

8th 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 8th ELA Competencies 01 Q2 Q3 04 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 Χ understanding. 2 Analyzing Genre Characteristics 2B; 5Bs; 5I; 6D; X X Χ 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. 3 Analyzing Author's Purpose and Craft 2B; 5B;5I; 6D; Χ Χ 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** Х Χ Χ 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 X X Χ 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
		Discusses, using relevant text	build on other's ideas
		evidence and academic language,	
Explains the <i>literal</i> meanings of text	Discusses the literal meanings of	the implied meanings of a text	Discusses, using precise text
	text, referring to text evidence		evidence and academic language,
			the implied meanings of complex
		Writes responses, using relevant text	texts
	_	evidence and academic language,	
Writes responses, with general	Writes responses, referring to text	that demonstrate understanding of	Writes responses, using precise text
references to text evidence, which	evidence, that demonstrate	the implied meanings of texts,	evidence and academic language,
mentions the literal meaning of the	understanding of the literal meanings	including within and across genres	that demonstrate an insightful
text	of texts within genres		understanding of the implied
			meanings of complex texts, including
		Discusses and writes about tout by	within and across genres
Discusses and writes about toyt by	Discusses and writes about toyt by	Discusses and writes about text by	Discusses and writes about tout hu
Discusses and writes about text by describing connections to personal	Discusses and writes about text by describing connections to:	describing connections to:	Discusses and writes about text by
experiences to develop	personal experiences, and	personal experiences, ideas in other toyts, including	describing insightful connections to:
understanding of the text	 ideas in other texts, including 	ideas in other texts, including self-selected texts, and	personal experiences ideas in other touts including
understanding of the text	self-selected texts	self-selected texts, and	ideas in other texts, including self selected toxts, and
	Sell-Selected fexts	• society	self-selected texts, and



to develop and share understanding of the text	society to develop, share, and deepen understanding of the toyt
	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	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	Participates collaboratively in student-
discussions by:	discussions by:	by:	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 build 	 asking clarifying questions that
		on others' ideas	build on other's ideas
		 responding appropriately 	 making insightful comments
		 providing constructive feedback 	 responding appropriately
Explains the <i>literal</i> meanings of	Discusses the literal meanings of	 accepting constructive feedback 	asking for and reflecting on the
text	text, referring to text evidence		suggestions from others
		Discusses, using relevant text evidence	Discusses, using precise text evidence
		and academic language, the implied	and academic language, the implied
	Writes responses, referring to text	meanings of a text	meanings of complex texts
Writes responses, with general	evidence, that demonstrate		
references to text evidence,	understanding of the literal		Writes responses, using precise text
which mentions the literal meaning of the text	meanings of texts within genres	Writes responses, using relevant text	evidence and academic language, that
meaning of the text		evidence and academic language, that	demonstrate an insightful
		demonstrate understanding of the implied meanings of texts, including	understanding of the implied meanings of complex texts, including within and
	Discusses and writes about text by	within and across genres	across genres
Discusses and writes about text	describing connections to:	within and across series	40.000 Beilie
by describing connections to	 personal experiences, and 		Discusses and writes about text by
personal experiences to develop	 ideas in other texts, including 	Discusses and writes about text by	describing insightful connections to:
understanding of the text	self-selected texts	describing connections to:	personal experiences
	to develop and share understanding	 personal experiences, 	 ideas in other texts, including
	of the text		self-selected texts, and



 ideas in other texts, including self-selected texts, and society to develop, share, and deepen 	society to develop, share, and deepen understanding of the text
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.
Describes a character's motivations	Connects a character's motivation or	Analyzes how characters '	Compares how characters'
or behaviors	behavior to events in the plot	motivations and behaviors influence	motivations and behaviors influence
		events and resolution of conflict	events and resolution of the conflict
			in two texts
Explains why a particular setting is	Explains the setting's importance to	Analyzes how setting influences the	Compares how the setting influences
important to a work	a character's development	values and beliefs of characters	the values and beliefs of characters
			in two texts
Recognizes non-linear plot elements	Describes how non-linear plot		Compares how non-linear and linear
in a story	elements advance the plot	Compares how non-linear and linear	plot elements affect the plot in two
		plot elements affect the plot	texts
			Compares the effect of graphical
Recognizes graphical elements in a	Describes the use of graphical		elements in poems across a variety
poem	elements in a poem	Analyzes the effect of graphical	of poetic forms
		elements in poems across a variety	
		of poetic forms	Compares how playwrights develop
Explains the relationship between	Describes the function of an act or		dramatic action through the use of
scenes and acts in a play	scene within a play		acts and scenes



	Analyzes how playwrights develop dramatic action through the use of acts and scenes	
	asis and seemes	

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
Understands definitions of literary devices, including point-of-view Understands the definitions of irony	Identifies the use of literary devices, including point-of-view Identifies the use of irony	Identifies the use of literary devices to achieve a specific purpose (including, multiple points of view and irony	Identifies, across texts, how the use of literary devices achieves a specific purpose (including, multiple points of view and irony)
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 Describes how the author's use of	Compares, across text, how the use of text structure contributes to the authors' purposes
Identifies examples of figurative language	Identifies how an author uses figurative language	figurative language achieves a specific purpose	Compares, across texts, 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 OR voice OR tone	Analyzes how the author's use of language contributes to mood, voice and tone	Analyzes, across texts, how the author's use of language contributes to mood, voice, and tone



Learning Progression for Competency 4 Writing Process and Craft. The student uses the writing process to craft literary, informational, argumentative, and multimodal texts.



