an appropriate mode of delivery	delivery	
mode of delivery	as instructed		Selects mode of delivery to present
			based on purpose and audience



# Grading Period 4—Unit 6 Progressions

# **Grading Progression for Competency 1 Discussing and Writing about Texts**

The student uses academic language to discuss and write about a variety of texts in order to develop, share, and deepen understanding.

Developing	Progressing	Proficient	Advanced
Participates in teacher-prompted discussions by:  • listening  • repeating ideas  • asking questions  • identifying points of agreement	Participates in teacher—prompted discussions by:  • taking notes  • listening to paraphrase a message  • asking clarifying questions  • identifying points of agreement or disagreement	Participates in student-led discussions by:  • taking notes  • listening actively to paraphrase a message  • asking clarifying questions  • responding appropriately  • asking for suggestions from others  • reflecting on and adjusting responses as new evidence is presented  • identifying points of agreement  • identifying points of disagreement	Participates collaboratively in student-led discussions by:  • taking notes while listening to others  • listening actively to paraphrase a message,  • asking clarifying questions that build on other's ideas  • making insightful comments  • responding appropriately  • evaluating and adjusting responses as new evidence is presented  • reflecting on points of agreement and disagreement to determine own perspective
Explains the literal meanings of text	Discusses the literal meanings of text, referring to text evidence	Discusses the implied meanings of text, using relevant text evidence and academic language, within and across genres	Discusses the implied meanings of complex texts, using precise text evidence and academic language, within and across genres
Discusses text by describing connections to personal experiences to develop understanding of the text	Discusses text by describing connections to:  • personal experiences, and • ideas in other texts, including self-selected texts	Discusses texts by describing connections to:  • personal experiences,  • ideas in other texts, including self-selected texts, and  • society	Discusses text by describing insightful connections to:  • personal experiences  • ideas in other texts, including self-selected texts, and  • society



Writes responses, with general	Writes responses, referring to text	Uses relevant text evidence and	
references to text evidence, which addresses the literal meaning of the texts	evidence, that demonstrate understanding of the literal meaning of texts	academic language to write responses that demonstrate understanding of the implied meanings of texts, within and across genres	Uses precise text evidence and academic language to write responses that demonstrate an insightful understanding of the implied meanings of complex texts, within and across genres
Writes about text by describing connections to personal experiences to develop understanding of the text	Writes about text by describing connections to:  • personal experiences, and • ideas in other texts, including self-selected texts	Writes about texts by describing connections to:  • personal experiences,  • ideas in other texts, including self-selected texts, and  • society	Writes about text by describing insightful connections to:  • personal experiences  • ideas in other texts, including self-selected texts, and society



# **Learning Progression for Competency 2- Analyzing Genre Characteristics**

The student analyzes genre-specific characteristics and structures within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts.

Developing	Progressing	Proficient	Advanced
Recognizes a theme in a work	Infers multiple themes within a text	Infers multiple themes within and	Compares how themes are
	using text evidence	across texts using text evidence	developed, in texts from different
			genres, using text evidence.
		Analyzes how <b>characters</b> ' internal	
Describes a character's responses	Connects a character's response to	and external responses develop the	Compares how characters' responses
	events in the plot	plot	influence events in the plot
		Explains how the <b>setting</b> influences	Compares how the setting influences
Explains why a particular setting is	Explains the setting's importance to	character and plot development	the character and plot development
important to a work	the plot	·	in two texts
•	·	Analyzes <b>plot</b> elements and non-	
		linear plot elements such as	Analyzes how plot elements,
Recognizes linear plot elements in a	Explains the use of flashback in a	flashback	including flashback, advance the plot
story	story		
		Analyzes the effect of meter and	Compares the effect of meter and
Identifies meter in a poem		structural elements such as line	structural elements such as line
	Describes the use of meter and	breaks in poems across a variety of	breaks in poems across a variety of
Recognizes structural elements in a	structural elements in a poem	poetic forms	poetic forms
poem			
	Describes how the dialogue helps to	Analyzes how playwrights develop	Compares how a playwright develops
Connects dialogue to a character trait	reveal a character's traits	characters through dialogue and	different characters through
		staging	dialogue and staging
Explains the importance of stage	Describes how stage directions help		
directions	to reveal a character's traits		



