

7th 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 7th ELA Competencies Q1 Q2 Q3 | Q4 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 Χ Χ Χ Х understanding. 2B; 5Bs; 5I; 6D; 2 Analyzing Genre Characteristics X X X X 5F; 6C; 5H: 7; 8 The student analyzes genre-specific characteristics and structures within and across increasingly complex and diverse literary, informational, argumentative, and multimodal texts. 2B; 5B;5I; 6D; 3 Analyzing Author's Purpose and Craft Χ Х Х Χ 5F; 6C; 5H; 9 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. 10A; 10B; 10C; **4 Writing Process and Craft** Χ Χ Х Χ **10D; 10E;** 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 Х 12Hi; 12I The student engages in both short-term inquiry and sustained research.



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Grading Period 1—Unit 1 Progressions

Learning 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 student-led	Participates in student-led	Participates in student-led	Participates collaboratively in
discussions by:	discussions by:	discussions by:	student-led discussions by:
Listening,	taking notes,	taking notes,	 taking notes while listening to
repeating ideas,	 listening to paraphrase a 	 listening actively to paraphrase a 	others,
asking questions	message,	message,	 listening actively to paraphrase a
	 asking clarifying questions 	 engaging in meaningful discourse, 	message,
		 asking clarifying questions that 	 engaging in meaningful and
		build on others' ideas	insightful discourse,
			 asking clarifying questions that build on other's ideas
		Discusses, using relevant text	
Explains the literal meanings of text	Discusses the literal meanings of	evidence and academic language,	Discusses, using precise text
	text, referring to text evidence	the implied meanings of a text	evidence and academic language,
			the implied meanings of complex
			texts
		Writes responses, using relevant text	
Writes responses, with general	Writes responses, referring to text	evidence and academic language,	Writes responses, using precise text
references to text evidence, which	evidence, that demonstrate	that demonstrate understanding of	evidence and academic language,
mentions the literal meaning of the	understanding of the literal meanings	the implied meanings of texts,	that demonstrate an insightful
text	of texts within genres	including within and across genres	understanding of the implied
			meanings of complex texts, including
			within and across genres
Bir and Bir an	Since and the state of	Discusses and writes about text by	
Discusses and writes about text by	Discusses and writes about text by	describing connections to:	Discusses and writes about text by
describing connections to personal	describing connections to:	personal experiences,	describing insightful connections to:
experiences to develop	personal experiences, and	• ideas in other texts, including	 personal experiences
understanding of the text	• ideas in other texts, including	self-selected texts, and	
	self-selected texts	• society	



		to develop, share, and deepen understanding of the text	 ideas in other texts, including self-selected texts, and society to develop, share, and deepen understanding of the text
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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 AND	Explains the author's purpose AND	Compares, across texts, the authors'
	message within a text	message within a text	purpose AND messages



Grading Period 1—Unit 2 Progressions

Learning 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 student-led	Participates in student-led	Participates in student-led discussions by:	Participates collaboratively in
discussions by:	discussions by:	taking notes,	student-led discussions by:
Listening,	taking notes,	 listening actively to paraphrase a 	 taking notes while listening to
repeating ideas,	 listening to paraphrase a 	message,	others
asking questions	message,	 engaging in meaningful discourse, 	 listening actively to paraphrase a
	 asking clarifying questions 	 asking clarifying questions that build 	message,
	 accepting constructive feedback 	on others' ideas	asking clarifying questions that
		 responding appropriately 	build on other's ideas
		 providing constructive feedback 	making insightful comments
		 accepting constructive feedback 	responding appropriately
			 asking for and reflecting on the suggestions from others
	Discusses the literal meanings of	Discusses, using relevant text evidence	
Explains the literal meanings of	text, referring to text evidence	and academic language, the implied	Discusses, using precise text
text		meanings of a text	evidence and academic language,
			the implied meanings of complex
	Writes responses, referring to text	Writes responses, using relevant text	texts
	evidence, that demonstrate	evidence and academic language, that	
Writes responses, with general	understanding of the literal	demonstrate understanding of the	Writes responses, using precise text
references to text evidence,	meanings of texts within genres	implied meanings of texts, including	evidence and academic language,
which mentions the literal		within and across genres	that demonstrate an insightful
meaning of the text			understanding of the implied
	Discusses and writes about toyt by	Bio	meanings of complex texts, including
Discusses and writes about text	Discusses and writes about text by describing connections to:	Discusses and writes about text by	within and across genres
by describing connections to	 personal experiences, and 	describing connections to:	Discusses and writes about text by
personal experiences to develop	 ideas in other texts, including 	personal experiences, ideas in other texts, including self	describing insightful connections to:
understanding of the text	self-selected texts	 ideas in other texts, including self- selected texts, and 	 personal experiences
	Jen Jenetica texts	• society	- personal experiences
		- Society	



to develop and share understanding of the text	to develop, share, and deepen understanding of the text	 ideas in other texts, including self-selected texts,
		society
		to develop, share, and deepen
		understanding of the text