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





- o consistent use of verb tenses and active and passive voice
- o prepositions and prepositional phrases and influence on subject-verb 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 work that needs additional revising and editing

Content

Composes literary texts using genre | Content characteristics and craft

- Characters
- Setting
- Conflict

- consistent use of verb tenses and active and passive voice
- 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
- spelling.

editing

o consistent use of verb tenses and active and passive voice

- 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
- spelling

subject-verb agreement,

- o comma splices,
- o run-ons,
- o fragments,
- o consistent use of verb tense.
- o conjunctive adverbs
- o prepositions and prepositional phrases and influence on subject-verb 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 work that needs additional Publishes a revised and edited work for appropriate audiences

Seeks authentic ways to publish written work for appropriate audiences

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 character motivations and behaviors that influence the plot
- Developing a setting that influences the values and beliefs of a character
- Using non-linear plot elements
- Developing a theme from the interaction of the characters

Content

Composes literary texts by:

- Selecting a literary genre based on purpose and audience
- Developing complex character motivations and behaviors that influence the plot
- Developing a setting that influences the values and beliefs of characters
- 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 student-led
discussions by:	discussions by:	taking notes	discussions by:
Listening,	taking notes,	 engaging in meaningful discourse 	taking notes
repeating ideas,	 listening to paraphrase a 	 providing and accepting constructive 	 engaging in meaningful discourse
asking questions	message,	feedback	 providing and accepting constructive
	 asking clarifying questions 	listening actively to paraphrase a message	feedback
		 asking clarifying questions that build on other's ideas, 	 listening actively to paraphrase a message,
		making comments, AND	 asking clarifying questions that build on
		 reflecting on and adjusting responses as new 	other's ideas
Explains the <i>literal</i> meanings	Discusses the literal meanings	evidence is presented	 making insightful comments, AND
of text	of text, referring to text evidence		 evaluating and adjusting responses as new evidence is presented
		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, referring to		•
Writes responses, with	text evidence, that	Writes responses, using relevant text evidence	Writes responses, using precise text
general references to text	demonstrate understanding of	and academic language, that demonstrate	evidence and academic language, that
evidence, which mentions	the literal meanings of texts	understanding of the implied meanings of	demonstrate an insightful understanding
the literal meaning of the	within genres	texts, including within and across genres	of the implied meanings of complex texts,
text	Diameter and constant about		including within and across genres
	Discusses and writes about		
Discusses and writes about	text by describing connections to:	Discusses and writes about text by describing	Discusses and writes about text by
text by describing	personal experiences, and	connections to:	describing insightful connections to:
connections to personal	personal experiences, and	• personal experiences,	personal experiences ideas in other texts including self.
connections to personal		 ideas in other texts, including self-selected texts, and 	 ideas in other texts, including self- selected texts, and



experiences to develop understanding of the text	 ideas in other texts, including self-selected texts 	society to develop, share, and deepen understanding of the text	society to develop, share, and deepen understanding of the text
	to develop and share		
	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	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
	E ditti di constituti di colori	the controlling idea with	controlling idea with supporting
Identifies the organizational pattern used to support the controlling idea	Explains the organizational pattern	supporting evidence	evidence, features, and multiple
used to support the controlling idea	used to support the controlling idea	 features such as footnotes, endnotes, and citations, and 	organizational patterns within a text to develop a thesis
		 multiple organizational patterns 	to develop a triesis
		within a text to develop a thesis	
Identifies the characteristics of	Explain an organizational pattern	Analyzes characteristic and	Compares characteristic and
multimodal texts	used to support the claim	structures of multimodal text	structures of two multimodal and
			digital texts
Identifies the characteristics of	Explains the characteristics and	Analyzes characteristic and	
digital texts	structures of multimodal and digital	structures of digital text	
	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' purpose 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	Compares, across text, how the use of text structure contributes to the authors' purposes
Understands definitions of literary devices, including point-of-view	Identifies the use of literary devices, including point-of-view	Identifies the use of literary devices to achieve a specific purpose (including, multiple points of view and irony	Identifies, across texts, how the use of literary devices achieves a specific purpose (including, multiple points of
Understands the definitions of irony	Identifies the use of irony	Analyzes how the use of text structure contributes to the author's purpose	view and irony) Compares, across texts, how the
Identifies examples of figurative language	Identifies how an author uses figurative language	Describes how the author's use of figurative language achieves a specific	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 OR voice OR tone	purpose Analyzes how the author's use of language contributes to mood, voice,	Analyzes, across texts, how the author's use of language contributes to mood, voice, and tone
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	and tone 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:	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 Initiates the planning of a first draft by selecting a genre appropriate for a particular: • 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:
subject-verb agreement,comma splices,run-ons,fragments,	complex sentences,subject-verb agreement,comma splices,run-ons,	subject-verb agreement,comma splices,run-ons,fragments,	Initiates the editing of drafts, using standard English conventions, with success in areas below:





- consistent use of verb tenses and active and passive voice
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- o subordinating conjunctions,
- correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
 - commas to set off words, phrases, and clauses
 - o semicolons
- o spelling.

