FBISD
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TEACHING & LEARNING

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.
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TEKS	7th ELA Competencies	Q1	Q2	Q3	Q4
1A; **1D**; **6B**; **6C**; **6G**; GH	**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.	**X**	**X**	**X**	**X**
2B; **5B**s; **5I**; **6D**; **5F**; **6C**; **5H: 7**; **8**	**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.	**X**	**X**	**X**	**X**
2B; **5B**;**5I**; **6D**; **5F**; **6C**; **5H**; **9**	**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.	**X**	**X**	**X**	**X**
10A; 10B; 10C; 10D; 10E; 11A; 11B; 11C	**4 Writing Process and Craf**t The student uses the writing process to craft literary, informational, argumentative, correspondence, and multimodal texts.	**X**	**X**	**X**	**X**
12A; 12B; 12F; 12Hi; 12I	**5 Inquiry** The student engages in both short-term inquiry and sustained research.		**X**	**X**	**X**

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

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

	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	Describes how the dialogue helps to reveal a character's traits		
Explains the importance of stage directions		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**
	  o audience
	and uses a range of <u>assigned</u> strategies
		Process
		Plans a first draft by selecting a genre appropriate for a particular:
		  o topic,
		  o purpose, **AND**
		  o audience
		using a range of <u>assigned</u> strategies
			Process
			<u>Initiates</u> the planning of a first draft by selecting a genre appropriate for a particular:
			  • topic,
			  • purpose, **AND**
			  • audience
			using a range of <u>self-selected</u> strategies

Develops drafts that demonstrate success in 1 of the following:
  o focus,
  o structure, **OR**
  o coherence
	Develops drafts that demonstrate success in 2 of the 3 following areas:
	  o focus,
	  o structure, **OR**
	  o coherence
		Develops drafts into:
		  o focused,
		  o structured, **AND**
		  o coherent
		pieces of writing by:
		  o using appropriate structure and
		  o developing an engaging idea
			<u>Initiates</u> the development of drafts into:
			  • focused,
			  • structured, **AND**
			  • coherent
			pieces of writing by:
			  o using a structure appropriate for audience and purpose
			  o developing an engaging idea reflecting depth of thought with specific facts and details

Revises drafts with success in 1-3 of the following areas:
  o Clarity
  o Development
  o Organization
  o Style
  o Word choice, **OR**
  o Sentence variety
	Revises drafts with success in 4-5 of the following areas:
	  o Clarity
	  o Development
	  o Organization
	  o Style
	  o Word choice, **OR**
	  o Sentence variety
		Revises drafts for:
		  o Clarity
		  o Development
		  o Organization
		  o Style
		  o Word choice, **AND**
		  o Sentence variety
		
		Edits drafts, using standard English conventions, with success in all areas below:
		  o complex sentences,
			<u>Initiates</u> revisions of drafts for
			  o Clarity
			  o Development
			  o Organization
			  o Style
			  o Word choice, **AND**
			  o Sentence variety
			
			<u>Initiates</u> 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:
○ 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.
	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 subject-verb agreement
	○ pronoun-antecedent agreement
	○ subordinating conjunctions,
	○ correlating conjunctions,
	○ capitalization,
	○ punctuation marks, including,
	  ○ commas to set off words, phrases, and clauses
	  ○ semicolons
	spelling
		○ 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.
			○ 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	Publishes a work that needs additional editing	Publishes a revised and edited work for appropriate audiences	Seeks authentic ways to publish written work for appropriate audiences