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 using text evidence	Infers multiple themes within and across texts using text evidence	Compares how themes are developed in texts from different genres using text evidence.
Describes a character's qualities	Connects a character's qualities to events in the plot	Analyzes how characters ' qualities influence events and resolution of the conflict	Compares how characters' qualities influence events and resolution of the conflict in two texts
Explains why a particular setting is important to a work	Explains the setting's importance to the plot	Explains how the setting influences character and plot development	Compares how the setting influences the character and plot development in two texts
Recognizes plot elements in a story	Describes how the plot advances	Analyzes how plot elements, including non-linear elements, affect the plot	Compares how plot elements, including non-linear elements, advance the plot in two texts
Identifies rhyme scheme, presence of a particular rhythm, or graphical elements in a poem.	Describes the use of rhyme scheme, meter, or graphical elements in poems	Analyzes the effect of rhyme scheme, meter, and graphical elements in poems across a variety of poetic forms	Compares the effect of rhyme scheme, meter, and graphical elements in poems across a variety of poetic forms
Connects dialogue to a character trait Explains the importance of stage directions	Describes how the dialogue helps to reveal a character's traits	Analyzes how a playwright develops a character through dialogue and staging	Compares how a playwright develops different characters through dialogue and staging



Describes how stage directions help	
to reveal a character's traits	

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 and message within a text	Explains the author's purpose and message within a text	Compares, across texts, the authors' purposes and messages
Understands definitions of literary devices	Identifies the use of literary devices, including point-of-view	Identifies the use of literary devices , including subjective and objective points of view, to achieve a specific purpose,	Identifies, across texts, how the use of literary devices, including, subjective and objective points of view, achieves a specific purpose
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 OR voice OR tone	Analyzes how the author's use of language contributes to mood, voice, and tone	Analyzes, across texts, how the authors' use of language contributes to mood, voice, and tone
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	Compares, across text, how the use of text structure contributes to the authors' 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 Plans a first draft when assigned a genre, topic, purpose, and audience and uses an <u>assigned</u> strategy	Process Plans a first draft when assigned a genre that demonstrates a clear: o topic, o purpose, OR	Process Plans a first draft by selecting a genre appropriate for a particular: o topic, o purpose, AND	Process Initiates the planning of a first draft by selecting a genre appropriate for a particular: • topic,
Strategy	 audience and uses a range of <u>assigned</u> strategies Develops drafts that demonstrate 	o audience	 topic, purpose, AND audience using a range of <u>self-selected</u> strategies
Develops drafts that demonstrate success in 1 of the following: ofocus, structure, OR	success in 2 of the 3 following areas:	 focused, structured, AND coherent pieces of writing by: 	Initiates the development of drafts into: • focused, • structured, AND
o coherence	o concrence	 using appropriate structure and developing an engaging idea Revises drafts for:	
Devices due from the succession 4.2 of	Revises drafts with success in 4-5 of	o Clarity	<u>Initiates</u> revisions of drafts for
Revises drafts with success in 1-3 of the following areas:	 che following areas: Clarity Development Organization Style Word choice, OR Sentence variety 	 Development Organization Style Word choice, AND Sentence variety Edits drafts, using standard English	 Clarity Development Organization Style Word choice, AND Sentence variety
 Sentence variety 		conventions, with success in all areas below: o complex sentences,	Initiates the editing of drafts, using standard English conventions, with success in all areas below:





Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below:

- o complex sentences,
- subject-verb agreement,
- o comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- o prepositions and prepositional phrases and influence on subject-verb agreement
- o pronoun-antecedent agreement
- o subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including, o commas to set off words, phrases, and clauses
 - o semicolons
- o spelling.

Publishes a work that needs additional revising and editing

Content

Composes literary texts using genre | Composes literary texts using genre characteristics and craft

- Characters
- Setting
- Conflict

Edits drafts, using standard English conventions, with success in 8 to 15 of the highlighted areas below:

- complex sentences,
- subject-verb agreement,
- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense,
- conjunctive adverbs
- o prepositions and prepositional phrases and influence on subjectverb agreement
- o pronoun-antecedent agreement
- o subordinating conjunctions,
- correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
 - o commas to set off words, phrases, and clauses
 - o semicolons

spelling

Publishes a work that needs additional editing

Content

characteristics and craft

- Character Development
- Setting
- Linear Plot elements
- Theme

- o subject-verb agreement,
- o comma splices,
- o run-ons,
- fragments,
- consistent use of verb tense.
- o conjunctive adverbs
- o prepositions and prepositional phrases and influence on subjectverb agreement
- o pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
 - o commas to set off words, phrases, and clauses
 - o semicolons
- o spelling.