Publishes work that needs additional revising and editing

Content

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

- fragments,
- consistent use of verb tenses and active and passive voice
- 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

Content

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

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

- consistent use of verb tenses and active and passive voice
- prepositions and prepositional phrases and influence on subjectverb agreement
- o pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- capitalization,
- o punctuation marks, including,
 - commas to set off words, phrases, and clauses
 - o 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

Analyzes characteristic and structures of multimodal text

- 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

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
- specific evidence to support the controlling idea or thesis statement
- intentional organizational pattern that develops the thesis



8th Grade ELA Competencies and Progressions

TEACHING & LEARNING			
		Analyzes characteristic and structures	Compares characteristic and structures
		of digital text	of multimodal and digital texts



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	Differentiates between summarizing,	Differentiates between summarizing,
	teacher direction	paraphrasing, and using direct quotes	paraphrasing, and using direct quotes
Information is combined to meet the	Synthesizes information in teacher-	Synthesizes information from a	Synthesizes information from a
length and publishing requirements	determined formats	variety of sources	variety of sources, including complex texts
		Displays academic citations as	
Copies most text from resources	Attempts to display some citations as	instructed	Displays academic citations and
	instructed	Uses source make dialo athically.	attributions in a variety of methods
Here to show designed superious	Fundaina havuta vaa aavutaa atkisallu	Uses source materials ethically	Llana ancoman mantariala athiaello
Uses teacher-designed questions	Explains how to use sources ethically	Creates questions or uses teacher-	Uses source materials ethically
	Uses teacher-designed questions and	designed questions to guide inquiry	Generates questions based on
	extends those questions based on personal interests		personal curiosity in one or a variety of areas of research
	personal interests	Revises research plan based on new	or areas or research
Follows a teacher-led research plan	Develops and follows a research plan	information or questions	Independently develops a research
•	·	·	plan, and revises it based on new
			information or questions
	Gathers multiple sources	Gathers relevant information from	·
Gathers the required number of		multiple sources, including primary or	Synthesizes relevant information
sources		secondary;	from multiple sources, including primary and secondary sources
	Examines sources for some elements	Examines sources for credibility,	
	of credibility	reliability, and bias	Evaluates sources for credibility,
	,	,	reliability, and bias
	Describes examples of faulty	Examines sources for faulty reasoning	,
	reasoning	,	Evaluates sources for faulty
		Presents results in appropriate	reasoning
	Presents results as instructed	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 student-led
discussions by:	discussions by:	taking notes	discussions by:
Listening,	taking notes,	 engaging in meaningful discourse 	taking notes
repeating ideas,	 listening to paraphrase a 	 providing and accepting constructive 	 engaging in meaningful discourse
asking questions	message,	feedback	 providing and accepting constructive
	 asking clarifying questions 	listening actively to paraphrase a message	feedback
		 asking clarifying questions that build on 	 listening actively to paraphrase a
		other's ideas,	message,
		making comments, AND	 asking clarifying questions that build on
		reflecting on and adjusting responses as new	other's ideas
	Discusses the literal magnings	evidence is presented	making insightful comments, AND
Explains the <i>literal</i> meanings	Discusses the literal meanings of text, referring to text		evaluating and adjusting responses as
of text	evidence	Discusses, using relevant text evidence and	new evidence is presented
or text	evidence	academic language, the implied meanings of a	Discussion value avadies tout suidenes and
	Writes responses, referring to	text	Discusses, using precise text evidence and academic language, the implied meanings
Writes responses, with	text evidence, that	Writes responses, using relevant text evidence	of complex texts
general references to text	demonstrate understanding of	and academic language, that demonstrate	of complex texts
evidence, which mentions	the literal meanings of texts	understanding of the implied meanings of	Writes responses, using precise text
the literal meaning of the	within genres	texts, including within and across genres	evidence and academic language, that
text			demonstrate an insightful understanding
			of the implied meanings of complex texts,
			including within and across genres
	Discusses and writes about	Discusses and writes about text by describing	
Discusses and writes about	text by describing connections	connections to:	Discusses and writes about text by
text by describing	to:	 personal experiences, 	describing insightful connections to:
connections to personal	 personal experiences, and 	 ideas in other texts, including self-selected 	 personal experiences
experiences to develop		texts, and	 ideas in other texts, including self-
understanding of the text		• society	selected texts, and



