7th Grade Beginner and Intermediate ESL (English as a Second Language)

The purpose of this document is to clarify what students should know and be able to do each quarter (Q).
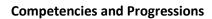
Competencies	Q 1	Q 2	Q 3	Q 4
C1 -Making Meaning of Text: The student is aware of and can understand his/her own thought processes, including monitoring, connecting, interacting, summarizing, and responding, while reading increasingly complex texts.	X	X	X	X
C2-Talking about Text: The student can, individually and with peers, read and discuss diverse texts in order to deepen understanding.	X	X	X	X
C3-Reading and Writing about Text: The student can, individually and with peers, read and write about diverse texts in order to deepen understanding.	X	X	X	X
C4- Oral English Language Development: The student can use the English language to communicate clearly and with an identified purpose.	X	X	X	X
C5 - Critical Thinking: The student can think critically, including predicting, inferring, analyzing, synthesizing, or evaluating, while reading and writing increasingly complex texts.	X	X	X	X
C6 -Author's Purpose and Craft: The student can think critically within and across a variety of diverse texts to analyze an author's choices and how they influence and communicate meaning as both a reader and writer.	X	X	X	X
C7- Writing Process: The student can use the recursive writing process and considerations of craft to compose multiple texts.	X	X	X	X
C8 Inquiry: The student can engage in both short-term and sustained recursive inquiry processes for a variety of purposes.		X		X

Learning Progression for Competency 1: Making Meaning of Text

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

Developing *Uses Texts Appropriate to Student's Language Proficiency Level*	Progressing *Uses Texts Appropriate to Student's Language Proficiency Level*	Proficient *Uses Texts Appropriate to Student's Language Proficiency Level*	Advanced *Uses Near Grade-Level Texts*
Uses print or digital resources to identify; • Meaning • Syllabication • Pronunciation • Word origin **OR** • Part of Speech	Uses print or digital resources to determine: • Meaning • Pronunciation • Syllabication	Uses print or digital resources in combination with context (i.e. text) to determine: • Meaning • Pronunciation • Syllabication	Uses print or digital resources to determine: • How word origin impacts meaning **AND** • How the function determined by the part of speech impacts meaning
Understands that there are context clues that help support making meaning of words	Identifies context clues in a text that may or may not support the making meaning of words	Identifies context clues in a text that support the making meaning of words	Uses context, such as, definition, analogy, and examples, to clarify the meaning of words, in near grade-level texts.
States a reason for reading when directed and assisted: • Assigned texts, **OR** • Self-selected text	Establishes purpose for reading with some direction and assistance: • Assigned texts, **OR** • Self-selected text	Establishes purpose for reading: • Assigned texts, **AND** • Self-selected text	Establishes an authentic purpose for reading: • Assigned texts, **AND** • Self-selected text
Generates questions about text: • Before, **OR** • During, **OR** • After reading to clarify confusion	Generates questions about text to deepen understanding • Before, **OR** • During, **AND** • After reading	Generates questions about text to deepen understanding and gain information • Before, • During, **AND** • After reading	Generates questions about text to deepen understanding, gain information, and make broader connections: • Before, • During, **AND** • After reading
Attempts to create mental images that connect the text	Creates mental images while reading that help with the literal meaning of the text	Creates mental images to deepen understanding of the text	Creates mental images to deepen understanding of abstract or complex ideas or text

Makes connections that relate to the text	Makes connections to develop comprehension	Makes connections to develop and deepen comprehension	Makes connections in <u>complex</u> text to develop and deepen comprehension
Monitors comprehension of text and makes adjustments when understanding breaks down by using background knowledge	Monitors comprehension of text and makes adjustments when understanding breaks down by re-reading	Monitors comprehension of text of and makes adjustments when understanding breaks down	Monitors comprehension and make adjustments when understanding breaks down while reading <u>complex</u> texts, including seeking additional information from an outside source to help deepen understanding
Responds to texts by recognizing personal connections to a text but is <u>unable</u> to describe the connections	Responds to texts by describing <u>general</u> personal connections to a variety of sources, including self-selected texts	Responds to texts by describing <u>specific</u> personal connections to a variety of sources, including self-selected texts	Describes specific personal connections to a variety of <u>complex</u> sources, including self-selected texts
Identifies important events in a text	Paraphrases events in a text in a logical order	Paraphrases and summarizes texts in ways that maintain meaning and logical order	Paraphrases and summarizes texts in ways that maintain meaning and logical order
Responds by interacting with sources by using illustrations to bring meaning to the text	Responds by interacting with sources that bring meaning to the text by freewriting	Responds by interacting with sources in meaningful ways	Responds by interacting with sources in meaningful ways such as illustrating, freewriting, notetaking and annotating

