

6<sup>th</sup> Grade ELA

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

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

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

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

## Table of Contents

Grading Period 1--Unit 1 Progressions .....	3
Grading Period 1--Unit 2 Progressions .....	5
Grading Period 2--Unit 3 Progressions .....	11
Grading Period 3—Unit 4 Progressions .....	19
Grading Period 4—Unit 5 Progressions .....	26
Grading Period 4—Unit 6 Progressions .....	35

## Grading Period 1--Unit 1 Progressions

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

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

Developing	Progressing	Proficient	Advanced
<p>Participates in teacher-prompted discussions by:</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• repeating ideas</li> <li>• asking questions</li> </ul> <p>Explains the literal meanings of text</p> <p>Discusses text by describing connections to personal experiences to develop understanding of the text</p>	<p>Participates in teacher—prompted discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening to paraphrase a message</li> <li>• asking clarifying questions</li> </ul> <p>Discusses the literal/ meanings of text, referring to text evidence</p> <p>Discusses text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening actively to paraphrase a message</li> <li>• asking clarifying questions</li> <li>• responding appropriately</li> </ul> <p>Discusses the implied meanings of text, using relevant text evidence and academic language, within and across genres</p> <p>Discusses texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes while listening to others</li> <li>• listening actively to paraphrase a message,</li> <li>• asking clarifying questions that build on other’s ideas</li> <li>• making insightful comments</li> <li>• responding appropriately</li> </ul> <p>Discusses the implied meanings of complex texts, using precise text evidence and academic language, within and across genres</p> <p>Discusses text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>

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

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

Developing	Progressing	Proficient	Advanced
Writes responses, with general references to text evidence, which addresses the literal meaning of the texts	Writes responses, referring to text evidence, that demonstrate understanding of the literal meaning of texts	Uses relevant text evidence and academic language to write responses that demonstrate understanding of the implied meanings of texts, within and across genres	Uses precise text evidence and academic language to write responses that demonstrate an insightful understanding of the implied meanings of complex texts, within and across genres
Writes about text by describing connections to personal experiences to develop understanding of the text	Writes about text by describing connections to: <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	Writes about texts by describing connections to: <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	Writes about text by describing insightful connections to: <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>

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

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

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

Grading Period

1--Unit 2 Progressions

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

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

Developing	Progressing	Proficient	Advanced
<p>Participates in teacher-prompted discussions by:</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• repeating ideas</li> <li>• asking questions</li> </ul> <p>Explains the literal meanings of text</p> <p>Discusses text by describing connections to personal experiences to develop understanding of the text</p>	<p>Participates in teacher—prompted discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening to paraphrase a message</li> <li>• asking clarifying questions</li> </ul> <p>Discusses the literal meanings of text, referring to text evidence</p> <p>Discusses text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening actively to paraphrase a message</li> <li>• asking clarifying questions</li> <li>• responding appropriately</li> <li>• asking for suggestions from others</li> <li>• considering suggestions from others</li> </ul> <p>Discusses the implied meanings of text, using relevant text evidence and academic language, within and across genres</p> <p>Discusses texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes while listening to others</li> <li>• listening actively to paraphrase a message,</li> <li>• asking clarifying questions that build on other’s ideas</li> <li>• making insightful comments</li> <li>• responding appropriately</li> <li>• asking for and reflecting on suggestions from others</li> </ul> <p>Discusses the implied meanings of complex texts, using precise text evidence and academic language, within and across genres</p> <p>Discusses text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>

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

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

Developing	Progressing	Proficient	Advanced
<p>Writes responses, with general references to text evidence, which addresses the literal meaning of the texts</p> <p>Writes about text by describing connections to personal experiences to develop understanding of the text</p>	<p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meaning of texts</p> <p>Writes about text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Uses relevant text evidence and academic language to write responses that demonstrate understanding of the implied meanings of texts, within and across genres</p> <p>Writes about texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Uses precise text evidence and academic language to write responses that demonstrate an insightful understanding of the implied meanings of complex texts, within and across genres</p> <p>Writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>