Identifies the controlling idea and	Explains how the evidence used	Analyzes characteristics and	Compares characteristics and
evidence used to support the	supports the controlling idea;	structural elements of informational	structural elements of two
controlling idea	Explain an organizational pattern the	text, including:	informational texts, including the controlling idea with supporting
Identifies an organizational pattern the author uses	author uses.	<ul> <li>the controlling idea with supporting evidence</li> <li>features such as introduction, foreword, preface, references, or acknowledgments to gain background information</li> <li>and organizational patterns such as definition, classification, advantage and disadvantage</li> </ul>	evidence and multiple organizational patterns within a text to develop a thesis
Identifies the topic and the author's purpose  Identifies the evidence the author uses	Identifies the claim;  Identifies the evidence the author uses and connects to the author's claim	Analyzes characteristics and structural elements of argumentative text, by:  • identifying the claim  • explaining how the author uses various types of evidence to support the argument  • identifying the intended audience or reader	Compares characteristics and structural elements of two argumentative texts, including the claims, the evidence used to support the arguments, and the intended audiences
Identifies the characteristics of multimodal texts  Identifies the characteristics of digital texts	Explains the characteristics or structures of multimodal texts  Explains the characteristics or structures of digital texts	Analyzes characteristic and structures of texts of multimodal texts  Analyzes characteristic and structures of digital text	Compares characteristic and structures of two multimodal and/or digital texts



# for Competency 3: Analyzing Author's Purpose and Craft

The student analyzes the author's purpose and craft choices in order to examine their effects on meaning within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts

Developing	Progressing	Proficient	Advanced
Identifies a message within a text	Identifies the author's purpose AND message within a text	Explains the author's purpose and message within a text	Compares, across texts, the authors' purpose and messages
Understands definitions of literary devices	Identifies the use of literary devices	Identifies the use of literary devices to achieve a specific purpose	Identifies, across texts, how the use of literary devices achieves specific purposes
		Describes how the author's use of	
Identifies examples of figurative	Identifies how an author uses	figurative language achieves a specific	Compares, across texts, how the author's use of figurative language
language	figurative language	purpose	achieves a specific purpose
ianguage	The state of the s	Analyzes how the author's use of	adimenes a specimo par pose
		language contributes to mood <b>AND</b>	Analyzes, across texts, how the
Identifies the author's use of language	Describes how the author's use of	voice	author's use of language contributes
	language contributes to mood <b>OR</b>		to mood <b>AND</b> voice
	voice	Analyzes how the use of text structure	Compares agrees toxt how the use of
Identifies the text structure	Explains the use of text structure and	contributes to the author's purpose	Compares, across text, how the use of text structure contributes to the
Tachtines the text structure	attempts to connect it to the author's	Analyzes the author's use of print and	authors' purposes
	purpose	graphic features to achieve specific	
		purposes	Compares how authors' uses of print
Identifies the author's use of print and	Identifies the author's use of print and		and graphic features achieve specific
graphic	graphic features and attempts to	Explains the purposes of rhetorical	purposes
Identifies rhetorical devices and	connect them to a specific purpose	devices and logical fallacies (1-3)	Analyzes the use of rhetorical devices
logical fallacies	Explains the differences between		or logical fallacies
Togreat failucies	rhetorical devices and logical fallacies		or regreat failuries



# for Competency 4: Writing Process and Craft

The student uses the writing process to craft literary, informational, argumentative, and multimodal texts.