Success Criteria for Making Meaning of Text:

The student can:
- use print or digital resources in combination with context (i.e. text) to determine:
  - meaning
  - pronunciation
  - syllabication
- identify context clues in a text that support the making meaning of words.
- establish purpose for reading.
  - assigned texts
  - self-selected text
- generate questions about text to deepen understanding and gain information.
  - before
  - during
  - after reading
- create mental images to deepen understanding of the text.
- make connections to develop and deepen comprehension.
  - personal experiences
  - ideas in other texts
  - society
- monitor comprehension of text of and makes adjustments when understanding breaks down such as:
  - asking questions
  - interacting with text
- respond to texts by describing specific personal connections to a variety of sources, including self-selected texts
- paraphrase and summarizes texts in ways that maintain meaning and logical order
- respond by interacting with sources in meaningful ways.
  - notetaking
  - annotating

Learning Progression for Competency 2- Talking about Text
The student discusses diverse texts with peers in order to deepen understanding.

Developing *Uses Texts Appropriate to Student's Language Proficiency Level*	Progressing *Uses Texts Appropriate to Student's Language Proficiency Level*	Proficient *Uses Texts Appropriate to Student's Language Proficiency Level*	Advanced *Uses Near Grade-Level Texts*
Listens actively and uses linguistic supports to verbally • Repeats ideas	Listens actively and uses linguistic supports to verbally • Ask clarifying questions	Listens actively and uses linguistic supports to verbally • Paraphrase a message, **AND** • Ask clarifying questions	Listens actively uses linguistic supports to verbally: • Paraphrase a message, **AND** • Ask clarifying questions that build on other's ideas

Participates in groups with linguistic supports by:
• sharing ideas, **AND**
• listening to group members' ideas
	Participates in student-led discussions with linguistic support by:
	• Asking for suggestions from other group members, **AND**
	• Considering suggestions from other group members,
	• Identify main points
		Participates in student-led discussions with linguistic support by:
		• Asking for suggestions from other group members,
		• Considering suggestions from other group members,
		• Taking notes during discussions, **AND**
		• Identifying points of:
		  o agreement **and**
		  o disagreement
			Participates in student-led discussions with linguistic support by:
			• Engaging in meaningful discourse,
			• Providing constructive feedback to peers,
			• Accepting constructive feedback from peers,
			• Taking notes during discussions, **AND**
			• Identifying points of:
			  o agreement **and**
			  o disagreement

Orally generates a response	Orally generates an appropriate response connected to some text evidence	Orally uses text evidence to support an appropriate response	Orally uses precise text evidence from across the text to support an appropriate response
Attempts to respond using newly acquired vocabulary, but response demonstrates a <u>lack of</u> or <u>misunderstanding</u> of the vocabulary	Responds using newly acquired vocabulary as appropriate with <u>some inaccuracies</u>	Responds using newly acquired vocabulary as appropriate when reading text appropriate to student's proficiency level	Responds using newly acquired vocabulary in a manner that demonstrates a <u>thorough understanding</u> of new vocabulary when reading near grade-level texts

<u>Identifies</u> the *explicit* meaning of a text	<u>Discusses</u> the *explicit* meaning and <u>identifies</u> the implicit meaning of text	<u>Discusses</u> the *explicit* and *implicit* meanings of text	<u>Discusses</u> the *explicit* and *implicit* meanings of texts
Orally identifies new evidence presented in the text	Orally reflects on new evidence that is presented in the text	Orally adjusts responses as new evidence is presented in the text	Orally adjusts responses as new evidence is presented in the text