**Learning Progression**

**for Competency 2- Analyzing Genre Characteristics**

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

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

**Learning Progression**

**for Competency 3: Analyzing Author’s Purpose and Craft**

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

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

Learning Progression

for Competency 4: Writing Process and Craft

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

Developing	Progressing	Proficient	Advanced
<p>Process Plans a first draft when assigned a genre, topic, purpose, and audience and uses an <u>assigned</u> strategy</p> <p>Develops drafts that demonstrate success in 1 of the following:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure, <b>OR</b></li> <li>○ coherence</li> </ul> <p>Revises drafts with success in 1-3 of the following areas:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>	<p>Process Plans a first draft when assigned a genre that demonstrates a clear:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>OR</b></li> <li>○ audience</li> </ul> <p>and uses a range of <u>assigned</u> strategies</p> <p>Develops drafts that demonstrate success in 2 of the 3 following areas:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure, <b>OR</b></li> <li>○ coherence</li> </ul> <p>Revises drafts with success in 4-5 of the following areas:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in 8 to 15 of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>	<p><b>Process</b> When assigned, plans a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>AND</b></li> <li>○ audience</li> </ul> <p>using a range of <u>assigned</u> strategies</p> <p>Develops drafts into:</p> <ul style="list-style-type: none"> <li>○ focused,</li> <li>○ structured, <b>AND</b></li> <li>○ coherent pieces of writing</li> </ul> <p>Revises drafts for:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>AND</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in all areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> <li>○ comma splices,</li> </ul>	<p>Process <u>Initiates</u> the planning of a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>● topic,</li> <li>● purpose, <b>AND</b></li> <li>● audience</li> </ul> <p>using a range of <u>self-selected</u> strategies</p> <p><u>Initiates</u> development of drafts into:</p> <ul style="list-style-type: none"> <li>● focused,</li> <li>● structured, <b>AND</b></li> <li>● coherent</li> </ul> <p>pieces of writing</p> <p><u>Initiates</u> revisions of drafts for</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>AND</b></li> <li>○ Sentence variety</li> </ul> <p>Initiates the editing of drafts, using standard English conventions, with success in areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>

<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling.</li> </ul> <p>Publishes a work that needs additional revising and editing</p> <p>Drafts literary texts using genre characteristics and craft by including:</p> <ul style="list-style-type: none"> <li>● Characters,</li> <li>● Setting, and a</li> <li>● Conflict</li> </ul>	<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling.</li> </ul> <p>Publishes a work that needs additional editing</p> <p>Drafts literary texts using genre characteristics and craft by including,</p> <ul style="list-style-type: none"> <li>● Character Development,</li> <li>● Setting,</li> <li>● Linear Plot elements that advance the plot, and</li> <li>● Theme</li> </ul>	<ul style="list-style-type: none"> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling</li> </ul> <p>Publishes a revised and edited work for appropriate audiences</p> <p><b>Content:</b> Composes literary texts by:</p> <ul style="list-style-type: none"> <li>● Selecting a literary genre such as fiction, poetry, or drama</li> <li>● Developing characters that influence the plot</li> <li>● Developing a setting that influences the characters or plot</li> <li>● Using non-linear plot elements</li> <li>● Developing a theme from the interaction of the characters</li> </ul>	<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling</li> </ul> <p>Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences</p> <p>Composes literary texts by:</p> <ul style="list-style-type: none"> <li>● Selecting a literary genre based on purpose and/or audience</li> <li>● Developing characters that influence the plot</li> <li>● Developing a setting that influences the characters and plot</li> <li>● Using non-linear plot elements</li> <li>● Developing an implied theme from the interaction of the characters</li> </ul>
--	--	---	---

## Grading Period 2--Unit 3 Progressions

### Grading Progression for Competency 1A Discussing Texts

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

Developing	Progressing	Proficient	Advanced
<p>Participates in teacher-prompted discussions by:</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• repeating ideas</li> <li>• asking questions</li> </ul> <p>Explains the literal meanings of text</p> <p>Discusses text by describing connections to personal experiences to develop understanding of the text</p>	<p>Participates in teacher—prompted discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening to paraphrase a message</li> <li>• asking clarifying questions</li> </ul> <p>Discusses the literal/ meanings of text, referring to text evidence</p> <p>Discusses text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening actively to paraphrase a message</li> <li>• asking clarifying questions</li> <li>• responding appropriately</li> <li>• asking for suggestions from others</li> <li>• reflecting on and adjusting responses as new evidence is presented</li> </ul> <p>Discusses the implied meanings of text, using relevant text evidence and academic language, within and across genres</p> <p>Discusses texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes while listening to others</li> <li>• listening actively to paraphrase a message,</li> <li>• asking clarifying questions that build on other’s ideas</li> <li>• making insightful comments</li> <li>• responding appropriately</li> <li>• evaluating and adjusting responses as new evidence is presented</li> </ul> <p>Discusses the implied meanings of complex texts, using precise text evidence and academic language, within and across genres</p> <p>Discusses text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>

**Grading Progression**

**for Competency 1B Writing about Texts**

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

Developing	Progressing	Proficient	Advanced
<p>Writes responses, with general references to text evidence, which addresses the literal meaning of the texts</p> <p>Writes about text by describing connections to personal experiences to develop understanding of the text</p>	<p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meaning of texts</p> <p>Writes about text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Uses relevant text evidence and academic language to write responses that demonstrate understanding of the implied meanings of texts, within and across genres</p> <p>Writes about texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Uses precise text evidence and academic language to write responses that demonstrate an insightful understanding of the implied meanings of complex texts, within and across genres</p> <p>Writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and society</li> </ul>

