

8th Grade ELA

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

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

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

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

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	18
Grading Period 4—Unit 5 Progressions	25
Grading Period 4—Unit 6 Progressions	33

Grading Period 1—Unit 1 Progressions

Learning Progression for Competency 1: Discussing and Writing about Texts

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

Developing	Progressing	Proficient	Advanced
<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • Listening, • repeating ideas, • asking questions <p>Explains the <i>literal</i> meanings of text</p> <p>Writes responses, with general references to text evidence, which mentions the literal meaning of the text</p> <p>Discusses and writes about text by describing connections to personal experiences to develop understanding of the text</p>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes, • listening to paraphrase a message, • asking clarifying questions <p>Discusses the literal meanings of text, referring to text evidence</p> <p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meanings of texts within genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, and • ideas in other texts, including self-selected texts 	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes, • listening actively to paraphrase a message, • engaging in meaningful discourse, • asking clarifying questions that build on others' ideas <p>Discusses, using relevant text evidence and academic language, the implied meanings of a text</p> <p>Writes responses, using relevant text evidence and academic language, that demonstrate understanding of the implied meanings of texts, including within and across genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, • ideas in other texts, including self-selected texts, and • society 	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes while listening to others, • listening actively to paraphrase a message, • engaging in meaningful and insightful discourse, • asking clarifying questions that build on other's ideas <p>Discusses, using precise text evidence and academic language, the implied meanings of complex texts</p> <p>Writes responses, using precise text evidence and academic language, that demonstrate an insightful understanding of the implied meanings of complex texts, including within and across genres</p> <p>Discusses and writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> • personal experiences • ideas in other texts, including self-selected texts, and

	to develop and share understanding of the text	to develop, share, and deepen understanding of the text	<ul style="list-style-type: none"> • society to develop, share, and deepen understanding of the text
--	--	---	---

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

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

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

Grading Period

1—Unit 2 Progressions

Learning Progression for Competency 1: Discussing and Writing about Texts

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

Developing	Progressing	Proficient	Advanced
<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • Listening, • repeating ideas, • asking questions <p>Explains the <i>literal</i> meanings of text</p> <p>Writes responses, with general references to text evidence, which mentions the literal meaning of the text</p> <p>Discusses and writes about text by describing connections to personal experiences to develop understanding of the text</p>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes, • listening to paraphrase a message, • asking clarifying questions <p>Discusses the literal meanings of text, referring to text evidence</p> <p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meanings of texts within genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, and • ideas in other texts, including self-selected texts <p>to develop and share understanding of the text</p>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes, • listening actively to paraphrase a message, • engaging in meaningful discourse, • asking clarifying questions that build on others' ideas • responding appropriately • providing constructive feedback • accepting constructive feedback <p>Discusses, using relevant text evidence and academic language, the implied meanings of a text</p> <p>Writes responses, using relevant text evidence and academic language, that demonstrate understanding of the implied meanings of texts, including within and across genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, 	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes while listening to others • listening actively to paraphrase a message, • asking clarifying questions that build on other's ideas • making insightful comments • responding appropriately • asking for and reflecting on the suggestions from others <p>Discusses, using precise text evidence and academic language, the implied meanings of complex texts</p> <p>Writes responses, using precise text evidence and academic language, that demonstrate an insightful understanding of the implied meanings of complex texts, including within and across genres</p> <p>Discusses and writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> • personal experiences • ideas in other texts, including self-selected texts, and

		<ul style="list-style-type: none"> • ideas in other texts, including self-selected texts, and • society to develop, share, and deepen understanding of the text	<ul style="list-style-type: none"> • society to develop, share, and deepen understanding of the text
--	--	---	---

Learning Progression for Competency 2: Analyzing Genre Characteristics

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

Developing	Progressing	Proficient	Advanced
Recognizes a theme in a work	Infers multiple themes within a text using text evidence	Infers multiple themes within and across texts using text evidence	Compares how themes are developed in texts from different genres using text evidence.
Describes a character’s motivations or behaviors	Connects a character’s motivation or behavior to events in the plot	Analyzes how characters’ motivations and behaviors influence events and resolution of conflict	Compares how characters’ motivations and behaviors influence events and resolution of the conflict in two texts
Explains why a particular setting is important to a work	Explains the setting’s importance to a character’s development	Analyzes how setting influences the values and beliefs of characters	Compares how the setting influences the values and beliefs of characters in two texts
Recognizes non-linear plot elements in a story	Describes how non-linear plot elements advance the plot	Compares how non-linear and linear plot elements affect the plot	Compares how non-linear and linear plot elements affect the plot in two texts
Recognizes graphical elements in a poem	Describes the use of graphical elements in a poem	Analyzes the effect of graphical elements in poems across a variety of poetic forms	Compares the effect of graphical elements in poems across a variety of poetic forms
Explains the relationship between scenes and acts in a play	Describes the function of an act or scene within a play		Compares how playwrights develop dramatic action through the use of acts and scenes