ideas in other texts, including self-selected texts to develop and share understanding of the text	to develop, share, and deepen understanding of the text	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 two
text, by	text, by	text, by:	informational texts, including the
 identifying the claim 	 identifying the claim 	 identifying the claim and analyzing 	controlling idea with supporting
 explaining how the author uses 	 explaining the counterargument 	the argument	evidence, features, and multiple
various types of evidence	 identifying the intended audience or reader 	 Identifying and explaining the counterargument identifying the intended audience or reader 	organizational patterns within a text to develop a thesis
Identifies the characteristics of	Explain an organizational pattern	Analyzes characteristic and	Compares characteristic and
multimodal texts	used to support the claim	structures of multimodal text	structures of two multimodal and
			digital texts
Identifies the characteristics of	Explains the characteristics and	Analyzes characteristic and	
digital texts	structures of multimodal and digital texts	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	Explains the author's purpose and	Compares, across texts, the authors'
	message within a text	message within a text	purpose and messages
Identifies the text structure	Explains the use of text structure and	Analyzes how the use of text structure	Compares, across text, how the use of
	attempts to connect it to the author's	contributes to the author's purpose	text structure contributes to the
	purpose	, .	authors' purposes
		Identifies the use of literary devices to	
Understands definitions of literary	Identifies the use of literary devices,	achieve a specific purpose (including,	Identifies, across texts, how the use of
devices, including point-of-view	including point-of-view	multiple points of view and irony	literary devices achieves a specific
			purpose (including, multiple points of
Understands the definitions of irony	Identifies the use of irony	Describes how the author's use of	view and irony)
		figurative language achieves a specific	
Identifies examples of figurative	Identifies how an author uses	purpose	Compares, across texts, how the
language	figurative language	A salusa a la sur tha a sutha assa a f	author's use of figurative language
Identifies the outbor's use of language	Describes how the author's use of	Analyzes how the author's use of	achieves a specific purpose
Identifies the author's use of language	language contributes to mood OR	language contributes to mood, voice, and tone	Analyzes, across texts, how the
	voice OR tone		author's use of language contributes
Identifies the author's use of print and	voice on tone	Analyzes the author's use of print and	to mood, voice, and tone
graphic	Identifies the author's use of print and	graphic features to achieve specific	to mood, voice, and tone
8.45	graphic features and attempts to	purposes	Compares how authors' uses of print
	connect them to a specific purpose	Pro Process	and graphic features achieve specific
Identifies rhetorical devices and		Explains the purposes of rhetorical	purposes
logical fallacies	Explains the differences between	devices and logical fallacies	
	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:	Process Plans a first draft by selecting a genre appropriate for a particular: o topic, o purpose, AND o audience using a range of assigned strategies Develops drafts into:	Process Initiates the planning of a first draft by selecting a genre appropriate for a particular: • topic, • purpose, AND • audience using a range of self-selected strategies
Develops drafts that demonstrate success in 1 of the following: o focus, o structure, OR o coherence 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 Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below: o complex sentences,	Develops drafts that demonstrate success in 2 of the 3 following areas:	 focused, structured, AND coherent pieces of writing by: using an appropriate structure developing an engaging idea Revises drafts for: Clarity Development Organization Style Word choice, AND Sentence variety Edits drafts, using standard English conventions, with success in all areas below: complex sentences, 	Initiates the development of drafts into:
 complex sentences, subject-verb agreement, comma splices, run-ons, fragments, 	 complex sentences, subject-verb agreement, comma splices, run-ons, 	 complex sentences, subject-verb agreement, comma splices, run-ons, fragments, 	Initiates the editing of drafts, using standard English conventions, with success in areas below:





- consistent use of verb tenses and active and passive voice
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- o subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
 - commas to set off words, phrases, and clauses
 - o semicolons
- o spelling.

Publishes work that needs additional revising and editing

Content

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

- Claim
- Reasons
- Evidence

- fragments,
- consistent use of verb tenses and active and passive voice
- 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

Content

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

- Claim
- Reasons
- Evidence
- An intended audience

- consistent use of verb tenses and active and passive voice
- prepositions and prepositional phrases and influence on subjectverb agreement
- o pronoun-antecedent agreement
- subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
 - commas to set off words, phrases, and clauses
 - o 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
- A counterargument to the claim
- An intended audience

Analyzes characteristic and structures of multimodal text

Analyzes characteristic and structures of digital text

- 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, including outside the classroom, to publish written 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
- A counterargument with refutation
- Identifying possible audiences



8th Grade ELA Competencies and Progressions

TEACHING & LEARNING		 -
		 Compares characteristic and
		structures of multimodal and digital
		texts