**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
<p>Identifies the controlling idea and evidence used to support the controlling idea</p> <p>Identifies an organizational pattern the author uses</p> <p>Identifies the characteristics of multimodal texts</p> <p>Identifies the characteristics of digital texts</p>	<p>Explains how the evidence used supports the controlling idea;</p> <p>Explain an organizational pattern the author uses.</p> <p>Explains the characteristics and structures of multimodal texts</p> <p>Explains the characteristics and structures of digital texts</p>	<p>Analyzes characteristics and structural elements of informational text, including:</p> <ul style="list-style-type: none"> <li>• the controlling idea with supporting evidence</li> <li>• features such as introduction, foreword, preface, references, or acknowledgments to gain background information</li> <li>• and organizational patterns such as definition, classification, advantage and disadvantage</li> </ul> <p>Analyzes characteristic and structures of texts of multimodal texts</p> <p>Analyzes characteristic and structures of digital text</p>	<p>Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence and multiple organizational patterns within a text to develop a thesis</p> <p>Compares characteristic and structures of two multimodal and/or digital texts</p>

**Learning Progression**

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

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

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

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

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

Developing	Progressing	Proficient	Advanced
<p>Process Plans a first draft when assigned a genre, topic, purpose, and audience and uses an <u>assigned</u> strategy</p> <p>Develops drafts that demonstrate success in 1 of the following:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure, <b>OR</b></li> <li>○ coherence</li> </ul> <p>Revises drafts with success in 1-3 of the following areas:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>	<p>Process Plans a first draft when assigned a genre that demonstrates a clear:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>OR</b></li> <li>○ audience</li> </ul> <p>and uses a range of <u>assigned</u> strategies</p> <p>Develops drafts that demonstrate success in 2 of the 3 following areas:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure, <b>OR</b></li> <li>○ coherence</li> </ul> <p>Revises drafts with success in 4-5 of the following areas:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in 8 to 15 of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>	<p><b>Process</b> Plans a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>AND</b></li> <li>○ audience</li> </ul> <p>using a range of <u>assigned</u> strategies</p> <p>Develops drafts into:</p> <ul style="list-style-type: none"> <li>○ focused,</li> <li>○ structured, <b>AND</b></li> <li>○ coherent pieces of writing</li> </ul> <p>Revises drafts for:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>AND</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in all areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> <li>○ comma splices,</li> <li>○ run-ons,</li> </ul>	<p>Process <u>Initiates</u> the planning of a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>● topic,</li> <li>● purpose, <b>AND</b></li> <li>● audience</li> </ul> <p>using a range of <u>self-selected</u> strategies</p> <p><u>Initiates</u> development of drafts into:</p> <ul style="list-style-type: none"> <li>● focused,</li> <li>● structured, <b>AND</b></li> <li>● coherent</li> </ul> <p>pieces of writing</p> <p><u>Initiates</u> revisions of drafts for</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>AND</b></li> <li>○ Sentence variety</li> </ul> <p>Initiates the editing of drafts, using standard English conventions, with success in areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>

<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling.</li> </ul> <p>Publishes work that needs additional revising and editing</p> <p>Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● a controlling idea or thesis statement</li> <li>● evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling.</li> </ul> <p>Publishes a work that needs additional editing</p> <p>Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● a controlling idea or thesis statement</li> <li>● evidence connected to the controlling idea or thesis statement</li> <li>● organizational pattern</li> </ul>	<ul style="list-style-type: none"> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling</li> </ul> <p>Publishes a revised and edited work for appropriate audiences</p> <p><b>Content:</b></p> <p>Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● a clear controlling idea or thesis statement</li> <li>● evidence to support the controlling idea or thesis statement</li> <li>● organizational pattern that develops the thesis</li> </ul>	<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling</li> </ul> <p>Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences</p> <p>Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● a clear controlling idea or thesis statement</li> <li>● specific evidence to support the controlling idea or thesis statement</li> </ul>
---	--	--	--

			<ul style="list-style-type: none"><li>intentional organizational pattern that develops the thesis</li></ul>
--	--	--	---