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

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

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

Developing	Progressing	Proficient	Advanced
Identifies a message within a text	Identifies the author’s purpose and message within a text	Explains the author’s purpose and message within a text	Compares, across texts, the authors’ purpose and messages
Understands definitions of literary devices, including point-of-view	Identifies the use of literary devices, including point-of-view	Identifies the use of literary devices to achieve a specific purpose (including, multiple points of view and irony)	Identifies, across texts, how the use of literary devices achieves a specific purpose (including, multiple points of view and irony)
Understands the definitions of irony	Identifies the use of irony		
Identifies the text structure	Explains the use of text structure and attempts to connect it to the author’s purpose	Analyzes how the use of text structure contributes to the author’s purpose	Compares, across text, how the use of text structure contributes to the authors’ purposes
Identifies examples of figurative language	Identifies how an author uses figurative language	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 OR voice OR tone	Analyzes how the author’s use of language contributes to mood, voice and tone	Analyzes, across texts, how the author’s use of language contributes to mood, voice, and tone

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

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

<ul style="list-style-type: none"> ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling. <p>Publishes work that needs additional revising and editing</p> <p>Content</p> <p>Composes literary texts using genre characteristics and craft</p> <ul style="list-style-type: none"> ● Characters ● Setting ● Conflict 	<ul style="list-style-type: none"> ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling. <p>Publishes a work that needs additional editing</p> <p>Content</p> <p>Composes literary texts using genre characteristics and craft</p> <ul style="list-style-type: none"> ● Character Development ● Setting ● Linear Plot elements ● Theme 	<ul style="list-style-type: none"> ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling <p>Publishes a revised and edited work for appropriate audiences</p> <p>Content</p> <p>Composes literary texts by:</p> <ul style="list-style-type: none"> ● Selecting a literary genre based on purpose or audience ● Developing character motivations and behaviors that influence the plot ● Developing a setting that influences the values and beliefs of a character ● Using non-linear plot elements ● Developing a theme from the interaction of the characters 	<ul style="list-style-type: none"> ○ subject-verb agreement, ○ comma splices, ○ run-ons, ○ fragments, ○ consistent use of verb tense, ○ conjunctive adverbs ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling. <p>Seeks authentic ways to publish written work for appropriate audiences</p> <p>Content</p> <p>Composes literary texts by:</p> <ul style="list-style-type: none"> ● Selecting a literary genre based on purpose and audience ● Developing complex character motivations and behaviors that influence the plot ● Developing a setting that influences the values and beliefs of characters ● Using non-linear plot elements that add suspense to the plot ● Developing an implied theme from the interaction of the characters
---	--	---	---

Grading Period 2—Unit 3 Progressions

Learning Progression for Competency 1: Discussing and Writing about Texts

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

Developing	Progressing	Proficient	Advanced
<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • Listening, • repeating ideas, • asking questions <p>Explains the <i>literal</i> meanings of text</p> <p>Writes responses, with general references to text evidence, which mentions the literal meaning of the text</p> <p>Discusses and writes about text by describing connections to personal</p>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes, • listening to paraphrase a message, • asking clarifying questions <p>Discusses the literal meanings of text, referring to text evidence</p> <p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meanings of texts within genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, and 	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes • engaging in meaningful discourse • providing and accepting constructive feedback • listening actively to paraphrase a message • asking clarifying questions that build on other’s ideas, • making comments, AND • reflecting on and adjusting responses as new evidence is presented <p>Discusses, using relevant text evidence and academic language, the implied meanings of a text</p> <p>Writes responses, using relevant text evidence and academic language, that demonstrate understanding of the implied meanings of texts, including within and across genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, • ideas in other texts, including self-selected texts, and 	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes • engaging in meaningful discourse • providing and accepting constructive feedback • listening actively to paraphrase a message, • asking clarifying questions that build on other’s ideas • making insightful comments, AND • evaluating and adjusting responses as new evidence is presented <p>Discusses, using precise text evidence and academic language, the implied meanings of complex texts</p> <p>Writes responses, using precise text evidence and academic language, that demonstrate an insightful understanding of the implied meanings of complex texts, including within and across genres</p> <p>Discusses and writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> • personal experiences • ideas in other texts, including self-selected texts, and

experiences to develop understanding of the text	<ul style="list-style-type: none"> ideas in other texts, including self-selected texts to develop and share understanding of the text	<ul style="list-style-type: none"> society to develop, share, and deepen understanding of the text	<ul style="list-style-type: none"> society to develop, share, and deepen understanding of the text
--	--	---	---

Learning Progression for Competency 2: Analyzing Genre Characteristics

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

Developing	Progressing	Proficient	Advanced
Identifies the controlling idea and evidence used to support the controlling idea	Explains how the evidence used supports the controlling idea;	Analyzes characteristics and structural elements of informational text, including	Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence, features, and multiple organizational patterns within a text to develop a thesis
Identifies the organizational pattern used to support the controlling idea	Explains the organizational pattern used to support the controlling idea	<ul style="list-style-type: none"> the controlling idea with supporting evidence features such as footnotes, endnotes, and citations, and multiple organizational patterns within a text to develop a thesis 	
Identifies the characteristics of multimodal texts	Explain an organizational pattern used to support the claim	Analyzes characteristic and structures of multimodal text	Compares characteristic and structures of two multimodal and digital texts
Identifies the characteristics of digital texts	Explains the characteristics and structures of multimodal and digital texts	Analyzes characteristic and structures of digital text	