Publishes a revised and edited work for appropriate audiences

Content

Composes literary texts by:

- Selecting a literary genre based on purpose or audience
- Developing a character whose qualities influence events and resolution of the conflict
- Setting that influences the characters
- Using non-linear plot elements
- Developing theme from the interactions of the characters

- o complex sentences,
- subject-verb agreement,
- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense.
- conjunctive adverbs
- o prepositions and prepositional phrases and influence on subjectverb agreement
- o pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
 - o commas to set off words, phrases, and clauses
 - o semicolons
- o spelling.

Seeks authentic ways to publish written work for appropriate audiences

Content

Composes literary texts by:

- Selecting a literary genre based on purpose and audience
- Developing characters whose qualities influence events and resolution of the conflict
- Developing a setting that influences the characters and plot
- Using non-linear plot elements that add suspense to the plot
- Developing an implied theme from the interaction of the characters



Grading Period 2—Unit 3 Progressions

Learning 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 student-led	Participates in student-led	Participates in student-led discussions by:	Participates collaboratively in
discussions by:	discussions by:	taking notes,	student-led discussions by:
Listening,	taking notes,	 listening actively to paraphrase a 	 taking notes while listening to
repeating ideas,	 listening to paraphrase a 	message,	others
asking questions	message,	 engaging in meaningful discourse, 	 listening actively to paraphrase a
	 asking clarifying questions 	 asking clarifying questions that build 	message,
	 accepting constructive feedback 	on others' ideas	asking clarifying questions that
		responding appropriately	build on other's ideas
		providing constructive feedback	making insightful comments
		accepting constructive feedback	• responding appropriately
		 reflecting on and adjusting responses as new evidence is presented 	 asking for and reflecting on the suggestions from others
	Discusses the literal meanings of	Discusses, using relevant text evidence	Discusses, using precise text
Explains the <i>literal</i> meanings of	text, referring to text evidence	and academic language, the implied	evidence and academic language,
text		meanings of a text	the implied meanings of complex texts
		Writes responses, using relevant text	
	Writes responses, referring to text	evidence and academic language, that	Writes responses, using precise text
	evidence, that demonstrate	demonstrate understanding of the	evidence and academic language,
Writes responses, with general	understanding of the literal	implied meanings of texts, including	that demonstrate an insightful
references to text evidence, which mentions the literal	meanings of texts within genres	within and across genres	understanding of the implied
meaning of the text			meanings of complex texts, including within and across genres
		Discusses and writes about text by	
	Discusses and writes about text by	describing connections to:	Discusses and writes about text by
	describing connections to:	 personal experiences, 	describing insightful connections to:
Discusses and writes about text	 personal experiences, and 	 ideas in other texts, including 	 personal experiences
by describing connections to		self-selected texts, and	



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 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
		the controlling idea with	controlling idea with supporting
Identifies an organizational pattern	Identifies the organizational pattern	supporting evidence	evidence, features, and multiple
the author uses	used to support the controlling idea	features such as references or	organizational patterns within a text to develop a thesis
		acknowledgementsand organizational patterns that	to develop a triesis
		support multiple topics,	Compares characteristic and
		categories, and subcategories	structures of two multimodal and
		categories, and subsategories	digital texts
		Analyzes characteristic and structures	
		of multimodal text	
		Analyzes characteristic and structures	
		of digital text	



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 and message within a text	Explains the author's purpose and message within a text	Compares, across texts, the authors' purposes and messages
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	Identifies, across texts, how the use of literary devices achieves a specific purpose
Understands definitions of literary devices	Identifies the use of literary devices, including point-of-view	Identifies the use of literary devices to achieve a specific purpose	Compares, across texts, how the authors' use of figurative language achieves a specific purpose
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	Analyzes, across texts, how the authors' use of language contributes to mood, voice, and tone
Identifies the author's use of language	Describes how the author's use of language contributes to mood OR voice OR tone	Analyzes how the author's use of language contributes to mood, voice, and tone	Compares, across text, 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 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



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 Plans a first draft when assigned a	Process Plans a first draft when assigned a	Process Plans a first draft by selecting a genre	Process Initiates the planning of a first draft by
genre, topic, purpose, and	genre that demonstrates a clear:	appropriate for a particular:	selecting a genre appropriate for a
audience and uses an <u>assigned</u> strategy	 topic, purpose, OR audience and uses a range of <u>assigned</u> strategies 	 topic, purpose, AND audience using a range of <u>assigned</u> strategies 	 topic, purpose, AND audience using a range of self-selected strategies
Develops drafts that demonstrate success in 1 of the following:	Develops drafts that demonstrate success in 2 of the 3 following areas:	Develops drafts into:	Initiates the development of drafts into: • focused, • structured, AND • coherent pieces of writing by: • using a structure appropriate for audience and purpose • developing an engaging idea reflecting depth of thought with specific facts and details
the following areas:	Revises drafts with success in 4-5 of the following areas:	Revises drafts for:	Initiates revisions of drafts for





Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling.