Developing	Progressing	Proficient	Advanced
Process	Process	Process	Process
Plans a first draft when assigned a	Plans a first draft when assigned a	Plans a first draft by selecting a genre	Initiates the planning of a first draft by
genre, topic, purpose, and audience	genre that demonstrates a clear:	appropriate for a particular:	selecting a genre appropriate for a
and uses an <u>assigned</u> strategy	o topic,	o topic,	particular:
	o purpose, <b>OR</b>	o purpose, AND	• topic,
	o audience	o audience	<ul><li>purpose, AND</li></ul>
	and uses a range of <u>assigned</u>	using a range of <u>assigned</u> strategies	<ul> <li>audience</li> </ul>
	strategies		using a range of self-selected
		Develops drafts into:	strategies
Develops drafts that demonstrate	Develops drafts that demonstrate	o focused,	
success in 1 of the following:	success in 2 of the 3 following areas:	<ul><li>structured, AND</li></ul>	<u>Initiates</u> development of drafts into:
o focus,	o focus,	<ul> <li>coherent pieces of writing</li> </ul>	<ul> <li>focused,</li> </ul>
o structure, <b>OR</b>	o structure, <b>OR</b>	(Concepts 1-3)	<ul> <li>structured, AND</li> </ul>
o coherence	o coherence		<ul> <li>coherent</li> </ul>
		Revises drafts for:	pieces of writing
Revises drafts with success in 1-3 of	Revises drafts with success in 4-5 of	o Clarity	
the following areas:	the following areas:	<ul> <li>Development</li> </ul>	<u>Initiates</u> revisions of drafts for
o Clarity	o Clarity	<ul> <li>Organization</li> </ul>	Clarity
<ul> <li>Development</li> </ul>	<ul> <li>Development</li> </ul>	o Style	Development
<ul> <li>Organization</li> </ul>	<ul> <li>Organization</li> </ul>	o Word choice, AND	Organization
o Style	o Style	<ul> <li>Sentence variety</li> </ul>	• Style
<ul><li>Word choice, OR</li></ul>	o Word choice, <b>OR</b>		Word choice, AND
<ul> <li>Sentence variety</li> </ul>	<ul> <li>Sentence variety</li> </ul>		<ul> <li>Sentence variety</li> </ul>
		Edits drafts, using standard English	
Edits drafts, using standard English	Edits drafts, using standard English	conventions, with success in all areas	Initiates the editing of drafts, using
conventions, with success in 1 to 7 of	conventions, with success in 8 to 15 of		standard English conventions, with
the highlighted areas below:	the highlighted areas below:	o complex sentences,	success in areas below:
o complex sentences,	o complex sentences,	o subject-verb agreement,	<ul> <li>complex sentences,</li> </ul>
o subject-verb agreement,	o subject-verb agreement,	o comma splices,	<ul> <li>subject-verb agreement,</li> </ul>





- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- o prepositions and prepositional phrases and influence on subjectverb agreement
- o conjunctive adverbs
- o pronouns, including relative
- o subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
- o commas in complex sentences,
- o commas with transitions,
- commas with introductory phrases,
- o spelling.

revising and editing

- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- o prepositions and prepositional phrases and influence on subjectverb agreement
- conjunctive adverbs
- o pronouns, including relative
- subordinating conjunctions,
- correlating conjunctions,
- capitalization.
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - commas with introductory phrases,
- spelling.

Publishes a work that needs additional Publishes a work that needs additional editing

- o run-ons.
- fragments,
- consistent use of verb tense.
- prepositions and prepositional phrases and influence on subjectverb agreement
- conjunctive adverbs
- o pronouns, including relative
- o subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- o punctuation marks, including,
  - o commas in complex sentences,
  - o commas with transitions,
  - o commas with introductory phrases,
- spelling

Publishes a revised and edited work for appropriate audiences

- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- prepositions and prepositional phrases and influence on subject-verb agreement
- conjunctive adverbs
- pronouns, including relative
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas in complex sentences,
- commas with transitions,
- commas with introductory phrases,
- spelling

Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences



Learning Progression for Competency 5-Inquiry: The student engages in both short-term and sustained inquiry processes for a variety of purposes

Developing	Progressing	Proficient	Advanced
Uses teacher-designed questions to guide research	Uses teacher-designed questions and extends those questions based on personal interests	Creates questions or uses teacher- designed questions to guide inquiry	Generates questions based on personal curiosity in one or a variety of areas of research
Follows a teacher-led research plan	Develops and follows a research plan	Revises research plan based on new information or questions	Independently develops a research plan, and revises it based on new information or questions
Uses teacher-selected sources	Examines sources for some elements of credibility	Examines sources for credibility, reliability, and bias	Evaluates sources for credibility, reliability, and bias
Defines faulty reasoning	Describes examples of faulty reasoning	Examines sources for faulty reasoning	Evaluates sources for faulty reasoning
Summarizes texts	Summarizes or paraphrases based on teacher direction	Differentiates between summarizing,	Justifies when to use summarizing,
Information is combined to meet the length and publishing requirements	Synthesizes information in teacher- determined formats	paraphrasing, and uses direct quotes  Synthesizes information from a	paraphrasing, and using direct quotes  Synthesizes relevant information
rength and pashsming requirements	determined formuts	variety of sources	from a variety of sources, including complex texts and primary and secondary sources
Copies most text from resources	Attempts to display some citations as instructed	Displays academic citations as instructed	Displays academic citations and attributions in a variety of methods
Explains what using sources ethically means	Explains how to use sources ethically	Uses source materials ethically	Uses source materials ethically
Uses teacher-made template as a	Uses an appropriate mode of delivery	Chooses an appropriate mode of delivery	,
mode of delivery	as instructed		Selects mode of delivery to present based on purpose and audience