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

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

Developing	Progressing	Proficient	Advanced
Identifies a message within a text	Identifies the author’s purpose and message within a text	Explains the author’s purpose and message within a text	Compares, across texts, the authors’ purpose and messages
Identifies the text structure	Explains the use of text structure and attempts to connect it to the author’s purpose	Analyzes how the use of text structure contributes to the author’s purpose	Compares, across text, how the use of text structure contributes to the authors’ purposes
Understands definitions of literary devices, including point-of-view	Identifies the use of literary devices, including point-of-view	Identifies the use of literary devices to achieve a specific purpose (including, multiple points of view and irony)	Identifies, across texts, how the use of literary devices achieves a specific purpose (including, multiple points of view and irony)
Understands the definitions of irony	Identifies the use of irony	Analyzes how the use of text structure contributes to the author’s purpose	Compares, across texts, how the author’s use of figurative language achieves a specific purpose
Identifies examples of figurative language	Identifies how an author uses figurative language	Describes how the author’s use of figurative language achieves a specific purpose	Analyzes, across texts, how the author’s use of language contributes to mood, voice, and tone
Identifies the author’s use of language	Describes how the author’s use of language contributes to mood OR voice OR tone	Analyzes how the author’s use of language contributes to mood, voice, and tone	Compares how authors’ uses of print and graphic features achieve specific 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	

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"> ○ focus, ○ structure, OR ○ coherence <p>Revises drafts with success in 1-3 of the following areas:</p> <ul style="list-style-type: none"> ○ Clarity ○ Development ○ Organization ○ Style ○ Word choice, OR ○ Sentence variety <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"> ○ complex sentences, ○ subject-verb agreement, ○ comma splices, ○ run-ons, ○ fragments, 	<p>Process Plans a first draft when assigned a genre that demonstrates a clear:</p> <ul style="list-style-type: none"> ● topic, ● purpose, OR ● audience <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"> ● focus, ● structure, OR ● coherence <p>Revises drafts with success in 4-5 of the following areas:</p> <ul style="list-style-type: none"> ● Clarity ● Development ● Organization ● Style ● Word choice, OR ● Sentence variety <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"> ● complex sentences, ● subject-verb agreement, ● comma splices, ● run-ons, 	<p>Process Plans a first draft by selecting a genre appropriate for a particular:</p> <ul style="list-style-type: none"> ○ topic, ○ purpose, AND ○ audience <p>using a range of <u>assigned</u> strategies</p> <p>Develops drafts into:</p> <ul style="list-style-type: none"> ○ focused, ○ structured, AND ○ coherent <p>pieces of writing by:</p> <ul style="list-style-type: none"> ○ using an appropriate structure ○ developing an engaging idea <p>Revises drafts for:</p> <ul style="list-style-type: none"> ○ Clarity ○ Development ○ Organization ○ Style ○ Word choice, AND ○ Sentence variety <p>Edits drafts, using standard English conventions, with success in all areas below:</p> <ul style="list-style-type: none"> ○ complex sentences, ○ subject-verb agreement, ○ comma splices, ○ run-ons, ○ fragments, 	<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"> ● topic, ● purpose, AND ● audience <p>using a range of <u>self-selected</u> strategies</p> <p><u>Initiates</u> the development of drafts into:</p> <ul style="list-style-type: none"> ● focused, ● structured, AND ● coherent <p>pieces of writing by:</p> <ul style="list-style-type: none"> ● using a structure appropriate for audience and purpose ● developing an engaging idea reflecting depth of thought with specific facts and details <p><u>Initiates</u> revisions of drafts for</p> <ul style="list-style-type: none"> ● Clarity ● Development ● Organization ● Style ● Word choice, AND ● Sentence variety <p><u>Initiates</u> the editing of drafts, using standard English conventions, with success in areas below:</p>

<ul style="list-style-type: none"> ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling. <p>Publishes work that needs additional revising and editing</p> <p>Content 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"> ● a controlling idea or thesis statement ● evidence 	<ul style="list-style-type: none"> ● fragments, ● consistent use of verb tenses and active and passive voice ● prepositions and prepositional phrases and influence on subject-verb agreement ● pronoun-antecedent agreement ● subordinating conjunctions, ● correlating conjunctions, ● capitalization, ● punctuation marks, including, ● commas to set off words, phrases, and clauses ● semicolons ● spelling. <p>Publishes a work that needs additional editing</p> <p>Content 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"> ● a controlling idea or thesis statement ● evidence connected to the controlling idea or thesis statement ● organizational pattern 	<ul style="list-style-type: none"> ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling <p>Publishes a revised and edited work for appropriate audiences</p> <p>Content 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"> ● a clear controlling idea or thesis statement ● evidence to support the controlling idea or thesis statement ● organizational pattern that develops the thesis <p>Analyzes characteristic and structures of multimodal text</p>	<ul style="list-style-type: none"> ● complex sentences, ● subject-verb agreement, ● comma splices, ● run-ons, ● fragments, ● consistent use of verb tense, ● conjunctive adverbs ● prepositions and prepositional phrases and influence on subject-verb agreement ● pronoun-antecedent agreement ● subordinating conjunctions, ● correlating conjunctions, ● capitalization, ● punctuation marks, including, ● commas to set off words, phrases, and clauses ● semicolons ● spelling. <p>Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences</p> <p>Content 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"> ● a clear controlling idea or thesis statement ● specific evidence to support the controlling idea or thesis statement ● intentional organizational pattern that develops the thesis
---	--	--	---