Publishes a 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

Edits drafts, using standard English conventions, with success in 8 to 15 of the highlighted areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subjectverb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling

Publishes a work that needs additional | Content 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

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subjectverb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- 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

Initiates the editing of drafts, using standard English conventions, with success in all areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subjectverb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling.

Seeks authentic ways 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



7th Grade ELA Competencies and Progressions

TEACHING & LEARNING		
	 organizational pattern 	• 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
Summarizes texts	Summarizes or paraphrases based on teacher direction	Differentiates between summarizing, paraphrasing, and using direct quotes	Differentiates between 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 information from a variety of sources, including complex texts
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
Uses teacher-designed questions	Explains how to use sources ethically Uses teacher-designed questions and extends those questions based on personal interests	Uses source materials ethically Creates questions or uses teacher- designed questions to guide inquiry	Uses source materials ethically 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
Gathers the required number of sources	Gathers multiple sources	Gathers relevant information from multiple sources, including primary or secondary;	Synthesizes relevant information from multiple sources, including primary and secondary sources
	Examines sources for some elements of credibility	Examines sources for credibility, reliability, and bias	Evaluates sources for credibility, reliability, and bias
	Describes examples of faulty reasoning	Examines sources for faulty reasoning (Unit 6)	Evaluates sources for faulty reasoning
	Presents results as instructed	Presents results in appropriate modes of delivery	Selects a mode of delivery to present based purpose and audience



Grading Period 3—Unit 4 Progressions

Learning 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 student-led	Participates in student-led	Participates in student-led discussions by:	Participates collaboratively in
discussions by:	discussions by:	taking notes,	student-led discussions by:
Listening,	taking notes,	 listening actively to paraphrase a 	 taking notes while listening to
repeating ideas,	 listening to paraphrase a 	message,	others
asking questions	message,	 engaging in meaningful discourse, 	 listening actively to paraphrase a
	 asking clarifying questions 	 asking clarifying questions that build 	message,
	 accepting constructive feedback 	on others' ideas	asking clarifying questions that
		 responding appropriately 	build on other's ideas
		 providing constructive feedback 	making insightful comments
		 accepting constructive feedback 	responding appropriately
		 reflecting on and adjusting responses as new evidence is presented 	 asking for and reflecting on the suggestions from others
Explains the <i>literal</i> meanings of	Discusses the literal meanings of	Discusses, using relevant text evidence	Discusses, using precise text
text	text, referring to text evidence	and academic language, the implied	evidence and academic language,
		meanings of a text	the implied meanings of complex texts
		Writes responses, using relevant text	
	Writes responses, referring to text	evidence and academic language, that	Writes responses, using precise text
Writes responses, with general	evidence, that demonstrate	demonstrate understanding of the	evidence and academic language,
references to text evidence,	understanding of the literal	implied meanings of texts, including	that demonstrate an insightful
which mentions the literal	meanings of texts within genres	within and across genres	understanding of the implied
meaning of the text			meanings of complex texts, including within and across genres
		Discusses and writes about text by	
	Discusses and writes about text by	describing connections to:	Discusses and writes about text by
Discusses and writes about text	describing connections to:	 personal experiences, 	describing insightful connections to:
by describing connections to	 personal experiences, and 	 ideas in other texts, including 	 personal experiences
		self-selected texts, and	



personal experiences to develop understanding of the text	ideas in other texts, including self-selected texts to develop and share understanding of the text	 society to develop, share, and deepen understanding of the text 	 ideas in other texts, including self-selected texts, society to develop, share, and deepen understanding of the text
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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
Analyzes characteristics and	Analyzes characteristics and	Analyzes characteristics and	Compares characteristics and
structural elements of argumentative	structural elements of argumentative	structural elements of argumentative	structural elements of argumentative
text, by	text, by	text, by:	texts, by:
 identifying the claim 	 identifying the claim 	 identifying the claim 	identifying the claims
 explaining how the author uses various types of evidence 	 explaining how the author uses various types of evidence identifying the intended audience or reader 	 explaining how the author uses various types of evidence and considerations of alternatives to support the argument identifying the intended audience or reader 	 explaining how the authors use various types of evidence and considerations of alternatives to support the arguments identifying the intended audience or readers
		Analyzes characteristic and structures of multimodal text Analyzes characteristic and structures	Compares characteristic and structures of two multimodal and digital texts
		of digital text	



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 and message within a text	Explains the author's purpose and message within a text	Compares, across texts, the authors' purposes and messages
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	Identifies, across texts, how the use of literary devices achieves a specific purpose
Understands definitions of literary devices	Identifies the use of literary devices, including point-of-view	Identifies the use of literary devices to achieve a specific purpose	Compares, across texts, how the authors' use of figurative language achieves a specific purpose
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	Analyzes, across texts, how the authors' use of language contributes to mood, voice, and tone
Identifies the author's use of language	Describes how the author's use of language contributes to mood, voice, OR tone	Analyzes how the author's use of language contributes to mood, voice, and tone	Compares, across text, 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	Analyzes the author's use of print and graphic features to achieve specific purposes	Compares how authors' use of print and graphic features achieves specific purposes
Identifies rhetorical devices and logical fallacies	connect them to a specific purpose 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