Success Criteria for Talking about Texts:

The student can:
- listen actively and use linguistic supports to verbally
  - paraphrase a message.
  - ask clarifying questions.
- participate in student-led discussions with linguistic support by:
  - asking for suggestions from other group members.
  - considering suggestions from other group members.
  - taking notes during discussions.
  - identifying points of agreement.
  - identifying points of disagreement.
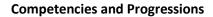
Learning Progression for Competency 3- Reading and Writing about Text
The student reads and writes about diverse texts with peers in order to deepen understanding.

Developing *Uses Texts Appropriate to Student's Language Proficiency Level*	Progressing *Uses Texts Appropriate to Student's Language Proficiency Level*	Proficient *Uses Texts Appropriate to Student's Language Proficiency Level*	Advanced *Uses Near Grade-Level Texts*
Writes responses that demonstrates an understanding of <u>one</u> text	Writes responses that demonstrate understanding of texts <u>within genres</u>	Writes responses that demonstrate understanding of texts including: • comparing sources within genres • comparing sources <u>across genres</u>	Writes responses that demonstrate understanding of <u>more complex</u> texts including: • comparing sources within genres • comparing sources across genres
Understand that there is text evidence that can be used to support an appropriate response	Identifies text evidence but does not consistently use it to support an appropriate response in writing	Uses text evidence to support an appropriate response	Uses precise text evidence from across the text to support an appropriate response
Attempts to respond using newly acquired vocabulary, but response demonstrates a <u>lack of</u> or <u>misunderstanding</u> of the vocabulary	Writes responses using newly acquired vocabulary as appropriate with <u>some inaccuracies</u>	Writes responses using newly acquired vocabulary as appropriate when reading text appropriate to student's proficiency level	Writes responses using newly acquired vocabulary in a manner that demonstrates a <u>thorough understanding</u> of new vocabulary when reading near grade-level texts;
Writes about the *explicit* meaning of a text	Writes about the *explicit* meaning and <u>identifies</u> the implicit meaning of text	Writes about the *explicit* and *implicit* meanings of text	Writes about the *explicit* and *implicit* meanings of texts
Identifies new evidence presented in the text, but does not reflect or adjust responses when new evidence is presented	Reflects on new evidence that is presented in the text, but rarely adjusts response based on new evidence	Adjusts written responses as new evidence is presented in the text	Adjusts written responses as new evidence is presented in the text

Success Criteria for Reading and Writing about Texts:

The student can:
- Write responses that demonstrate understanding of texts including:
  - comparing sources within genres.

- o   comparing sources <u>across genres.</u>
- use text evidence to support an appropriate response.
- write responses using newly acquired vocabulary as appropriate when reading text appropriate to student's proficiency level.
- write about the *explicit* and *implicit* meanings of text.
- adjust written responses as new evidence is presented in the text.

Learning Progression for Competency 4 -Oral English Language Development
The student uses the English language to communicate clearly and with an identified purpose.

Developing	Progressing	Proficient	Advanced
Speaks mostly one or two words at a time	Speaks in short, easy sentences, and can have short conversations, but stop when it is hard to communicate.	Participates fluently in conversations about familiar topics, but sometimes pause to find the right words	Participates fluently in conversations about almost any topic with only a few pauses or hesitation
Speaks using vocabulary often used and practiced in the classroom	Speaks using simple, familiar terms in English in both academic and social conversations	Discusses familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics	Discusses effectively using abstract and content-based vocabulary with some exceptions when low-frequency or academically demanding vocabulary is needed, and speaks near the level of their native English-speaking peers
Speaks about ideas if words are practiced or memorized	Speaks in sentences about the present, and sometimes about the past and future	Uses English to narrate or describe in the past, present, and future and uses complex grammar and sentences	Uses English to narrate or describe almost anything at a level close to native English-speaking classmates
Pronounces English words but has to often repeat so that others can understand what is being said	Pronounces English words in a way that requires some repeating, but others usually understand what is being said	Pronounces English words in a way that does not require repeating often because the word is usually understood the first time	Pronounces English words in a way that others understand clearly

Success Criteria for Reading and Writing about Texts:

The student can:
- participate fluently in conversations about familiar topics, but sometimes pause to find the right words.
- discusses familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics.
- uses English to narrate or describe in the past, present, and future and uses complex grammar and sentences.
- pronounces English words in a way that does not require repeating often because the word is usually understood the first time.