		Analyzes characteristic and structures of digital text	Compares characteristic and structures of multimodal and digital texts
--	--	--	--

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

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

Grading Period

3—Unit 4 Progressions

Learning Progression for Competency 1: Discussing and Writing about Texts

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

Developing	Progressing	Proficient	Advanced
<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • Listening, • repeating ideas, • asking questions <p>Explains the <i>literal</i> meanings of text</p> <p>Writes responses, with general references to text evidence, which mentions the literal meaning of the text</p> <p>Discusses and writes about text by describing connections to personal experiences to develop understanding of the text</p>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes, • listening to paraphrase a message, • asking clarifying questions <p>Discusses the literal meanings of text, referring to text evidence</p> <p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meanings of texts within genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, and 	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes • engaging in meaningful discourse • providing and accepting constructive feedback • listening actively to paraphrase a message • asking clarifying questions that build on other’s ideas, • making comments, AND • reflecting on and adjusting responses as new evidence is presented <p>Discusses, using relevant text evidence and academic language, the implied meanings of a text</p> <p>Writes responses, using relevant text evidence and academic language, that demonstrate understanding of the implied meanings of texts, including within and across genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, • ideas in other texts, including self-selected texts, and • society 	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes • engaging in meaningful discourse • providing and accepting constructive feedback • listening actively to paraphrase a message, • asking clarifying questions that build on other’s ideas • making insightful comments, AND • evaluating and adjusting responses as new evidence is presented <p>Discusses, using precise text evidence and academic language, the implied meanings of complex texts</p> <p>Writes responses, using precise text evidence and academic language, that demonstrate an insightful understanding of the implied meanings of complex texts, including within and across genres</p> <p>Discusses and writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> • personal experiences • ideas in other texts, including self-selected texts, and

	<ul style="list-style-type: none"> ideas in other texts, including self-selected texts <p>to develop and share understanding of the text</p>	to develop, share, and deepen understanding of the text	<ul style="list-style-type: none"> society <p>to develop, share, and deepen understanding of the text</p>
--	---	---	--

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>Analyzes characteristics and structural elements of argumentative text, by</p> <ul style="list-style-type: none"> identifying the claim explaining how the author uses various types of evidence 	<p>Analyzes characteristics and structural elements of argumentative text, by</p> <ul style="list-style-type: none"> identifying the claim explaining the counterargument identifying the intended audience or reader 	<p>Analyzes characteristics and structural elements of argumentative text, by:</p> <ul style="list-style-type: none"> identifying the claim and analyzing the argument Identifying and explaining the counterargument identifying the intended audience or reader 	<p>Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence, features, and multiple organizational patterns within a text to develop a thesis</p>
<p>Identifies the characteristics of multimodal texts</p>	<p>Explain an organizational pattern used to support the claim</p>	<p>Analyzes characteristic and structures of multimodal text</p>	<p>Compares characteristic and structures of two multimodal and digital texts</p>
<p>Identifies the characteristics of digital texts</p>	<p>Explains the characteristics and structures of multimodal and digital texts</p>	<p>Analyzes characteristic and structures of digital text</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 and message within a text	Explains the author’s purpose and message within a text	Compares, across texts, the authors’ purpose and messages
Identifies the text structure	Explains the use of text structure and attempts to connect it to the author’s purpose	Analyzes how the use of text structure contributes to the author’s purpose	Compares, across text, how the use of text structure contributes to the authors’ purposes
Understands definitions of literary devices, including point-of-view	Identifies the use of literary devices, including point-of-view	Identifies the use of literary devices to achieve a specific purpose (including, multiple points of view and irony)	Identifies, across texts, how the use of literary devices achieves a specific purpose (including, multiple points of view and irony)
Understands the definitions of irony	Identifies the use of irony	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 examples of figurative language	Identifies how an author uses figurative language	Analyzes how the author’s use of language contributes to mood, voice, and tone	Analyzes, across texts, how the author’s use of language contributes to mood, voice, and tone
Identifies the author’s use of language	Describes how the author’s use of language contributes to mood OR voice OR tone	Analyzes the author’s use of print and graphic features to achieve specific purposes	Compares how authors’ uses of print and graphic features achieve specific purposes
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	Explains the purposes of rhetorical devices and logical fallacies	Analyzes the use of rhetorical devices or logical fallacies
Identifies rhetorical devices and logical fallacies	Explains the differences between rhetorical devices and logical fallacies		