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	Differentiates between summarizing,	Differentiates between summarizing,
	teacher direction	paraphrasing, and using direct quotes	paraphrasing, and using direct quotes
Information is combined to meet the	Synthesizes information in teacher-	Synthesizes information from a	Synthesizes information from a
length and publishing requirements	determined formats	variety of sources	variety of sources, including complex texts
		Displays academic citations as	
Copies most text from resources	Attempts to display some citations as	instructed	Displays academic citations and
	instructed		attributions in a variety of methods
		Uses source materials ethically	
Uses teacher-designed questions	Explains how to use sources ethically	Creates questions or uses teacher-	Uses source materials ethically
	Uses teacher-designed questions and	designed questions to guide inquiry	Generates questions based on
	extends those questions based on		personal curiosity in one or a variety
	personal interests		of areas of research
		Revises research plan based on new	
Follows a teacher-led research plan	Develops and follows a research plan	information or questions	Independently develops a research
			plan, and revises it based on new
			information or questions
	Gathers multiple sources	Gathers relevant information from	
Gathers the required number of		multiple sources, including primary or	Synthesizes relevant information
sources		secondary;	from multiple sources, including
			primary and secondary sources
	Examines sources for some elements	Examines sources for credibility,	
	of credibility	reliability, and bias	Evaluates sources for credibility,
			reliability, and bias
	Describes examples of faulty	Examines sources for faulty reasoning	
	reasoning		Evaluates sources for faulty
		Presents results in appropriate	reasoning
	Presents results as instructed	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 student-led
discussions by:	discussions by:	taking notes	discussions by:
Listening,	taking notes,	 engaging in meaningful discourse 	taking notes
repeating ideas,	 listening to paraphrase a 	 providing and accepting constructive 	 engaging in meaningful discourse
asking questions	message,	feedback	 providing and accepting constructive
	 asking clarifying questions 	 listening actively to paraphrase a message 	feedback
		 asking clarifying questions that build on other's ideas, 	 listening actively to paraphrase a message,
		making comments, AND	 asking clarifying questions that build on
		 reflecting on and adjusting responses as new 	other's ideas
		evidence is presented	 making insightful comments, AND
	Discusses the literal meanings		 evaluating and adjusting responses as
Explains the <i>literal</i> meanings	of text, referring to text	Discusses, using relevant text evidence and	new evidence is presented
of text	evidence	academic language, the implied meanings of a	
		text	Discusses, using precise text evidence and
Marian and the	Writes responses, referring to		academic language, the implied meanings
Writes responses, with	text evidence, that	Writes responses, using relevant text evidence	of complex texts
general references to text	demonstrate understanding of	and academic language, that demonstrate	
evidence, which mentions the literal meaning of the	the literal meanings of texts within genres	understanding of the implied meanings of	Writes responses, using precise text
text		texts, including within and across genres	evidence and academic language, that demonstrate an insightful understanding
	Discusses and writes about	Discusses and writes about text by describing	of the implied meanings of complex texts,
	text by describing connections	connections to:	including within and across genres
Discusses and writes about	to:	 personal experiences, 	
text by describing	personal experiences, and	• ideas in other texts, including self-selected	Discusses and writes about text by
connections to personal	• ideas in other texts,	texts, and	describing insightful connections to:
experiences to develop	including self-selected	• society	 personal experiences
understanding of the text	texts	to develop, share, and deepen understanding	 ideas in other texts, including self-
		of the text	selected texts, and



to develop and share understanding of the text	society to develop, share, and deepen
understanding of the text	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.

Progressing	Proficient	Advanced
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.
Connects a character's motivation or	Analyzes how characters '	Compares how characters'
behavior to events in the plot	motivations and behaviors influence	motivations and behaviors influence
·	events and resolution of the conflict	events and resolution of the conflict in two texts
Explains the setting's importance to	Analyzes how setting influences the	Compares how the setting influences
a character's development	values and beliefs of characters	the values and beliefs of characters in two texts
Describes how non-linear plot	Analyzes how non-linear and linear	Compares across texts how non-
elements advance the plot	plot elements affect the plot	linear and linear plot elements affect the plot
	Analyzes the effect of graphical	, and a second
Describes the use of graphical	elements in poems across a variety	Compares the effect of graphical
elements in a poem	of poetic forms	elements in poems across a variety
		of poetic forms
Describes the function of an act or	Analyzes how playwrights develop	Compares how playwrights develop
scene within a play	dramatic action using acts and	dramatic action through the use of
	scenes	acts and scenes
	Infers multiple themes within a text using text evidence Connects a character's motivation or behavior to events in the plot Explains the setting's importance to a character's development Describes how non-linear plot elements advance the plot Describes the use of graphical elements in a poem Describes the function of an act or	Infers multiple themes within a text using text evidence Connects a character's motivation or behavior to events in the plot Explains the setting's importance to a character's development Describes how non-linear plot elements advance the plot Describes the use of graphical elements in a poem Infers multiple themes within and across texts using text evidence Analyzes how characters' motivations and behaviors influence events and resolution of the conflict Analyzes how setting influences the values and beliefs of characters Analyzes how non-linear and linear plot elements affect the plot Analyzes the effect of graphical elements in poems across a variety of poetic forms Analyzes how playwrights develop dramatic action using acts and