Content
Composes literary texts using genre characteristics and craft
    • Characters
    • Setting
    • Conflict
	Content
	Composes literary texts using genre characteristics and craft
	    • Character Development
	    • Setting
	    • Linear Plot elements
	    • Theme
		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
			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 discussions by: • Listening, • repeating ideas, • asking questions	Participates in student-led discussions by: • taking notes, • listening to paraphrase a message, • asking clarifying questions • accepting constructive feedback	Participates in student-led discussions by: • taking notes, • listening actively to paraphrase a message, • engaging in meaningful discourse, • asking clarifying questions that build on others' ideas • responding appropriately • providing constructive feedback • accepting constructive feedback • reflecting on and adjusting responses as new evidence is presented	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 the suggestions from others
Explains the *literal* meanings of text	Discusses the literal meanings of text, referring to text evidence	Discusses, using relevant text evidence and academic language, the implied meanings of a text	Discusses, using precise text evidence and academic language, the implied meanings of complex texts
Writes responses, with general references to text evidence, which mentions the literal meaning of the text	Writes responses, referring to text evidence, that demonstrate understanding of the literal meanings of texts within genres	Writes responses, using relevant text evidence and academic language, that demonstrate understanding of the implied meanings of texts, including within and across genres	Writes responses, using precise text evidence and academic language, that demonstrate an insightful understanding of the implied meanings of complex texts, including within and across genres
Discusses and writes about text by describing connections to	Discusses and writes about text by describing connections to: • personal experiences, and	Discusses and writes about text by describing connections to: • personal experiences, • ideas in other texts, including self-selected texts, and	Discusses and writes about text by describing insightful connections to: • 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	• 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

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 evidence used to support the controlling idea Identifies an organizational pattern the author uses	Explains how the evidence used supports the controlling idea; Identifies the organizational pattern used to support the controlling idea	Analyzes characteristics and structural elements of informational text, including • the controlling idea with supporting evidence • features such as references or acknowledgements • and organizational patterns that support multiple topics, categories, and subcategories Analyzes characteristic and structures of multimodal text Analyzes characteristic and structures of digital text	Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence, features, and multiple organizational patterns within a text to develop a thesis 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 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

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

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

| personal experiences to develop understanding of the text | • ideas in other texts, including self-selected texts <br> to develop and share understanding of the text | • society <br> to develop, share, and deepen understanding of the text | • ideas in other texts, including self-selected texts,
 • society <br> 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
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	Analyzes characteristics and structural elements of argumentative text, by: • 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 Analyzes characteristic and structures of digital text	Compares characteristics and structural elements of argumentative texts, by: • identifying the claims • 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 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 connect them to a specific purpose	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	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

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

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

	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 the controlling idea and evidence used to support the controlling idea	Explains how the evidence used supports the controlling idea;	Analyzes characteristics and structural elements of informational text, including • the controlling idea with supporting evidence • features such as references or acknowledgements • and organizational patterns that support multiple topics, categories, and subcategories	Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence, features, and multiple organizational patterns within a text to develop a thesis
Analyzes characteristics and structural elements of argumentative text, by • identifying the claim	Analyzes characteristics and structural elements of argumentative text, by • identifying the claim	Analyzes characteristics and structural elements of argumentative text, by: • identifying the claim	Compares characteristics and structural elements of argumentative texts, by: • 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	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 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	
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	Analyzes, across texts, how the authors' 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
		Explains the purposes of rhetorical devices and logical fallacies	
Identifies rhetorical devices and logical fallacies	Explains the differences between rhetorical devices and logical fallacies		Analyzes the use of rhetorical devices or logical fallacies