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

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

<ul style="list-style-type: none"> ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling. <p>Publishes work that needs additional revising and editing</p> <p>Content Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> ● Claim ● Reasons ● Evidence 	<ul style="list-style-type: none"> ● fragments, ● consistent use of verb tenses and active and passive voice ● prepositions and prepositional phrases and influence on subject-verb agreement ● pronoun-antecedent agreement ● subordinating conjunctions, ● correlating conjunctions, ● capitalization, ● punctuation marks, including, ● commas to set off words, phrases, and clauses ● semicolons ● spelling. <p>Publishes a work that needs additional editing</p> <p>Content Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> ● Claim ● Reasons ● Evidence ● An intended audience 	<ul style="list-style-type: none"> ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling <p>Publishes a revised and edited work for appropriate audiences</p> <p>Content Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> ● Claim ● Reasons to support the claim ● Evidence or examples to support the reasons ● A counterargument to the claim ● An intended audience <p>Analyzes characteristic and structures of multimodal text</p> <p>Analyzes characteristic and structures of digital text</p>	<ul style="list-style-type: none"> ● complex sentences, ● subject-verb agreement, ● comma splices, ● run-ons, ● fragments, ● consistent use of verb tense, ● conjunctive adverbs ● prepositions and prepositional phrases and influence on subject-verb agreement ● pronoun-antecedent agreement ● subordinating conjunctions, ● correlating conjunctions, ● capitalization, ● punctuation marks, including, ● commas to set off words, phrases, and clauses ● semicolons ● spelling. <p>Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences</p> <p>Content Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> ● Claim ● Reasons to support the claim ● Evidence or examples to support the reasons ● A counterargument with refutation ● Identifying possible audiences
--	---	--	---

			<ul style="list-style-type: none">• Compares characteristic and structures of multimodal and digital texts
--	--	--	--

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

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

Grading Period 4—Unit 5 Progressions

Learning Progression for Competency 1: Discussing and Writing about Texts

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

Developing	Progressing	Proficient	Advanced
<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • Listening, • repeating ideas, • asking questions <p>Explains the <i>literal</i> meanings of text</p> <p>Writes responses, with general references to text evidence, which mentions the literal meaning of the text</p> <p>Discusses and writes about text by describing connections to personal experiences to develop understanding of the text</p>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes, • listening to paraphrase a message, • asking clarifying questions <p>Discusses the literal meanings of text, referring to text evidence</p> <p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meanings of texts within genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, and • ideas in other texts, including self-selected texts 	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes • engaging in meaningful discourse • providing and accepting constructive feedback • listening actively to paraphrase a message • asking clarifying questions that build on other’s ideas, • making comments, AND • reflecting on and adjusting responses as new evidence is presented <p>Discusses, using relevant text evidence and academic language, the implied meanings of a text</p> <p>Writes responses, using relevant text evidence and academic language, that demonstrate understanding of the implied meanings of texts, including within and across genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, • ideas in other texts, including self-selected texts, and • society <p>to develop, share, and deepen understanding of the text</p>	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes • engaging in meaningful discourse • providing and accepting constructive feedback • listening actively to paraphrase a message, • asking clarifying questions that build on other’s ideas • making insightful comments, AND • evaluating and adjusting responses as new evidence is presented <p>Discusses, using precise text evidence and academic language, the implied meanings of complex texts</p> <p>Writes responses, using precise text evidence and academic language, that demonstrate an insightful understanding of the implied meanings of complex texts, including within and across genres</p> <p>Discusses and writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> • personal experiences • ideas in other texts, including self-selected texts, and

	to develop and share understanding of the text		<ul style="list-style-type: none"> • society to develop, share, and deepen understanding of the text
--	--	--	---

Learning Progression for Competency 2: Analyzing Genre Characteristics

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

Developing	Progressing	Proficient	Advanced
Recognizes a theme in a work	Infers multiple themes within a text using text evidence	Infers multiple themes within and across texts using text evidence	Compares how themes are developed in texts from different genres using text evidence.
Describes a character’s motivations or behaviors	Connects a character’s motivation or behavior to events in the plot	Analyzes how characters’ motivations and behaviors influence events and resolution of the conflict	Compares how characters’ motivations and behaviors influence events and resolution of the conflict in two texts
Explains why a particular setting is important to a work	Explains the setting’s importance to a character’s development	Analyzes how setting influences the values and beliefs of characters	Compares how the setting influences the values and beliefs of characters in two texts
Recognizes non-linear plot elements in a story	Describes how non-linear plot elements advance the plot	Analyzes how non-linear and linear plot elements affect the plot	Compares across texts how non-linear and linear plot elements affect the plot
Recognizes graphical elements in a poem	Describes the use of graphical elements in a poem	Analyzes the effect of graphical elements in poems across a variety of poetic forms	Compares the effect of graphical elements in poems across a variety of poetic forms
Explains the relationship between scenes and acts in a play	Describes the function of an act or scene within a play	Analyzes how playwrights develop dramatic action using acts and scenes	Compares how playwrights develop dramatic action through the use of acts and scenes