Learning Progression for Competency 5- Critical Thinking: The student thinks critically, including predicting, inferring, analyzing, synthesizing, or evaluating, while reading and writing increasingly complex texts.

Developing *Uses Texts Appropriate to Student's Language Proficiency Level*	Progressing *Uses Texts Appropriate to Student's Language Proficiency Level*	Proficient *Uses Texts Appropriate to Student's Language Proficiency Level*	Advanced *Uses Near Grade-Level Texts*
Makes predictions using text features	Makes predictions using text features and characteristics of genre	Makes predictions **AND** corrects or confirms predictions using text features, characteristics of genre, **and** structures	Makes predictions **AND** corrects or confirms predictions using text features, characteristics of genre, **and** structures
Attempts to make an inference but the inference is unclear or not supported by the text	Makes an inference but does not choose appropriate evidence to support understanding/response;	Makes inferences and uses evidence to support understanding/response	Makes insightful inferences and use specific evidence to support understanding/response
Identifies details read to determine ideas	Understands details read to determine ideas	Evaluates details read to determine ideas	Evaluates details read from texts to determine ideas;
Makes connections between texts	Makes connections to create new understanding	Synthesizes information to create new understanding	Synthesizes information to create new understanding

Success Criteria for Critical Thinking:

The student can:
- make predictions **AND** corrects or confirms predictions using text features, characteristics of genre, **and** structures.
- make inferences and uses evidence to support understanding/response.
- evaluate details read to determine ideas.
- synthesize information to create new understanding.

Learning Progression for Competency 6- Author's Purpose and Craft: The student, as a reader or writer, thinks critically, within and across a variety of diverse texts, to analyze an author's choices and how they influence and communicate meaning.

Developing	Progressing	Proficient	Advanced
Identifies the author's purpose **OR** message within a text	Identifies the author's purpose **AND** message within a text	Explains the author's purpose **AND** message within a text	Explain the author's purpose **AND** message across texts
Identifies the use of text structure but cannot explain how the use of text structure contributes to the author's purpose	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	Analyzes, across text, how the use of text structure contributes to the authors' purposes
Defines examples of figurative language but cannot identify the use or connect to purpose	Identifies the author's use of figurative language but cannot explain how they achieve a specific purpose	Describes how the author's use of figurative language achieves a specific purposes	Describes, across texts, how the author's use of figurative language achieves a specific purposes
Defines literary devices but cannot identify the use or connect to purpose	Identifies the use of literary devices but cannot explain how they are used to achieve a specific purpose	Identifies the use of literary devices to achieve a specific purpose	Identifies, across texts, how the use of literary devices achieve a specific purpose
Identifies the author's use of language but cannot explain how it contributes to mood **OR** voice	Describes how the author's use of language contributes to mood **OR** voice	Analyzes how the author's use of language contributes to mood **AND** voice	Analyzes, across texts, how the author's use of language contributes to mood **AND** voice

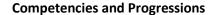**Success Criteria for Author's Purpose and Craft:**

The student can:
- explain the author's purpose **AND** message within a text.
- analyze how the use of text structure contributes to the author's purpose.
- describe how the author's use of figurative language achieves a specific purposes.
- identify the use of literary devices to achieve a specific purpose.
- analyze how the author's use of language contributes to mood **AND** voice.