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 Plans a first draft when assigned a genre, topic, purpose, and audience and uses an <u>assigned</u> strategy	Process Plans a first draft when assigned a genre that demonstrates a clear: • topic, • purpose, OR	Process Plans a first draft by selecting a genre appropriate for a particular: topic, purpose, AND	Process Initiates the planning of a first draft by selecting a genre appropriate for a particular: • topic,
Develops drafts that demonstrate	audience and uses a range of <u>assigned</u> strategies Develops drafts that demonstrate	Develops drafts into:	 purpose, AND audience using a range of <u>self-selected</u> strategies
success in 1 of the following:	 success in 2 of the 3 following areas: focus, structure, OR coherence 	 focused, structured, AND coherent pieces of writing by: using appropriate structure and developing an engaging idea 	Initiates the development of drafts into: • focused, • structured, AND • coherent pieces of writing by: • using a structure appropriate for audience and purpose • developing an engaging idea reflecting depth of thought
Revises drafts with success in 1-3 of the following areas:	Revises drafts with success in 4-5 of the following areas:	Revises drafts for:	with specific facts and details Initiates revisions of drafts for Clarity Development Organization Style Word choice, AND Sentence variety
	Edits drafts, using standard English conventions, with success in 8 to 15 of the highlighted areas below:	conventions, with success in all areas below:	





Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling.

Publishes a work that needs additional revising and editing

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

Claim

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subjectverb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling

Publishes a work that needs additional editing

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

- Claim
- Reasons
- Evidence
- An intended audience

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- 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 alternative to the claim
- An intended audience

Initiates the editing of drafts, using standard English conventions, with success in all areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- · punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- 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 to support the claim
- Evidence or examples to support the reasons



7th Grade ELA Competencies and Progressions

LEACH	ING & LEARNING		
•	Reasons		A counterargument with refutation
•	Evidence		 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
Summarizes texts	Summarizes or paraphrases based on teacher direction	Differentiates between summarizing, paraphrasing, and using direct quotes	Differentiates between 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 information from a variety of sources, including complex texts
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
Uses teacher-designed questions Follows a teacher-led research plan	Explains how to use sources ethically Uses teacher-designed questions and extends those questions based on personal interests	Uses source materials ethically Creates questions or uses teacher- designed questions to guide inquiry	Uses source materials ethically Generates questions based on personal curiosity in one or a variety of areas of research
Poliows 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
Gathers the required number of sources	Gathers multiple sources	Gathers relevant information from multiple sources, including primary or secondary;	Synthesizes relevant information from multiple sources, including primary and secondary sources
	Examines sources for some elements of credibility	Examines sources for credibility, reliability, and bias	Evaluates sources for credibility, reliability, and bias
	Describes examples of faulty reasoning	Examines sources for faulty reasoning	Evaluates sources for faulty reasoning
	Presents results as instructed	Presents results in appropriate modes of delivery	Selects a mode of delivery to present based purpose and audience



Grading Period 4—Unit 5 Progressions

Learning 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 student-led	Participates in student-led	Participates in student-led discussions by:	Participates collaboratively in
discussions by:	discussions by:	taking notes,	student-led discussions by:
Listening,	taking notes,	 listening actively to paraphrase a 	 taking notes while listening to
repeating ideas,	 listening to paraphrase a 	message,	others
asking questions	message,	 engaging in meaningful discourse, 	 listening actively to paraphrase a
	 asking clarifying questions 	 asking clarifying questions that build 	message,
	 accepting constructive feedback 	on others' ideas	asking clarifying questions that
		responding appropriately	build on other's ideas
		providing constructive feedback	making insightful comments
		accepting constructive feedback	responding appropriately
		reflecting on and adjusting responses	asking for and reflecting on the
		as new evidence is presented	suggestions from others
Explains the <i>literal</i> meanings of	Discusses the literal meanings of	Discusses, using relevant text evidence	Discusses, using precise text
text	text, referring to text evidence	and academic language, the implied	evidence and academic language,
		meanings of a text	the implied meanings of complex
			texts
		Writes responses, using relevant text	
NAZ CITATO DE LA CALLA C	Writes responses, referring to text	evidence and academic language, that	Writes responses, using precise text
Writes responses, with general	evidence, that demonstrate	demonstrate understanding of the	evidence and academic language,
references to text evidence, which mentions the literal	understanding of the literal	implied meanings of texts, including	that demonstrate an insightful
meaning of the text	meanings of texts within genres	within and across genres	understanding of the implied meanings of complex texts, including
meaning of the text		Discusses and writes about tout by	within and across genres
	Discusses and writes about text by	Discusses and writes about text by describing connections to:	within and across genres
Discusses and writes about text	describing connections to:	personal experiences,	Discusses and writes about text by
by describing connections to	 personal experiences, and 	ideas in other texts, including	describing insightful connections to:
personal experiences to develop	• ideas in other texts, including	self-selected texts, and	personal experiences
understanding of the text	self-selected texts	• society	personal experiences
		- Journey	<u> </u>





to develop and share understanding of the text	to develop, share, and deepen understanding of the text	 ideas in other texts, including self-selected texts,
		 society
		to develop, share, and deepen
		understanding of the text