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

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

Grading Period

3—Unit 4 Progressions

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

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

Developing	Progressing	Proficient	Advanced
<p>Participates in teacher-prompted discussions by:</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• repeating ideas</li> <li>• asking questions</li> <li>• identifying points of agreement</li> </ul> <p>Explains the literal meanings of text</p> <p>Discusses text by describing connections to personal experiences to develop understanding of the text</p> <p>Writes responses, with general references to text evidence, which</p>	<p>Participates in teacher—prompted discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening to paraphrase a message</li> <li>• asking clarifying questions</li> <li>• identifying points of agreement or disagreement</li> </ul> <p>Discusses the literal/ meanings of text, referring to text evidence</p> <p>Discusses text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening actively to paraphrase a message</li> <li>• asking clarifying questions</li> <li>• responding appropriately</li> <li>• asking for suggestions from others</li> <li>• reflecting on and adjusting responses as new evidence is presented</li> <li>• identifying points of agreement</li> <li>• identifying points of disagreement</li> </ul> <p>Discusses the implied meanings of text, using relevant text evidence and academic language, within and across genres</p> <p>Discusses texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes while listening to others</li> <li>• listening actively to paraphrase a message,</li> <li>• asking clarifying questions that build on other’s ideas</li> <li>• making insightful comments</li> <li>• responding appropriately</li> <li>• evaluating and adjusting responses as new evidence is presented</li> <li>• reflecting on points of agreement and disagreement to determine own perspective</li> </ul> <p>Discusses the implied meanings of complex texts, using precise text evidence and academic language, within and across genres</p> <p>Discusses text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>

<p>addresses the literal meaning of the texts</p> <p>Writes about text by describing connections to personal experiences to develop understanding of the text</p>	<p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meaning of texts</p> <p>Writes about text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Uses relevant text evidence and academic language to write responses that demonstrate understanding of the implied meanings of texts, within and across genres</p> <p>Writes about texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Uses precise text evidence and academic language to write responses that demonstrate an insightful understanding of the implied meanings of complex texts, within and across genres</p> <p>Writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and society</li> </ul>
---	---	--	---

**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
<p>Identifies the topic and the author's purpose</p> <p>Identifies the evidence the author uses</p> <p>Identifies the characteristics of multimodal texts</p> <p>Identifies the characteristics of digital texts</p>	<p>Identifies the claim;</p> <p>Identifies the evidence the author uses and connects to the author's claim</p> <p>Explains the characteristics or structures of multimodal texts</p> <p>Explains the characteristics or structures of digital texts</p>	<p>Analyzes characteristics and structural elements of argumentative text, by:</p> <ul style="list-style-type: none"> <li>• identifying the claim</li> <li>• explaining how the author uses various types of evidence to support the argument</li> <li>• identifying the intended audience or reader</li> </ul> <p>Analyzes characteristic and structures of texts of multimodal texts</p> <p>Analyzes characteristic and structures of digital text</p>	<p>Compares characteristics and structural elements of two argumentative texts, including the claims, the evidence used to support the arguments, and the intended audiences</p> <p>Compares characteristic and structures of two multimodal and/or digital texts</p>

**Learning Progression**

**for Competency 3: Analyzing Author’s Purpose and Craft**

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

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

**Learning Progression**

**for Competency 4: Writing Process and Craft**

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

Developing	Progressing	Proficient	Advanced
<p>Process Plans a first draft when assigned a genre, topic, purpose, and audience and uses an <u>assigned</u> strategy</p> <p>Develops drafts that demonstrate success in 1 of the following:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure, <b>OR</b></li> <li>○ coherence</li> </ul> <p>Revises drafts with success in 1-3 of the following areas:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>	<p>Process Plans a first draft when assigned a genre that demonstrates a clear:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>OR</b></li> <li>○ audience</li> </ul> <p>and uses a range of <u>assigned</u> strategies</p> <p>Develops drafts that demonstrate success in 2 of the 3 following areas:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure, <b>OR</b></li> <li>○ coherence</li> </ul> <p>Revises drafts with success in 4-5 of the following areas:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in 8 to 15 of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>	<p><b>Process</b> Plans a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>AND</b></li> <li>○ audience</li> </ul> <p>using a range of <u>assigned</u> strategies</p> <p>Develops drafts into:</p> <ul style="list-style-type: none"> <li>○ focused,</li> <li>○ structured, <b>AND</b></li> <li>○ coherent pieces of writing</li> </ul> <p>Revises drafts for:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>AND</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in all areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> <li>○ comma splices,</li> <li>○ run-ons,</li> </ul>	<p>Process <u>Initiates</u> the planning of a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>● topic,</li> <li>● purpose, <b>AND</b></li> <li>● audience</li> </ul> <p>using a range of <u>self-selected</u> strategies</p> <p><u>Initiates</u> development of drafts into:</p> <ul style="list-style-type: none"> <li>● focused,</li> <li>● structured, <b>AND</b></li> <li>● coherent</li> </ul> <p>pieces of writing</p> <p><u>Initiates</u> revisions of drafts for</p> <ul style="list-style-type: none"> <li>● Clarity</li> <li>● Development</li> <li>● Organization</li> <li>● Style</li> <li>● Word choice, <b>AND</b></li> <li>● Sentence variety</li> </ul> <p><u>Initiates</u> the editing of drafts, using standard English conventions, with success in areas below:</p> <ul style="list-style-type: none"> <li>● complex sentences,</li> <li>● subject-verb agreement,</li> </ul>