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 the organizational pattern	Explains the organizational pattern	supporting evidence	evidence, features, and multiple
used to support the controlling idea	used to support the controlling idea	features such as footnotes,	organizational patterns within a text
		endnotes, and citations, and	to develop a thesis
		 multiple organizational patterns within a text to develop a thesis 	
		within a text to develop a triesis	
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 two
text, by	text, by	text, by:	informational texts, including the
identifying the claim	 identifying the claim 	identifying the claim and analyzing	controlling idea with supporting
 explaining how the author uses 	 explaining the counterargument 	the argument	evidence, features, and multiple
various types of evidence	identifying the intended audience	Identifying and explaining the	organizational patterns within a text
	or reader	counterargument	to develop a thesis
		 identifying the intended audience or reader 	
		5. Teader	Compares characteristic and
Identifies the characteristics of	Explain an organizational pattern	Analyzes characteristic and	structures of two multimodal and
multimodal texts	used to support the claim	structures of multimodal text	digital texts
Identifies the characteristics of	Explains the characteristics and	Analyzes characteristic and	
digital texts	structures of multimodal and digital	structures of digital text	
	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	purpose and messages
Identifies the text structure	Explains the use of text structure and	Analyzes how the use of text structure	Compares, across text, how the use of
	attempts to connect it to the author's purpose	contributes to the author's purpose	text structure contributes to the authors' purposes
	purpose	Identifies the use of literary devices to	authors purposes
Understands definitions of literary	Identifies the use of literary devices,	achieve a specific purpose (including,	Identifies, across texts, how the use of
devices, including point-of-view	including point-of-view	multiple points of view and irony	literary devices achieves a specific purpose (including, multiple points of
Understands the definitions of irony	Identifies the use of irony	Describes how the author's use of	view and irony)
		figurative language achieves a specific	
Identifies examples of figurative	Identifies how an author uses	purpose	Compares, across texts, how the
language	figurative language		author's use of figurative language
		Analyzes how the author's use of	achieves a specific purpose
Identifies the author's use of language		language contributes to mood, voice,	
	language contributes to mood OR	and tone	Analyzes, across texts, how the
	voice OR tone		author's use of language contributes
Identifies the author's use of print and		Analyzes the author's use of print and	to mood, voice, and tone
graphic	Identifies the author's use of print and	graphic features to achieve specific	
	graphic features and attempts to	purposes	Compares how authors' uses of print
	connect them to a specific purpose		and graphic features achieve specific
Identifies rhetorical devices and		Explains the purposes of rhetorical	purposes
logical fallacies	Explains the differences between	devices and logical fallacies	
	rhetorical devices and logical fallacies		Analyzes the use of rhetorical devices or logical fallacies
	rhetorical devices and logical fallacies		1



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: o topic, o purpose, AND o audience using a range of assigned strategies Develops drafts into:	Process Initiates the planning of a first draft by selecting a genre appropriate for a particular: • topic, • purpose, AND • audience using a range of self-selected strategies
Develops drafts that demonstrate success in 1 of the following: o focus, o structure, OR o coherence Revises drafts with success in 1-3 of	success in 2 of the 3 following areas:	 focused, structured, AND coherent pieces of writing by: using an appropriate structure developing an engaging idea 	Initiates the development of drafts into:
the following areas:	the following areas:	Revises drafts for:	 audience and purpose developing an engaging idea reflecting depth of thought with specific facts and details Initiates revisions of drafts for Clarity Development
Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below: o complex sentences, o subject-verb agreement, o comma splices, o run-ons,	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,	Edits drafts, using standard English conventions, with success in all areas below: o complex sentences, o subject-verb agreement, o comma splices, o run-ons,	 Organization Style Word choice, AND Sentence variety Initiates the editing of drafts, using standard English conventions, with success in areas below:





- o fragments,
- consistent use of verb tenses and active and passive voice
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- o subordinating conjunctions,
- o correlating conjunctions,
- o capitalization,
- punctuation marks, including,
 commas to set off words,
 phrases, and clauses
 - o semicolons
- spelling.

Publishes a work that needs additional revising and editing

Content

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

- consistent use of verb tenses and active and passive voice
- 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

Content

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

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

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

Claim

- o fragments,
- consistent use of verb tenses and active and passive voice
- prepositions and prepositional phrases and influence on subjectverb agreement
- o pronoun-antecedent agreement
- subordinating conjunctions,
- correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
 - commas to set off words, phrases, and clauses
 - o semicolons
- o 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

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

- 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

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
- specific evidence to support the controlling idea or thesis statement
- intentional organizational pattern that develops the thesis



8th Grade ELA Competencies and Progressions

Compose multi-paragraph	 Reasons 	• Claim	Compares characteristic and structures
argumentative texts using genre characteristics and craft:	Evidence An intended audience	 Reasons to support the claim Evidence or examples to support the reasons A counterargument to the claim An intended audience Analyzes characteristic and structures of multimodal text Analyzes characteristic and structures of digital text	of multimodal and digital texts
			Compares characteristic and structures of multimodal and digital texts