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 characters ' qualities	
Describes a character's qualities	Connects a character's qualities to	influence events and resolution of	Compares how characters' qualities
	events in the plot	the conflict	influence events and resolution of
			the conflict in two texts
		Explains how the setting influences	
Explains why a particular setting is	Explains the setting's importance to	character and plot development	Compares how the setting influences
important to a work	the plot		the character and plot development
		Analyzes how plot elements,	in two texts
		including non-linear elements, affect	
Recognizes plot elements in a story	Describes how the plot advances	the plot	Compares how plot elements,
			including non-linear elements,
		Analyzes characteristics and	advance the plot in two texts
		structural elements of informational	
Identifies the controlling idea and	Explains how the evidence used	text, including	Compares characteristics and
evidence used to support the	supports the controlling idea;	the controlling idea with	structural elements of two
controlling idea		supporting evidence	informational texts, including the
		features such as references or	controlling idea with supporting evidence, features, and multiple
		acknowledgements	organizational patterns within a text
		and organizational patterns that	to develop a thesis
		support multiple topics, categories, and subcategories	о постор и посто
		categories, and subcategories	
Analyzes characteristics and	Analyzes characteristics and		Compares characteristics and
structural elements of argumentative	structural elements of argumentative	Analyzes characteristics and	structural elements of argumentative
text, by	text, by	structural elements of argumentative	texts, by:
identifying the claim	identifying the claim	text, by:	identifying the claims
		 identifying the claim 	





explaining how the author uses various types of evidence	 explaining how the author uses various types of evidence identifying the intended audience or reader 	 explaining how the author uses various types of evidence and considerations of alternatives to support the argument identifying the intended audience or reader 	 explaining how the authors use various types of evidence and considerations of alternatives to support the arguments identifying the intended audience or readers
		Analyzes characteristic and structures of multimodal text	Compares characteristic and structures of two multimodal and digital texts



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 and	Explains the author's purpose and	Compares, across texts, the authors'
	message within a text	message within a text	purposes and messages
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	Identifies, across texts, how the use of literary devices achieves a specific purpose
		Identifies the use of literary devices to	
Understands definitions of literary	Identifies the use of literary devices,	achieve a specific purpose	Compares, across texts, how the
devices	including point-of-view		authors' use of figurative language
		Describes how the author's use of	achieves a specific purpose
		figurative language achieves a specific	
Identifies examples of figurative	Identifies how an author uses	purpose	Analyzes, across texts, how the
language	figurative language	Analyzes how the outhor's use of	authors' use of language contributes
		Analyzes how the author's use of language contributes to mood, voice,	to mood, voice, and tone
Identifies the author's use of language	Describes how the author's use of	and tone	Compares, across text, how the use of
identifies the author's use of language	language contributes to mood, voice, OR tone	and tone	text structure contributes to the authors' purposes
		Analyzes the author's use of print and	and the property of
Identifies the author's use of print and	Identifies the author's use of print and	graphic features to achieve specific	Compares how authors' uses of print
graphic	graphic features and attempts to	purposes	and graphic features achieve specific
	connect them to a specific purpose		purposes
		Explains the purposes of rhetorical	
		devices and logical fallacies	
Identifies rhetorical devices and	Explains the differences between		Analyzes the use of rhetorical devices
logical fallacies	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 genre, topic, purpose, and audience and uses an <u>assigned</u> strategy	Plans a first draft when assigned a genre that demonstrates a clear: • topic, • purpose, OR • audience	Plans a first draft by selecting a genre appropriate for a particular: topic, purpose, AND audience	Initiates the planning of a first draft by selecting a genre appropriate for a particular: topic, purpose, AND
Developed destable to describe	and uses a range of <u>assigned</u> strategies	Develops drafts into:	audience using a range of <u>self-selected</u> strategies
Develops drafts that demonstrate success in 1 of the following:	Develops drafts that demonstrate success in 2 of the 3 following areas:	 focused, structured, AND coherent pieces of writing by: using appropriate structure and developing an engaging idea 	Initiates the development of drafts into: • focused, • structured, AND • coherent pieces of writing by: • using a structure appropriate for audience and purpose • developing an engaging idea reflecting depth of thought with specific facts and details
Revises drafts with success in 1-3 of the following areas:	Revises drafts with success in 4-5 of the following areas:	Revises drafts for:	Initiates revisions of drafts for Clarity Development Organization Style Word choice, AND Sentence variety





Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling.