<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling.</li> </ul> <p>Publishes work that needs additional revising and editing</p> <p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● Claim</li> <li>● Reasons</li> <li>● Evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling.</li> </ul> <p>Publishes a work that needs additional editing</p> <p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● Claim</li> <li>● Evidence</li> <li>● An intended audience</li> </ul>	<ul style="list-style-type: none"> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling</li> </ul> <p>Publishes a revised and edited work for appropriate audiences</p> <p><b>Content:</b></p> <p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● Claim</li> <li>● Reasons to support the claim</li> <li>● Evidence or examples to support the reasons</li> <li>● An intended audience</li> </ul>	<ul style="list-style-type: none"> <li>● comma splices,</li> <li>● run-ons,</li> <li>● fragments,</li> <li>● consistent use of verb tense,</li> <li>● prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>● conjunctive adverbs</li> <li>● pronouns, including relative</li> <li>● subordinating conjunctions,</li> <li>● correlating conjunctions,</li> <li>● capitalization,</li> <li>● punctuation marks, including,</li> <li>● commas in complex sentences,</li> <li>● commas with transitions,</li> <li>● commas with introductory phrases,</li> <li>● spelling</li> </ul> <p>Seeks authentic ways to publish written work for appropriate audiences</p> <p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● Claim</li> <li>● Reasons to support the claim</li> <li>● Evidence or examples to support the reasons</li> <li>● An alternative to the claim</li> <li>● Identifying possible audiences</li> </ul>
--	--	--	---

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

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

## Grading Period 4—Unit 5 Progressions

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

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

Developing	Progressing	Proficient	Advanced
<p>Participates in teacher-prompted discussions by:</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• repeating ideas</li> <li>• asking questions</li> <li>• identifying points of agreement</li> </ul> <p>Explains the literal meanings of text</p> <p>Discusses text by describing connections to personal experiences to develop understanding of the text</p>	<p>Participates in teacher—prompted discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening to paraphrase a message</li> <li>• asking clarifying questions</li> <li>• identifying points of agreement or disagreement</li> </ul> <p>Discusses the literal/ meanings of text, referring to text evidence</p> <p>Discusses text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening actively to paraphrase a message</li> <li>• asking clarifying questions</li> <li>• responding appropriately</li> <li>• asking for suggestions from others</li> <li>• reflecting on and adjusting responses as new evidence is presented</li> <li>• identifying points of agreement</li> <li>• identifying points of disagreement</li> </ul> <p>Discusses the implied meanings of text, using relevant text evidence and academic language, within and across genres</p> <p>Discusses texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes while listening to others</li> <li>• listening actively to paraphrase a message,</li> <li>• asking clarifying questions that build on other’s ideas</li> <li>• making insightful comments</li> <li>• responding appropriately</li> <li>• evaluating and adjusting responses as new evidence is presented</li> <li>• reflecting on points of agreement and disagreement to determine own perspective</li> </ul> <p>Discusses the implied meanings of complex texts, using precise text evidence and academic language, within and across genres</p> <p>Discusses text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>

<p>Writes responses, with general references to text evidence, which addresses the literal meaning of the texts</p> <p>Writes about text by describing connections to personal experiences to develop understanding of the text</p>	<p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meaning of texts</p> <p>Writes about text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Uses relevant text evidence and academic language to write responses that demonstrate understanding of the implied meanings of texts, within and across genres</p> <p>Writes about texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Uses precise text evidence and academic language to write responses that demonstrate an insightful understanding of the implied meanings of complex texts, within and across genres</p> <p>Writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and society</li> </ul>
---	---	--	---

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

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

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

<p>Identifies the controlling idea and evidence used to support the controlling idea</p> <p>Identifies an organizational pattern the author uses</p>	<p>Explains how the evidence used supports the controlling idea;</p> <p>Explain an organizational pattern the author uses.</p>	<p>Analyzes characteristics and structural elements of informational text, including:</p> <ul style="list-style-type: none"> <li>• the controlling idea with supporting evidence</li> <li>• features such as introduction, foreword, preface, references, or acknowledgments to gain background information</li> <li>• and organizational patterns such as definition, classification, advantage and disadvantage</li> </ul>	<p>Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence and multiple organizational patterns within a text to develop a thesis</p>
<p>Identifies the topic and the author's purpose</p> <p>Identifies the evidence the author uses</p>	<p>Identifies the claim;</p> <p>Identifies the evidence the author uses and connects to the author's claim</p>	<p>Analyzes characteristics and structural elements of argumentative text, by:</p> <ul style="list-style-type: none"> <li>• identifying the claim</li> <li>• explaining how the author uses various types of evidence to support the argument</li> <li>• identifying the intended audience or reader</li> </ul>	<p>Compares characteristics and structural elements of two argumentative texts, including the claims, the evidence used to support the arguments, and the intended audiences</p>
<p>Identifies the characteristics of multimodal texts</p> <p>Identifies the characteristics of digital texts</p>	<p>Explains the characteristics or structures of multimodal texts</p> <p>Explains the characteristics or structures of digital texts</p>	<p>Analyzes characteristic and structures of texts of multimodal texts</p> <p>Analyzes characteristic and structures of digital text</p>	<p>Compares characteristic and structures of two multimodal and/or digital texts</p>