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: • topic, • purpose, **OR** • audience and uses a range of <u>assigned</u> strategies	Process Plans a first draft by selecting a genre appropriate for a particular: • topic, • purpose, **AND** • audience using a range of <u>assigned</u> strategies	Process <u>Initiates</u> the planning of a first draft by selecting a genre appropriate for a particular: • topic, • purpose, **AND** • audience using a range of <u>self-selected</u> strategies
Develops drafts that demonstrate success in 1 of the following: • focus, • structure, **OR** • coherence	Develops drafts that demonstrate success in 2 of the 3 following areas: • focus, • structure, **OR** • coherence	Develops drafts into: • focused, • structured, **AND** • coherent pieces of writing by: • using appropriate structure and • developing an engaging idea	<u>Initiates</u> 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: • Clarity • Development • Organization • Style • Word choice, **OR** • Sentence variety	Revises drafts with success in 4-5 of the following areas: • Clarity • Development • Organization • Style • Word choice, **OR** • Sentence variety	Revises drafts for: • Clarity • Development • Organization • Style • Word choice, **AND** • Sentence variety Edits drafts, using standard English conventions, with success in all areas below:	<u>Initiates</u> 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.	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 subject-verb 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 revising and editing Compose informational texts, including multi-paragraph essays that convey information about a	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	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	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 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 discussions by: • Listening, • repeating ideas, • asking questions	Participates in student-led discussions by: • taking notes, • listening to paraphrase a message, • asking clarifying questions • accepting constructive feedback	Participates in student-led discussions by: • taking notes, • listening actively to paraphrase a message, • engaging in meaningful discourse, • asking clarifying questions that build on others' ideas • responding appropriately • providing constructive feedback • accepting constructive feedback • reflecting on and adjusting responses as new evidence is presented	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 the suggestions from others
Explains the *literal* meanings of text	Discusses the literal meanings of text, referring to text evidence	Discusses, using relevant text evidence and academic language, the implied meanings of a text	Discusses, using precise text evidence and academic language, the implied meanings of complex texts
Writes responses, with general references to text evidence, which mentions the literal meaning of the text	Writes responses, referring to text evidence, that demonstrate understanding of the literal meanings of texts within genres	Writes responses, using relevant text evidence and academic language, that demonstrate understanding of the implied meanings of texts, including within and across genres	Writes responses, using precise text evidence and academic language, that demonstrate an insightful understanding of the implied meanings of complex texts, including within and across genres
Discusses and writes about text by describing connections to	Discusses and writes about text by describing connections to: • personal experiences, and	Discusses and writes about text by describing connections to: • personal experiences,	Discusses and writes about text by describing insightful connections to: • 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

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 the controlling idea and evidence used to support the controlling idea	Explains how the evidence used supports the controlling idea;	Analyzes characteristics and structural elements of informational text, including • the controlling idea with supporting evidence • features such as references or acknowledgements • and organizational patterns that support multiple topics, categories, and subcategories	Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence, features, and multiple organizational patterns within a text to develop a thesis
		Analyzes characteristics and structural elements of argumentative text, by:	Compares characteristics and structural elements of argumentative texts, 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 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 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
Identifies rhetorical devices and logical fallacies	Explains the differences between rhetorical devices and logical fallacies	Explains the purposes of rhetorical devices and logical fallacies	Analyzes the use of rhetorical devices or logical fallacies

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: • topic, • purpose, **OR** • audience and uses a range of <u>assigned </u>strategies	Process Plans a first draft by selecting a genre appropriate for a particular: • topic, • purpose, **AND** • audience using a range of <u>assigned</u> strategies	Process <u>Initiates</u> the planning of a first draft by selecting a genre appropriate for a particular: • topic, • purpose, **AND** • audience using a range of <u>self-selected</u> strategies
Develops drafts that demonstrate success in 1 of the following: • focus, • structure, **OR** • coherence	Develops drafts that demonstrate success in 2 of the 3 following areas: • focus, • structure, **OR** • coherence	Develops drafts into: • focused, • structured, **AND** • coherent pieces of writing by: • using appropriate structure and • developing an engaging idea	<u>Initiates</u> 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: • Clarity • Development • Organization • Style • Word choice, **OR** • Sentence variety	Revises drafts with success in 4-5 of the following areas: • Clarity • Development • Organization • Style • Word choice, **OR** • Sentence variety	Revises drafts for: • Clarity • Development • Organization • Style • Word choice, **AND** • Sentence variety Edits drafts, using standard English conventions, with success in all areas below:	<u>Initiates</u> 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.	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 subject-verb 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 revising and editing	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	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