<p>Identifies the controlling idea and evidence used to support the controlling idea</p>	<p>Explains how the evidence used supports the controlling idea;</p>	<p>Analyzes characteristics and structural elements of informational text, including</p>	<p>Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence, features, and multiple organizational patterns within a text to develop a thesis</p>
<p>Identifies the organizational pattern used to support the controlling idea</p>	<p>Explains the organizational pattern used to support the controlling idea</p>	<ul style="list-style-type: none"> • the controlling idea with supporting evidence • features such as footnotes, endnotes, and citations, and • multiple organizational patterns within a text to develop a thesis 	<p>Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence, features, and multiple organizational patterns within a text to develop a thesis</p>
<p>Analyzes characteristics and structural elements of argumentative text, by</p> <ul style="list-style-type: none"> • identifying the claim • explaining how the author uses various types of evidence 	<p>Analyzes characteristics and structural elements of argumentative text, by</p> <ul style="list-style-type: none"> • identifying the claim • explaining the counterargument • identifying the intended audience or reader 	<p>Analyzes characteristics and structural elements of argumentative text, by:</p> <ul style="list-style-type: none"> • identifying the claim and analyzing the argument • Identifying and explaining the counterargument • identifying the intended audience or reader 	<p>Compares characteristic and structures of two multimodal and digital texts</p>
<p>Identifies the characteristics of multimodal texts</p>	<p>Explain an organizational pattern used to support the claim</p>	<p>Analyzes characteristic and structures of multimodal text</p>	<p>Identifies the characteristics of digital texts</p>
<p>Identifies the characteristics of digital texts</p>	<p>Explains the characteristics and structures of multimodal and digital texts</p>	<p>Analyzes characteristic and structures of digital text</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 and message within a text	Explains the author’s purpose and message within a text	Compares, across texts, the authors’ purpose and messages
Identifies the text structure	Explains the use of text structure and attempts to connect it to the author’s purpose	Analyzes how the use of text structure contributes to the author’s purpose	Compares, across text, how the use of text structure contributes to the authors’ purposes
Understands definitions of literary devices, including point-of-view	Identifies the use of literary devices, including point-of-view	Identifies the use of literary devices to achieve a specific purpose (including, multiple points of view and irony)	Identifies, across texts, how the use of literary devices achieves a specific purpose (including, multiple points of view and irony)
Understands the definitions of irony	Identifies the use of irony	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 examples of figurative language	Identifies how an author uses figurative language	Analyzes how the author’s use of language contributes to mood, voice, and tone	Analyzes, across texts, how the author’s use of language contributes to mood, voice, and tone
Identifies the author’s use of language	Describes how the author’s use of language contributes to mood OR voice OR tone	Analyzes the author’s use of print and graphic features to achieve specific purposes	Compares how authors’ uses of print and graphic features achieve specific purposes
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	Explains the purposes of rhetorical devices and logical fallacies	Analyzes the use of rhetorical devices or logical fallacies
Identifies rhetorical devices and logical fallacies	Explains the differences between rhetorical devices and logical fallacies		

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

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

<ul style="list-style-type: none"> ○ fragments, ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling. <p>Publishes a work that needs additional revising and editing</p> <p>Content 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"> ● a controlling idea or thesis statement ● evidence 	<ul style="list-style-type: none"> ● consistent use of verb tenses and active and passive voice ● prepositions and prepositional phrases and influence on subject-verb agreement ● pronoun-antecedent agreement ● subordinating conjunctions, ● correlating conjunctions, ● capitalization, ● punctuation marks, including, ● commas to set off words, phrases, and clauses ● semicolons ● spelling. <p>Publishes a work that needs additional editing</p> <p>Content 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"> ● a controlling idea or thesis statement ● evidence connected to the controlling idea or thesis statement ● organizational pattern <p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> ● Claim 	<ul style="list-style-type: none"> ○ fragments, ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling <p>Publishes a revised and edited work for appropriate audiences</p> <p>Content 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"> ● a clear controlling idea or thesis statement ● evidence to support the controlling idea or thesis statement ● organizational pattern that develops the thesis <p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p>	<ul style="list-style-type: none"> ● complex sentences, ● subject-verb agreement, ● comma splices, ● run-ons, ● fragments, ● consistent use of verb tense, ● conjunctive adverbs ● prepositions and prepositional phrases and influence on subject-verb agreement ● pronoun-antecedent agreement ● subordinating conjunctions, ● correlating conjunctions, ● capitalization, ● punctuation marks, including, ● commas to set off words, phrases, and clauses ● semicolons ● spelling. <p>Seeks authentic ways, including outside the classroom, to publish written work for appropriate audiences</p> <p>Content 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"> ● a clear controlling idea or thesis statement ● specific evidence to support the controlling idea or thesis statement ● intentional organizational pattern that develops the thesis
---	--	---	---

<p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> • Claim • Reasons • Evidence 	<ul style="list-style-type: none"> • Reasons • Evidence • An intended audience 	<ul style="list-style-type: none"> • Claim • Reasons to support the claim • Evidence or examples to support the reasons • A counterargument to the claim • An intended audience <p>Analyzes characteristic and structures of multimodal text</p> <p>Analyzes characteristic and structures of digital text</p>	<p>Compares characteristic and structures of multimodal and digital texts</p> <p>Compose multi-paragraph argumentative texts using genre characteristics and craft:</p> <ul style="list-style-type: none"> • Claim • Reasons to support the claim • Evidence or examples to support the reasons • A counterargument with refutation • Identifying possible audiences <p>Compares characteristic and structures of multimodal and digital texts</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
Summarizes texts	Summarizes or paraphrases based on teacher direction	Differentiates between summarizing, paraphrasing, and using direct quotes	Differentiates between summarizing, paraphrasing, and using direct quotes
Information is combined to meet the length and publishing requirements	Synthesizes information in teacher-determined formats	Synthesizes information from a variety of sources	Synthesizes information from a variety of sources, including complex texts
Copies most text from resources	Attempts to display some citations as instructed	Displays academic citations as instructed	Displays academic citations and attributions in a variety of methods
Uses teacher-designed questions	Explains how to use sources ethically Uses teacher-designed questions and extends those questions based on personal interests	Uses source materials ethically Creates questions or uses teacher-designed questions to guide inquiry	Uses source materials ethically Generates questions based on personal curiosity in one or a variety of areas of research
Follows a teacher-led research plan	Develops and follows a research plan	Revises research plan based on new information or questions	Independently develops a research plan, and revises it based on new information or questions
Gathers the required number of sources	Gathers multiple sources	Gathers relevant information from multiple sources, including primary or secondary;	Synthesizes relevant information from multiple sources, including primary and secondary sources
	Examines sources for some elements of credibility	Examines sources for credibility, reliability, and bias	Evaluates sources for credibility, reliability, and bias
	Describes examples of faulty reasoning	Examines sources for faulty reasoning	Evaluates sources for faulty reasoning
	Presents results as instructed	Presents results in appropriate modes of delivery	Selects a mode of delivery to present based purpose and audience