**Learning Progression**

**for Competency 3: Analyzing Author’s Purpose and Craft**

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

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

Learning Progression

for Competency 4: Writing Process and Craft

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

Developing	Progressing	Proficient	Advanced
<p>Process Plans a first draft when assigned a genre, topic, purpose, and audience and uses an <u>assigned</u> strategy</p> <p>Develops drafts that demonstrate success in 1 of the following:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure, <b>OR</b></li> <li>○ coherence</li> </ul> <p>Revises drafts with success in 1-3 of the following areas:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>	<p>Process Plans a first draft when assigned a genre that demonstrates a clear:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>OR</b></li> <li>○ audience</li> </ul> <p>and uses a range of <u>assigned</u> strategies</p> <p>Develops drafts that demonstrate success in 2 of the 3 following areas:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure, <b>OR</b></li> <li>○ coherence</li> </ul> <p>Revises drafts with success in 4-5 of the following areas:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in 8 to 15 of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>	<p><b>Process</b> Plans a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>AND</b></li> <li>○ audience</li> </ul> <p>using a range of <u>assigned</u> strategies</p> <p>Develops drafts into:</p> <ul style="list-style-type: none"> <li>○ focused,</li> <li>○ structured, <b>AND</b></li> <li>○ coherent pieces of writing</li> </ul> <p>Revises drafts for:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>AND</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in all areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> <li>○ comma splices,</li> <li>○ run-ons,</li> </ul>	<p>Process <u>Initiates</u> the planning of a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>● topic,</li> <li>● purpose, <b>AND</b></li> <li>● audience</li> </ul> <p>using a range of <u>self-selected</u> strategies</p> <p><u>Initiates</u> development of drafts into:</p> <ul style="list-style-type: none"> <li>● focused,</li> <li>● structured, <b>AND</b></li> <li>● coherent</li> </ul> <p>pieces of writing</p> <p><u>Initiates</u> revisions of drafts for</p> <ul style="list-style-type: none"> <li>● Clarity</li> <li>● Development</li> <li>● Organization</li> <li>● Style</li> <li>● Word choice, <b>AND</b></li> <li>● Sentence variety</li> </ul> <p><u>Initiates</u> the editing of drafts, using standard English conventions, with success in areas below:</p> <ul style="list-style-type: none"> <li>● complex sentences,</li> <li>● subject-verb agreement,</li> </ul>

<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling.</li> </ul> <p>Publishes a work that needs additional revising and editing</p> <p>Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● a controlling idea or thesis statement</li> <li>● evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling.</li> </ul> <p>Publishes a work that needs additional editing</p> <p>Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● a controlling idea or thesis statement</li> <li>● evidence connected to the controlling idea or thesis statement</li> <li>● organizational pattern</li> </ul>	<ul style="list-style-type: none"> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling</li> </ul> <p>Publishes a revised and edited work for appropriate audiences</p> <p>Compose informational texts, including multi-paragraph essays that convey information about a topic, using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>● a clear controlling idea or thesis statement</li> <li>● evidence to support the controlling idea or thesis statement</li> <li>● organizational pattern that develops the thesis</li> </ul> <p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p>	<ul style="list-style-type: none"> <li>● comma splices,</li> <li>● run-ons,</li> <li>● fragments,</li> <li>● consistent use of verb tense,</li> <li>● prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>● conjunctive adverbs</li> <li>● pronouns, including relative</li> <li>● subordinating conjunctions,</li> <li>● correlating conjunctions,</li> <li>● capitalization,</li> <li>● punctuation marks, including,</li> <li>● commas in complex sentences,</li> <li>● commas with transitions,</li> <li>● commas with introductory phrases,</li> <li>● spelling</li> </ul> <p>Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences</p>
---	--	---	---

<p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>• Claim</li> <li>• Reasons</li> <li>• Evidence</li> </ul>	<p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> <li>• Claim</li> <li>• Evidence</li> <li>• An intended audience</li> </ul>	<ul style="list-style-type: none"> <li>• Claim</li> <li>• Reasons to support the claim</li> <li>• Evidence or examples to support the reasons</li> <li>• An intended audience</li> </ul>	
--	---	--	--