Publishes a work that needs additional revising and editing

Compose informational texts, including multi-paragraph essays that convey information about a

Edits drafts, using standard English conventions, with success in 8 to 15 of the highlighted areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subjectverb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling.

Initiates the editing of drafts, using standard English conventions, with success in all areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- · punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- 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:

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:

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

Compose informational texts, including multi-paragraph essays that convey





topic, using genre characteristics and craft:

- a controlling idea or thesis statement
- evidence

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

- Claim
- Reasons
- Evidence

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

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

- Claim
- Reasons
- Evidence
- An intended audience

- 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:

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

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
- intentional organizational pattern that develops the thesis

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

- Claim
- Reasons to support the claim
- Evidence or examples to support the reasons
- A counterargument with refutation
- 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
Summarizes texts	Summarizes or paraphrases based on teacher direction	Differentiates between summarizing, paraphrasing, and using direct quotes	Differentiates between 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 information from a variety of sources, including complex texts
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
Uses teacher-designed questions Follows a teacher-led research plan	Explains how to use sources ethically Uses teacher-designed questions and extends those questions based on personal interests	Uses source materials ethically Creates questions or uses teacher- designed questions to guide inquiry	Uses source materials ethically Generates questions based on personal curiosity in one or a variety of areas of research
rollows 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
Gathers the required number of sources	Gathers multiple sources	Gathers relevant information from multiple sources, including primary or secondary;	Synthesizes relevant information from multiple sources, including primary and secondary sources
	Examines sources for some elements of credibility	Examines sources for credibility, reliability, and bias	Evaluates sources for credibility, reliability, and bias
	Describes examples of faulty reasoning	Examines sources for faulty reasoning Presents results in appropriate	Evaluates sources for faulty reasoning
	Presents results as instructed	modes of delivery	Selects a mode of delivery to present based purpose and audience



Grading Period 4—Unit 6 Progressions

Learning 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 student-led	Participates in student-led	Participates in student-led discussions by:	Participates collaboratively in
discussions by:	discussions by:	taking notes,	student-led discussions by:
Listening,	taking notes,	 listening actively to paraphrase a 	 taking notes while listening to
repeating ideas,	 listening to paraphrase a 	message,	others
asking questions	message,	 engaging in meaningful discourse, 	 listening actively to paraphrase a
	 asking clarifying questions 	 asking clarifying questions that build 	message,
	 accepting constructive feedback 	on others' ideas	asking clarifying questions that
		 responding appropriately 	build on other's ideas
		providing constructive feedback	making insightful comments
		accepting constructive feedback	responding appropriately
		reflecting on and adjusting responses	asking for and reflecting on the
		as new evidence is presented	suggestions from others
Explains the <i>literal</i> meanings of	Discusses the literal meanings of	Discusses, using relevant text evidence	Discusses, using precise text
text	text, referring to text evidence	and academic language, the implied	evidence and academic language,
	, ,	meanings of a text	the implied meanings of complex
		meanings of a text	texts
		Writes responses, using relevant text	
	Writes responses, referring to text	evidence and academic language, that	Writes responses, using precise text
Writes responses, with general	evidence, that demonstrate	demonstrate understanding of the	evidence and academic language,
references to text evidence,	understanding of the literal	implied meanings of texts, including	that demonstrate an insightful
which mentions the literal	meanings of texts within genres	within and across genres	understanding of the implied
meaning of the text			meanings of complex texts, including
		2	within and across genres
	Discusses and writes about text by	Discusses and writes about text by	Discusses and writes about tout by
Discusses and writes about text	describing connections to:	describing connections to:	Discusses and writes about text by
by describing connections to	• personal experiences, and	 personal experiences, 	describing insightful connections to: personal experiences
	- personal experiences, and		personal experiences





personal experiences to develop understanding of the text	ideas in other texts, including self-selected texts to develop and share understanding of the text	 ideas in other texts, including self-selected texts, and society to develop, share, and deepen understanding of the text 	 ideas in other texts, including self-selected texts, society to develop, share, and deepen understanding of the text
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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 characters' qualities	
Describes a character's qualities	Connects a character's qualities to	influence events and resolution of	Compares how characters' qualities
	events in the plot	the conflict	influence events and resolution of
			the conflict in two texts
		Explains how the setting influences	
Explains why a particular setting is	Explains the setting's importance to	character and plot development	Compares how the setting influences
important to a work	the plot		the character and plot development
		Analyzes how plot elements,	in two texts
		including non-linear elements, affect	
Recognizes plot elements in a story	Describes how the plot advances	the plot	Compares how plot elements,
			including non-linear elements,
		Analyzes characteristics and	advance the plot in two texts
		structural elements of informational	
Identifies the controlling idea and	Explains how the evidence used	text, including	Compares characteristics and
evidence used to support the	supports the controlling idea;	 the controlling idea with 	structural elements of two
controlling idea		supporting evidence	informational texts, including the
		 features such as references or 	controlling idea with supporting
		acknowledgements	evidence, features, and multiple organizational patterns within a text
		and organizational patterns that	to develop a thesis
		support multiple topics,	to develop a triesis
		categories, and subcategories	
			Compares characteristics and
		Analyzes characteristics and	structural elements of argumentative
		structural elements of argumentative	texts, by:
		text, by:	identifying the claims