Learning Progression for Competency 7 – The Writing Process

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

Developing	Progressing	Proficient	Advanced
Plans a first draft when assigned a genre, topic, purpose, and audience and uses an <u>assigned</u> strategy such as discussion, background reading, **OR** personal experiences	Plans a first draft when assigned a genre, but has difficulty selecting a: - topic, - purpose, **OR** - audience and uses a range of <u>assigned</u> strategies such as discussion, background reading, and personal experiences	When assigned, plans a first draft by selecting a genre appropriate for a particular: - topic, - purpose, **AND** - audience using a range of <u>assigned</u> strategies such as discussion, background reading, and personal experiences	<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 such as discussion, background reading, and personal experiences
Develops drafts that relate to a general topic	Develops drafts that are focused but may need more structure and coherence	Develops 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	<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 for clarity, but may still need additional revisions for sentence variety. - Development - Organization - Style - Word choice, **OR**	Revises drafts for clarity and development, but may still need additional revisions for sentence variety. - Organization - Style - Word choice, **OR**	Revises drafts for sentence variety. - Clarity - Development - Organization - Style - Word choice	<u>Initiates</u> revisions of drafts for sentence variety. - Clarity - Development - Organization - Style - Word choice

Edits drafts, using standard English conventions, <u>with success in one to six</u> of the highlighted areas below: o Complex sentences o Subject-verb agreement o Comma splices o Run-ons o Fragments o Consistent use of verb tense o Prepositions o Subordinating conjunctions o Correlating conjunctions o Capitalization o Punctuation marks, including o Commas in complex sentences, o Commas with transitions, o Commas with introductory phrases, o Spelling	Edits drafts, using standard English conventions, <u>with success in seven to ten</u> of the highlighted areas below: o Complex sentences o Subject-verb agreement o Comma splices o Run-ons o Fragments o Consistent use of verb tense o Prepositions o Subordinating conjunctions o Correlating conjunctions o Capitalization o Punctuation marks, including o Commas in complex sentences, o Commas with transitions, o Commas with introductory phrases, o Spelling	Edits drafts, using standard English conventions, <u>with success in all eleven</u> areas highlighted below: o Complex sentences o Subject-verb agreement o Comma splices o Run-ons o Fragments o Consistent use of verb tense o Prepositions o Subordinating conjunctions o Correlating conjunctions o Capitalization o Punctuation marks, including o Commas in complex sentences, o Commas with transitions, o Commas with introductory phrases, o Spelling	Initiates the editing of drafts, using standard English conventions, <u>with success in more than the eleven</u> areas highlighted below: o Complex sentences o Subject-verb agreement o Comma splices o Run-ons o Fragments o Consistent use of verb tense o Prepositions o Subordinating conjunctions o Correlating conjunctions o Capitalization o Punctuation marks, including o Commas in complex sentences, o Commas with transitions, o Commas with introductory phrases, o Spelling
Submits an incomplete written work	Submits a complete written work	Publishes written work for appropriate audiences	Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences

Success Criteria for Author's Purpose and Craft:

The student can:
- plan a first draft by selecting a genre appropriate for a particular:
  - topic.
  - purpose.
  - audience.

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

Competency 8 Inquiry: The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes

Developing	Progressing	Proficient	Advanced
Uses teacher-designed questions	Uses teacher-designed questions and extends those questions based on personal interests	Creates questions or uses teacher-designed questions to guide inquiry	Generates questions based on personal curiosity in one or a variety of areas of research
Follows a teacher-led research plan	Develops and follows a research plan; may get stuck when new information creates new questions	Develops a research plan, and revises it 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, assesses some elements of credibility	Gathers relevant information from multiple sources, including primary or secondary; evaluates sources for credibility, reliability, and bias	Synthesizes relevant information from multiple sources, including primary or secondary; evaluates sources for credibility, reliability, and bias
Copies most text from resources	Summarizes or paraphrases based on teacher direction and uses a teacher selected citation method	Differentiates between summarizing, paraphrasing, and using direct quotes and uses a citation method as instructed	Differentiates between summarizing, paraphrasing, and using direct quotes and selects the tool and the best citation method based on the purpose and audience.
Puts information together to meet length and publishing requirements established by teacher	Synthesizes information in teacher-determined formats	Synthesizes information and presents results in appropriate modes of delivery	Synthesizes multiple pieces of information and selects a variety of modes of delivery to present information based purpose and audience