**Learning Progression**

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

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

## Grading Period 4—Unit 6 Progressions

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

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

Developing	Progressing	Proficient	Advanced
<p>Participates in teacher-prompted discussions by:</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• repeating ideas</li> <li>• asking questions</li> <li>• identifying points of agreement</li> </ul> <p>Explains the literal meanings of text</p> <p>Discusses text by describing connections to personal experiences to develop understanding of the text</p>	<p>Participates in teacher—prompted discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening to paraphrase a message</li> <li>• asking clarifying questions</li> <li>• identifying points of agreement or disagreement</li> </ul> <p>Discusses the literal/ meanings of text, referring to text evidence</p> <p>Discusses text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes</li> <li>• listening actively to paraphrase a message</li> <li>• asking clarifying questions</li> <li>• responding appropriately</li> <li>• asking for suggestions from others</li> <li>• reflecting on and adjusting responses as new evidence is presented</li> <li>• identifying points of agreement</li> <li>• identifying points of disagreement</li> </ul> <p>Discusses the implied meanings of text, using relevant text evidence and academic language, within and across genres</p> <p>Discusses texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> <li>• taking notes while listening to others</li> <li>• listening actively to paraphrase a message,</li> <li>• asking clarifying questions that build on other’s ideas</li> <li>• making insightful comments</li> <li>• responding appropriately</li> <li>• evaluating and adjusting responses as new evidence is presented</li> <li>• reflecting on points of agreement and disagreement to determine own perspective</li> </ul> <p>Discusses the implied meanings of complex texts, using precise text evidence and academic language, within and across genres</p> <p>Discusses text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>

<p>Writes responses, with general references to text evidence, which addresses the literal meaning of the texts</p> <p>Writes about text by describing connections to personal experiences to develop understanding of the text</p>	<p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meaning of texts</p> <p>Writes about text by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences, and</li> <li>• ideas in other texts, including self-selected texts</li> </ul>	<p>Uses relevant text evidence and academic language to write responses that demonstrate understanding of the implied meanings of texts, within and across genres</p> <p>Writes about texts by describing connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences,</li> <li>• ideas in other texts, including self-selected texts, and</li> <li>• society</li> </ul>	<p>Uses precise text evidence and academic language to write responses that demonstrate an insightful understanding of the implied meanings of complex texts, within and across genres</p> <p>Writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• ideas in other texts, including self-selected texts, and society</li> </ul>
---	---	--	---

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

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

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

<p>Identifies the controlling idea and evidence used to support the controlling idea</p> <p>Identifies an organizational pattern the author uses</p>	<p>Explains how the evidence used supports the controlling idea;</p> <p>Explain an organizational pattern the author uses.</p>	<p>Analyzes characteristics and structural elements of informational text, including:</p> <ul style="list-style-type: none"> <li>• the controlling idea with supporting evidence</li> <li>• features such as introduction, foreword, preface, references, or acknowledgments to gain background information</li> <li>• and organizational patterns such as definition, classification, advantage and disadvantage</li> </ul>	<p>Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence and multiple organizational patterns within a text to develop a thesis</p>
<p>Identifies the topic and the author's purpose</p> <p>Identifies the evidence the author uses</p>	<p>Identifies the claim;</p> <p>Identifies the evidence the author uses and connects to the author's claim</p>	<p>Analyzes characteristics and structural elements of argumentative text, by:</p> <ul style="list-style-type: none"> <li>• identifying the claim</li> <li>• explaining how the author uses various types of evidence to support the argument</li> <li>• identifying the intended audience or reader</li> </ul>	<p>Compares characteristics and structural elements of two argumentative texts, including the claims, the evidence used to support the arguments, and the intended audiences</p>
<p>Identifies the characteristics of multimodal texts</p> <p>Identifies the characteristics of digital texts</p>	<p>Explains the characteristics or structures of multimodal texts</p> <p>Explains the characteristics or structures of digital texts</p>	<p>Analyzes characteristic and structures of texts of multimodal texts</p> <p>Analyzes characteristic and structures of digital text</p>	<p>Compares characteristic and structures of two multimodal and/or digital texts</p>

**Learning Progression**

**for Competency 3: Analyzing Author’s Purpose and Craft**

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

Developing	Progressing	Proficient	Advanced
Identifies a message within a text	Identifies the author’s purpose <b>AND</b> message within a text	Explains the author’s purpose and message within a text	Compares, across texts, the authors’ purpose and messages
Understands definitions of literary devices	Identifies the use of literary devices	Identifies the use of literary devices to achieve a specific purpose	Identifies, across texts, how the use of literary devices achieves specific purposes
Identifies examples of figurative language	Identifies how an author uses figurative language	Describes how the author’s use of figurative language achieves a specific purpose	Compares, across texts, how the 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 <b>OR</b> voice	Analyzes how the author’s use of language contributes to mood <b>AND</b> voice	Analyzes, across texts, how the author’s use of language contributes to mood <b>AND</b> voice
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
Identifies the author’s use of print and graphic	Identifies the author’s use of print and graphic features and attempts to connect them to a specific purpose	Analyzes the author’s use of print and graphic features to achieve specific purposes	Compares how authors’ uses of print and graphic features achieve specific purposes
Identifies rhetorical devices and logical fallacies	Explains the differences between rhetorical devices and logical fallacies	Explains the purposes of rhetorical devices and logical fallacies (1-3)	Analyzes the use of rhetorical devices or logical fallacies