Analyzes characteristics and
structural elements of argumentative
text, by

- identifying the claim
- explaining how the author uses various types of evidence

Analyzes characteristics and structural elements of argumentative text, by

- identifying the claim
- explaining how the author uses various types of evidence
- identifying the intended audience or reader

- identifying the claim
- explaining how the author uses various types of evidence and considerations of alternatives to support the argument
- identifying the intended audience or reader

Analyzes characteristic and structures of multimodal text

- explaining how the authors use various types of evidence and considerations of alternatives to support the arguments
- identifying the intended audience or readers

Compares characteristic and structures of two multimodal and digital texts



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 and	Explains the author's purpose and	Compares, across texts, the authors'
	message within a text	message within a text	purposes and messages
Identifies the text structure	Explains the use of text structure and	Analyzes how the use of text structure	Identifies, across texts, how the use
	attempts to connect it to the author's	contributes to the author's purpose	of literary devices achieves a specific
	purpose	Identifies the use of literary devices to	purpose
Understands definitions of literary	Identifies the use of literary devices,	achieve a specific purpose	Compares, across texts, how the
devices	including point-of-view	admere a specimo par pose	authors' use of figurative language
		Describes how the author's use of	achieves a specific purpose
		figurative language achieves a specific	
Identifies examples of figurative	Identifies how an author uses	purpose	Analyzes, across texts, how the
language	figurative language	Analyzes how the author's use of	authors' use of language contributes to mood, voice, and tone
		language contributes to mood, voice,	
Identifies the author's use of language		and tone	Compares, across text, how the use
	language contributes to mood, voice,		of text structure contributes to the
	OR tone	Analyzes the author's use of print and	authors' purposes
Identifies the author's use of print and	Identifies the author's use of print and	graphic features to achieve specific	Compares how authors' uses of print
graphic	graphic features and attempts to	purposes	and graphic features achieve specific
	connect them to a specific purpose		purposes
Identifies rhetorical devices and	Evaluing the differences between	Explains the purposes of rhetorical	
logical fallacies	Explains the differences between rhetorical devices and logical fallacies	devices and logical fallacies	Analyzes the use of rhetorical devices
	The serious devices and logical failuries		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 Plans a first draft when assigned a genre, topic, purpose, and audience and uses an <u>assigned</u> strategy	Process Plans a first draft when assigned a genre that demonstrates a clear:	Process Plans a first draft by selecting a genre appropriate for a particular: • topic, • purpose, AND • audience using a range of assigned strategies	Process Initiates the planning of a first draft by selecting a genre appropriate for a particular: topic, purpose, AND audience
Develops drafts that demonstrate success in 1 of the following:	Develops drafts that demonstrate success in 2 of the 3 following areas:	Develops drafts into:	 using a structure appropriate for audience and purpose developing an engaging idea reflecting depth of thought
Revises drafts with success in 1-3 of the following areas:	Revises drafts with success in 4-5 of the following areas:	Revises drafts for:	with specific facts and details Initiates revisions of drafts for Clarity Development Organization Style Word choice, AND Sentence variety





Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling.

Publishes a work that needs additional revising and editing

Edits drafts, using standard English conventions, with success in 8 to 15 of the highlighted areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subjectverb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling

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- subject-verb agreement,
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- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling.

Initiates the editing of drafts, using standard English conventions, with success in all areas below:

- complex sentences,
- subject-verb agreement,
- comma splices,
- run-ons,
- fragments,
- consistent use of verb tense,
- conjunctive adverbs
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- · punctuation marks, including,
- commas to set off words, phrases, and clauses
- semicolons
- spelling.

Publishes a work that needs additional editing

Publishes a revised and edited work for appropriate audiences

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
Summarizes texts	Summarizes or paraphrases based on teacher direction	Differentiates between summarizing, paraphrasing, and using direct quotes	Differentiates between 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 information from a variety of sources, including complex texts
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
Uses teacher-designed questions	Explains how to use sources ethically Uses teacher-designed questions and extends those questions based on personal interests	Uses source materials ethically Creates questions or uses teacher- designed questions to guide inquiry	Uses source materials ethically 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
Gathers the required number of sources	Gathers multiple sources	Gathers relevant information from multiple sources, including primary or secondary;	Synthesizes relevant information from multiple sources, including primary and secondary sources
	Examines sources for some elements of credibility	Examines sources for credibility, reliability, and bias	Evaluates sources for credibility, reliability, and bias
	Describes examples of faulty reasoning	Examines sources for faulty reasoning Presents results in appropriate	Evaluates sources for faulty reasoning
	Presents results as instructed	modes of delivery	Selects a mode of delivery to present based purpose and audience