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	Differentiates between summarizing,	Differentiates between summarizing,
	teacher direction	paraphrasing, and using direct quotes	paraphrasing, and using direct quotes
Information is combined to meet the	Synthesizes information in teacher-	Synthesizes information from a	Synthesizes information from a
length and publishing requirements	determined formats	variety of sources	variety of sources, including complex texts
		Displays academic citations as	
Copies most text from resources	Attempts to display some citations as instructed	instructed	Displays academic citations and attributions in a variety of methods
		Uses source materials ethically	
Uses teacher-designed questions	Explains how to use sources ethically	Creates questions or uses teacher-	Uses source materials ethically
	Uses teacher-designed questions and	designed questions to guide inquiry	Generates questions based on
	extends those questions based on personal interests		personal curiosity in one or a variety of areas of research
		Revises research plan based on new	
Follows a teacher-led research plan	Develops and follows a research plan	information or questions	Independently develops a research
			plan, and revises it based on new information or questions
		Gathers relevant information from	·
Gathers the required number of	Gathers multiple sources	multiple sources, including primary or	Synthesizes relevant information
sources		secondary;	from multiple sources, including primary and secondary sources
	Examines sources for some elements	Examines sources for credibility,	, , , , , , , , , , , , , , , , , , , ,
	of credibility	reliability, and bias	Evaluates sources for credibility, reliability, and bias
	Describes examples of faulty	Examines sources for faulty reasoning	Tenability, and bias
	reasoning	LAGITITIES SOUTCES FOI TAUTLY TEASOTHING	Evaluates sources for faulty
	Teasoning	Presents results in appropriate	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 student-led
discussions by:	discussions by:	taking notes	discussions by:
Listening,	taking notes,	engaging in meaningful discourse	taking notes
repeating ideas,	 listening to paraphrase a 	 providing and accepting constructive 	 engaging in meaningful discourse
asking questions	message,	feedback	 providing and accepting constructive
	 asking clarifying questions 	listening actively to paraphrase a message	feedback
		 asking clarifying questions that build on other's ideas, 	 listening actively to paraphrase a message,
		making comments, AND	 asking clarifying questions that build on
		 reflecting on and adjusting responses as new 	other's ideas
		evidence is presented	 making insightful comments, AND
	Discusses the literal meanings		 evaluating and adjusting responses as new evidence is presented
Explains the <i>literal</i> meanings	of text, referring to text	Discusses, using relevant text evidence and	'
of text	evidence	academic language, the implied meanings of a	Discusses, using precise text evidence and
	_	text	academic language, the implied meanings
	Writes responses, referring to		of complex texts
Writes responses, with	text evidence, that	Writes responses, using relevant text evidence	
general references to text	demonstrate understanding of	and academic language, that demonstrate	Writes responses, using precise text
evidence, which mentions	the literal meanings of texts	understanding of the implied meanings of	evidence and academic language, that
the literal meaning of the text	within genres	texts, including within and across genres	demonstrate an insightful understanding
text			of the implied meanings of complex texts,
	Discusses and writes about	Discusses and writes about tout by describing	including within and across genres
Discusses and writes about	text by describing connections	Discusses and writes about text by describing connections to:	Discusses and writes about text by
text by describing	to:	personal experiences,	describing insightful connections to:
connections to personal	 personal experiences, and 	 ideas in other texts, including self-selected 	personal experiences
experiences to develop			·
understanding of the text		·	·
·		texts, and • society	 ideas in other texts, including se selected texts, and



ideas in other texts, including self-selected texts to develop and share understanding of the text	to develop, share, and deepen understanding of the text	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.
Describes a character's motivations	Connects a character's motivation or	Analyzes how characters'	Compares how characters'
or behaviors	behavior to events in the plot	motivations and behaviors influence	motivations and behaviors influence
		events and resolution of the conflict	events and resolution of the conflict in two texts
Explains why a particular setting is	Explains the setting's importance to	Analyzes how setting influences the	Compares how the setting influences
important to a work	a character's development	values and beliefs of characters	the values and beliefs of characters in two texts
Recognizes non-linear plot elements	Describes how non-linear plot	Analyzes how non-linear and linear	Compares across texts how non-
in a story	elements advance the plot	plot elements affect the plot	linear and linear plot elements affect the plot
Recognizes graphical elements in a	Describes the use of graphical	Analyzes the effect of graphical	Compares the effect of graphical
poem	elements in a poem	elements in poems across a variety	elements in poems across a variety
		of poetic forms	of poetic forms
Explains the relationship between	Describes the function of an act or		
scenes and acts in a play	scene within a play		