**Learning Progression**

**for Competency 4: Writing Process and Craft**

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

Developing	Progressing	Proficient	Advanced
<p>Process Plans a first draft when assigned a genre, topic, purpose, and audience and uses an <u>assigned</u> strategy</p> <p>Develops drafts that demonstrate success in 1 of the following:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure, <b>OR</b></li> <li>○ coherence</li> </ul> <p>Revises drafts with success in 1-3 of the following areas:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in 1 to 7 of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>	<p>Process Plans a first draft when assigned a genre that demonstrates a clear:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>OR</b></li> <li>○ audience</li> </ul> <p>and uses a range of <u>assigned</u> strategies</p> <p>Develops drafts that demonstrate success in 2 of the 3 following areas:</p> <ul style="list-style-type: none"> <li>○ focus,</li> <li>○ structure, <b>OR</b></li> <li>○ coherence</li> </ul> <p>Revises drafts with success in 4-5 of the following areas:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>OR</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in 8 to 15 of the highlighted areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> </ul>	<p><b>Process</b> Plans a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>○ topic,</li> <li>○ purpose, <b>AND</b></li> <li>○ audience</li> </ul> <p>using a range of <u>assigned</u> strategies</p> <p>Develops drafts into:</p> <ul style="list-style-type: none"> <li>○ focused,</li> <li>○ structured, <b>AND</b></li> <li>○ coherent pieces of writing (Concepts 1-3)</li> </ul> <p>Revises drafts for:</p> <ul style="list-style-type: none"> <li>○ Clarity</li> <li>○ Development</li> <li>○ Organization</li> <li>○ Style</li> <li>○ Word choice, <b>AND</b></li> <li>○ Sentence variety</li> </ul> <p>Edits drafts, using standard English conventions, with success in all areas below:</p> <ul style="list-style-type: none"> <li>○ complex sentences,</li> <li>○ subject-verb agreement,</li> <li>○ comma splices,</li> </ul>	<p>Process <u>Initiates</u> the planning of a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> <li>● topic,</li> <li>● purpose, <b>AND</b></li> <li>● audience</li> </ul> <p>using a range of <u>self-selected</u> strategies</p> <p><u>Initiates</u> development of drafts into:</p> <ul style="list-style-type: none"> <li>● focused,</li> <li>● structured, <b>AND</b></li> <li>● coherent</li> </ul> <p>pieces of writing</p> <p><u>Initiates</u> revisions of drafts for</p> <ul style="list-style-type: none"> <li>● Clarity</li> <li>● Development</li> <li>● Organization</li> <li>● Style</li> <li>● Word choice, <b>AND</b></li> <li>● Sentence variety</li> </ul> <p><u>Initiates</u> the editing of drafts, using standard English conventions, with success in areas below:</p> <ul style="list-style-type: none"> <li>● complex sentences,</li> <li>● subject-verb agreement,</li> </ul>

<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling.</li> </ul> <p>Publishes a work that needs additional revising and editing</p>	<ul style="list-style-type: none"> <li>○ comma splices,</li> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling.</li> </ul> <p>Publishes a work that needs additional editing</p>	<ul style="list-style-type: none"> <li>○ run-ons,</li> <li>○ fragments,</li> <li>○ consistent use of verb tense,</li> <li>○ prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>○ conjunctive adverbs</li> <li>○ pronouns, including relative</li> <li>○ subordinating conjunctions,</li> <li>○ correlating conjunctions,</li> <li>○ capitalization,</li> <li>○ punctuation marks, including,             <ul style="list-style-type: none"> <li>○ commas in complex sentences,</li> <li>○ commas with transitions,</li> <li>○ commas with introductory phrases,</li> </ul> </li> <li>○ spelling</li> </ul> <p>Publishes a revised and edited work for appropriate audiences</p>	<ul style="list-style-type: none"> <li>● comma splices,</li> <li>● run-ons,</li> <li>● fragments,</li> <li>● consistent use of verb tense,</li> <li>● prepositions and prepositional phrases and influence on subject-verb agreement</li> <li>● conjunctive adverbs</li> <li>● pronouns, including relative</li> <li>● subordinating conjunctions,</li> <li>● correlating conjunctions,</li> <li>● capitalization,</li> <li>● punctuation marks, including,             <ul style="list-style-type: none"> <li>● commas in complex sentences,</li> <li>● commas with transitions,</li> <li>● commas with introductory phrases,</li> </ul> </li> <li>● spelling</li> </ul> <p>Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences</p>
---	--	--	---

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

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