Grading Period

4—Unit 6 Progressions

Learning Progression for Competency 1: Discussing and Writing about Texts

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

Developing	Progressing	Proficient	Advanced
<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • Listening, • repeating ideas, • asking questions <p>Explains the <i>literal</i> meanings of text</p> <p>Writes responses, with general references to text evidence, which mentions the literal meaning of the text</p> <p>Discusses and writes about text by describing connections to personal experiences to develop understanding of the text</p>	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes, • listening to paraphrase a message, • asking clarifying questions <p>Discusses the literal meanings of text, referring to text evidence</p> <p>Writes responses, referring to text evidence, that demonstrate understanding of the literal meanings of texts within genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, and 	<p>Participates in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes • engaging in meaningful discourse • providing and accepting constructive feedback • listening actively to paraphrase a message • asking clarifying questions that build on other’s ideas, • making comments, AND • reflecting on and adjusting responses as new evidence is presented <p>Discusses, using relevant text evidence and academic language, the implied meanings of a text</p> <p>Writes responses, using relevant text evidence and academic language, that demonstrate understanding of the implied meanings of texts, including within and across genres</p> <p>Discusses and writes about text by describing connections to:</p> <ul style="list-style-type: none"> • personal experiences, • ideas in other texts, including self-selected texts, and • society 	<p>Participates collaboratively in student-led discussions by:</p> <ul style="list-style-type: none"> • taking notes • engaging in meaningful discourse • providing and accepting constructive feedback • listening actively to paraphrase a message, • asking clarifying questions that build on other’s ideas • making insightful comments, AND • evaluating and adjusting responses as new evidence is presented <p>Discusses, using precise text evidence and academic language, the implied meanings of complex texts</p> <p>Writes responses, using precise text evidence and academic language, that demonstrate an insightful understanding of the implied meanings of complex texts, including within and across genres</p> <p>Discusses and writes about text by describing insightful connections to:</p> <ul style="list-style-type: none"> • personal experiences • ideas in other texts, including self-selected texts, and

	<ul style="list-style-type: none"> ideas in other texts, including self-selected texts <p>to develop and share understanding of the text</p>	<p>to develop, share, and deepen understanding of the text</p>	<ul style="list-style-type: none"> society <p>to develop, share, and deepen understanding of the text</p>
--	---	--	--

Learning Progression for Competency 2: Analyzing Genre Characteristics

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

Developing	Progressing	Proficient	Advanced
Recognizes a theme in a work	Infers multiple themes within a text using text evidence	Infers multiple themes within and across texts using text evidence	Compares how themes are developed in texts from different genres using text evidence.
Describes a character’s motivations or behaviors	Connects a character’s motivation or behavior to events in the plot	Analyzes how characters’ motivations and behaviors influence events and resolution of the conflict	Compares how characters’ motivations and behaviors influence events and resolution of the conflict in two texts
Explains why a particular setting is important to a work	Explains the setting’s importance to a character’s development	Analyzes how setting influences the values and beliefs of characters	Compares how the setting influences the values and beliefs of characters in two texts
Recognizes non-linear plot elements in a story	Describes how non-linear plot elements advance the plot	Analyzes how non-linear and linear plot elements affect the plot	Compares across texts how non-linear and linear plot elements affect the plot
Recognizes graphical elements in a poem	Describes the use of graphical elements in a poem	Analyzes the effect of graphical elements in poems across a variety of poetic forms	Compares the effect of graphical elements in poems across a variety of poetic forms
Explains the relationship between scenes and acts in a play	Describes the function of an act or scene within a play		