		Analyzes how playwrights develop	Compares how playwrights develop
		dramatic action using acts and	dramatic action through the use of
Identifies the controlling idea and	Explains how the evidence used	scenes	acts and scenes
evidence used to support the	supports the controlling idea;		
controlling idea		Analyzes characteristics and	Compares characteristics and
		structural elements of informational	structural elements of two
Identifies the organizational pattern	Explains the organizational pattern	text, including	informational texts, including the
used to support the controlling idea	used to support the controlling idea	 the controlling idea with 	controlling idea with supporting
		supporting evidence	evidence, features, and multiple
		 features such as footnotes, 	organizational patterns within a text
		endnotes, and citations, and	to develop a thesis
A color of the color of the color	Analyzes characteristics and	multiple organizational patterns	
Analyzes characteristics and	Analyzes characteristics and structural elements of argumentative	within a text to develop a thesis	
structural elements of argumentative text, by	text, by	Analyzes characteristics and	
• identifying the claim	• identifying the claim	Analyzes characteristics and structural elements of argumentative	Compares characteristics and
 explaining how the author uses 	explaining the counterargument	text, by:	structural elements of two
various types of evidence	identifying the intended audience	 identifying the claim and analyzing 	informational texts, including the controlling idea with supporting
13.1.030 3, p. 3 0 1 3 1 3 1 3 1	or reader	the argument	evidence, features, and multiple
		Identifying and explaining the	organizational patterns within a text
		counterargument	to develop a thesis
Identifies the characteristics of	Explain an organizational pattern	 identifying the intended audience 	·
multimodal texts	used to support the claim	or reader	
			Compares characteristic and
Identifies the characteristics of	Explains the characteristics and	Analyzes characteristic and	structures of two multimodal and
digital texts	structures of multimodal and digital	structures of multimodal text	digital texts
	texts	A color of the color delice of	
		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	Explains the author's purpose and	Compares, across texts, the authors'
	message within a text	message within a text	purpose and messages
Identifies the text structure	Explains the use of text structure and	Analyzes how the use of text structure	Compares, across text, how the use of
	attempts to connect it to the author's purpose	contributes to the author's purpose	text structure contributes to the authors' purposes
	parpose	Identifies the use of literary devices to	dutilors purposes
Understands definitions of literary	Identifies the use of literary devices,	achieve a specific purpose, including	Identifies, across texts, how the use of
devices, including point-of-view	including point-of-view	multiple points of view and irony	literary devices achieves a specific
			purpose (including, multiple points of
Understands the definitions of irony	Identifies the use of irony	Describes how the author's use of	view and irony)
		figurative language achieves a specific	
Identifies examples of figurative	Identifies how an author uses	purpose	Compares, across texts, how the
language	figurative language	Analysis bayetha anthonyayas af	author's use of figurative language
Identification and a second	Describes be with a suite and was of	Analyzes how the author's use of	achieves a specific purpose
Identifies the author's use of language		language contributes to mood, voice,	Analyzas agrass tayts have the
	language contributes to mood OR	and tone	Analyzes, across texts, how the
Identifies the author's use of print and	voice OR tone	Analyzes the author's use of print and	author's use of language contributes to mood, voice, and tone
	Identifies the author's use of print and	· · · · · · · · · · · · · · · · · · ·	to mood, voice, and tone
graphic	Identifies the author's use of print and	graphic features to achieve specific	Compares how authors' uses of print
	graphic features and attempts to connect them to a specific purpose	purposes	Compares how authors' uses of print
Identifies rhetorical devices and	conflect them to a specific purpose	Explains the purposes of rhetorical	and graphic features achieve specific
logical fallacies	Explains the differences between	devices and logical fallacies	purposes
iogical idilacies	rhetorical devices and logical fallacies	devices and logical fallacies	Analyzes the use of rhetorical devices
	metorical 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 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 Initiates the planning of a first draft by selecting a genre appropriate for a particular: • topic, • purpose, AND • audience using a range of self-selected strategies
Develops drafts that demonstrate success in 1 of the following: ofocus, ostructure, OR ocoherence Revises drafts with success in 1-3 of the following areas: Oclarity Opevelopment Organization Style Oword choice, OR Osentence variety Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below: Ocomplex sentences,	Develops drafts that demonstrate success in 2 of the 3 following areas:	Develops drafts into:	Initiates the development of drafts into:
subject-verb agreement,comma splices,run-ons,fragments,	 complex sentences, subject-verb agreement, comma splices, run-ons, 	subject-verb agreement,comma splices,run-ons,fragments,	Initiates the editing of drafts, using standard English conventions, with success in areas below:





- consistent use of verb tenses and active and passive voice
- prepositions and prepositional phrases and influence on subject-verb agreement
- pronoun-antecedent agreement
- o subordinating conjunctions,
- correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
 - commas to set off words, phrases, and clauses
 - o semicolons
- spelling.

Publishes a work that needs additional revising and editing

- fragments,
- consistent use of verb tenses and active and passive voice
- 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

- consistent use of verb tenses and active and passive voice
- prepositions and prepositional phrases and influence on subjectverb agreement
- o pronoun-antecedent agreement
- o subordinating conjunctions,
- correlating conjunctions,
- o capitalization,
- o punctuation marks, including,
 - commas to set off words, phrases, and clauses
 - o semicolons
- spelling

Publishes a revised and edited work for appropriate audiences

- 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



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