<p>Identifies the controlling idea and evidence used to support the controlling idea</p> <p>Identifies the organizational pattern used to support the controlling idea</p> <p>Analyzes characteristics and structural elements of argumentative text, by</p> <ul style="list-style-type: none"> • identifying the claim • explaining how the author uses various types of evidence <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>Explains the organizational pattern used to support the controlling idea</p> <p>Analyzes characteristics and structural elements of argumentative text, by</p> <ul style="list-style-type: none"> • identifying the claim • explaining the counterargument • identifying the intended audience or reader <p>Explain an organizational pattern used to support the claim</p> <p>Explains the characteristics and structures of multimodal and digital texts</p>	<p>Analyzes how playwrights develop dramatic action using acts and scenes</p> <p>Analyzes characteristics and structural elements of informational text, including</p> <ul style="list-style-type: none"> • the controlling idea with supporting evidence • features such as footnotes, endnotes, and citations, and • multiple organizational patterns within a text to develop a thesis <p>Analyzes characteristics and structural elements of argumentative text, by:</p> <ul style="list-style-type: none"> • identifying the claim and analyzing the argument • Identifying and explaining the counterargument • identifying the intended audience or reader <p>Analyzes characteristic and structures of multimodal text</p> <p>Analyzes characteristic and structures of digital text</p>	<p>Compares how playwrights develop dramatic action through the use of acts and scenes</p> <p>Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence, features, and multiple organizational patterns within a text to develop a thesis</p> <p>Compares characteristics and structural elements of two informational texts, including the controlling idea with supporting evidence, features, and multiple organizational patterns within a text to develop a thesis</p> <p>Compares characteristic and structures of two multimodal and 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 and message within a text	Explains the author’s purpose and message within a text	Compares, across texts, the authors’ purpose and messages
Identifies the text structure	Explains the use of text structure and attempts to connect it to the author’s purpose	Analyzes how the use of text structure contributes to the author’s purpose	Compares, across text, how the use of text structure contributes to the authors’ purposes
Understands definitions of literary devices, including point-of-view	Identifies the use of literary devices, including point-of-view	Identifies the use of literary devices to achieve a specific purpose, including multiple points of view and irony	Identifies, across texts, how the use of literary devices achieves a specific purpose (including, multiple points of view and irony)
Understands the definitions of irony	Identifies the use of irony	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 examples of figurative language	Identifies how an author uses figurative language	Analyzes how the author’s use of language contributes to mood, voice, and tone	Analyzes, across texts, how the author’s use of language contributes to mood, voice, and tone
Identifies the author’s use of language	Describes how the author’s use of language contributes to mood OR voice OR tone	Analyzes the author’s use of print and graphic features to achieve specific purposes	Compares how authors’ uses of print and graphic features achieve specific purposes
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	Explains the purposes of rhetorical devices and logical fallacies	Analyzes the use of rhetorical devices or logical fallacies
Identifies rhetorical devices and logical fallacies	Explains the differences between rhetorical devices and logical fallacies		

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

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

<ul style="list-style-type: none"> ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling. <p>Publishes a work that needs additional revising and editing</p>	<ul style="list-style-type: none"> ● fragments, ● consistent use of verb tenses and active and passive voice ● prepositions and prepositional phrases and influence on subject-verb agreement ● pronoun-antecedent agreement ● subordinating conjunctions, ● correlating conjunctions, ● capitalization, ● punctuation marks, including, ● commas to set off words, phrases, and clauses ● semicolons ● spelling. <p>Publishes a work that needs additional editing</p>	<ul style="list-style-type: none"> ○ consistent use of verb tenses and active and passive voice ○ prepositions and prepositional phrases and influence on subject-verb agreement ○ pronoun-antecedent agreement ○ subordinating conjunctions, ○ correlating conjunctions, ○ capitalization, ○ punctuation marks, including, <ul style="list-style-type: none"> ○ commas to set off words, phrases, and clauses ○ semicolons ○ spelling <p>Publishes a revised and edited work for appropriate audiences</p>	<ul style="list-style-type: none"> ● complex sentences, ● subject-verb agreement, ● comma splices, ● run-ons, ● fragments, ● consistent use of verb tense, ● conjunctive adverbs ● prepositions and prepositional phrases and influence on subject-verb agreement ● pronoun-antecedent agreement ● subordinating conjunctions, ● correlating conjunctions, ● capitalization, ● punctuation marks, including, ● commas to set off words, phrases, and clauses ● semicolons ● spelling. <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
Summarizes texts	Summarizes or paraphrases based on teacher direction	Differentiates between summarizing, paraphrasing, and using direct quotes	Differentiates between summarizing, paraphrasing, and using direct quotes
Information is combined to meet the length and publishing requirements	Synthesizes information in teacher-determined formats	Synthesizes information from a variety of sources	Synthesizes information from a variety of sources, including complex texts
Copies most text from resources	Attempts to display some citations as instructed	Displays academic citations as instructed	Displays academic citations and attributions in a variety of methods
Uses teacher-designed questions	Explains how to use sources ethically Uses teacher-designed questions and extends those questions based on personal interests	Uses source materials ethically Creates questions or uses teacher-designed questions to guide inquiry	Uses source materials ethically Generates questions based on personal curiosity in one or a variety of areas of research
Follows a teacher-led research plan	Develops and follows a research plan	Revises research plan based on new information or questions	Independently develops a research plan, and revises it based on new information or questions
Gathers the required number of sources	Gathers multiple sources	Gathers relevant information from multiple sources, including primary or secondary;	Synthesizes relevant information from multiple sources, including primary and secondary sources
	Examines sources for some elements of credibility	Examines sources for credibility, reliability, and bias	Evaluates sources for credibility, reliability, and bias
	Describes examples of faulty reasoning	Examines sources for faulty reasoning	Evaluates sources for faulty reasoning
	Presents results as instructed	Presents results in appropriate modes of delivery	Selects a mode of delivery to present based purpose and audience