

## Analyzing Text Organization and Structure (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Evaluate how the structure of a work contributes to the development of its themes (for example, construct an argument about how the structure of the narrative in Guy de Maupassant’s “The Necklace,” especially the ending, enhances the themes of the text).</li> </ul>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content</p>
3.0	<p>The student will:</p> <p><b>ATOS1—Explain how the structure of a nonfiction text contributes to its meaning</b> (for example, explain how the problem/solution structure in Danny Lewis’ “This Ingenious Archaeologist Uses Satellites to Hunt Down Tomb Raiders” at smithsonianmag.com reinforces the main idea of the text).</p> <p><b>ATOS2—Explain how the structure of a story or drama contributes to its meaning</b> (for example, explain how the sequence structure in Frances Goodrich and Albert Hackett’s <i>The Diary of Anne Frank: A Play</i> develops the main ideas of the play).</p> <p><b>ATOS3—Explain how the structure of a poem contributes to its meaning</b> (for example, explain how the causation structure of Henry Wadsworth Longfellow’s “Paul Revere’s Ride” highlights the main idea of the text).</p>
2.5	<p>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</p>
2.0	<p><b>ATOS1</b>—The student will recognize or recall specific vocabulary (for example, <b>causation, comparison, description, problem/solution, sequence, genre, text structure, body, chapter, conclusion, format, introduction, paragraph, section, sentence</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li><b>Describe common text structures (such as description, sequence, causation, problem/solution, comparison).</b></li> <li><b>Highlight words or phrases that signal the use of a particular text structure.</b></li> <li><b>Summarize the main idea of a paragraph or section of a larger text.</b></li> <li>Identify different kinds of texts that generally use a particular text structure (for example, recipes usually use a sequence structure, newspaper articles usually use a description structure).</li> <li>Describe the purpose of an introduction, body, and conclusion in a text.</li> <li>Identify the introduction, conclusion, and body of a text.</li> </ul> <p><b>ATOS2</b>—The student will recognize or recall specific vocabulary (for example, <i>dialogue, scene, stage directions, act, aside, climax, comedy, conflict, epilogue, exposition, falling action, prologue, resolution, rising action, setting, soliloquy, tragedy</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li><b>Identify the different elements of plot structure (exposition, rising action, climax, falling action, resolution).</b></li> <li><b>Create a plot structure diagram for a drama.</b></li> <li>Describe how the structure of a drama is different than the structure of a narrative or informational text (for example, a drama uses stage directions and dialogue to convey setting and plot while a narrative uses description, narration, and dialogue).</li> <li>Describe the purpose of different structural elements of a drama.</li> <li>Identify different structural elements of a drama (such as acts, scenes, prologue, epilogue).</li> <li>Identify the genre of a drama by describing characteristics of that genre (for example, identify tragedies or comedies by their ending).</li> </ul> <p><b>ATOS3</b>—The student will recognize or recall specific vocabulary (for example, <b>repetition, rhyme, stanza, acrostic, cinquain, concrete poem, free verse, haiku, ballad, end stop, enjambment,</b></p>

	<p>form, limerick, line, line break, lyric, narrative poem, prose, rhythm, speaker, sonnet, stanza break, syllable) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Summarize what is stated in a line or stanza of a poem.</b></li> <li>• <i>Describe how the structure of a poem is different than the structure of a prose text (for example, a poem has lines instead of sentences and stanzas instead of paragraphs).</i></li> <li>• <i>Describe the impact of line and stanza breaks on a poem's meaning.</i></li> <li>• <i>Describe the characteristics of different forms of poetry.</i></li> <li>• <i>Identify the form of a poem.</i></li> <li>• <i>Identify rhyme and specific rhythmic patterns in poetry.</i></li> <li>• <i>Identify enjambed and end-stopped lines.</i></li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Analyzing Ideas and Themes (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Select two or more themes or main ideas in a text and decide which one is most important to the development of the text (for example, decide which theme in Madeleine L'Engle's <i>A Wrinkle in Time</i> is more important: the struggle between good and evil, the importance of individuality, or the idea that love conquers all).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>AIT1—Describe how a main idea develops over the course of a text</b> (for example, explain how details are used in Danny Lewis' article at smithsonianmag.com, "A New Earth-Sized Planet is Getting Astronomers Riled Up," to introduce, develop, and conclude the discussion of the importance of a newly discovered planet).</p> <p><b>AIT2—Describe how a theme develops over the course of a text</b> (for example, describe how Meg's understanding of individuality and being different changes by the end of Madeleine L'Engle's book <i>A Wrinkle in Time</i>, explain what theme her opinions reveal, and describe which events caused her to change her mind about the idea of being unique).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>AIT1</b>—The student will recognize or recall specific vocabulary (for example, <b>central idea, main idea, details, topic sentence, outline, summary</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Summarize each paragraph or section of a text.</b></li> <li>• <b>Explain how important ideas are addressed in each paragraph or section of a text.</b></li> <li>• <i>Identify details that describe the who, what, where, when, and why in a text.</i></li> <li>• <i>Identify the topic sentences in a text.</i></li> <li>• <i>Create an outline of important ideas in a text.</i></li> <li>• <i>Identify repeated people, ideas, places, and events in a text.</i></li> </ul> <p><b>AIT2</b>—The student will recognize or recall specific vocabulary (for example, <b>conflict, theme, transformation, message, plot, characters, development, outline, setting</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify how events, characters, and settings develop or relate to the conflict in a text.</b></li> <li>• <b>Compare the protagonist's and antagonist's actions, beliefs, and behavior in a text.</b></li> <li>• <i>Describe important character thoughts and actions in a text.</i></li> <li>• <i>Describe a conflict in a text and how it gets resolved.</i></li> <li>• <i>Create an outline of the events in a text.</i></li> <li>• <i>Identify an idea, concept, conflict, or action that is repeated throughout a text.</i></li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

# Analyzing Claims, Evidence, and Reasoning (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Evaluate how well an author presents an argument by examining a text’s claims, counterclaims, evidence, and reasoning (for example, evaluate how well teen author Lauren Miller presents her opinion about homework in the article “The Homework Revolution” at teenink.com and determine if there are any conclusions she makes that seem to be lacking evidence).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>ACER1—Trace an argument and its claims</b> (for example, determine the central claim in “They’re Coming for Your Cigarettes. But That’s Ok” at nytimes.com and what conclusions the writers draw about the issue of smoking in rented residences).</p> <p><b>ACER2—Evaluate the relevance and sufficiency of evidence</b> (for example, read Lauren Miller’s “The Homework Revolution” at teenink.com and evaluate the relevance and sufficiency of her evidence for the claim that schools are assigning too much homework).</p> <p><b>ACER3—Evaluate the soundness of an author’s reasoning</b> (for example, describe Susan B. Anthony’s reasoning for her claim that it is not a crime for women to vote in “After Being Convicted of Voting in the 1872 Presidential Election,” explain how she interprets the Preamble of the Constitution to support her claim, and determine whether her reasoning is logical).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>ACER1</b>—The student will recognize or recall specific vocabulary (for example, <b>claim, counterclaim, evidence, argument, reasoning, backing, grounds, qualifier, summarize, valid</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>Identify each part of an argument in a text.</li> <li>Annotate each claim in a text and its accompanying evidence and reasoning.</li> <li>Describe the author’s central claim in a text.</li> <li>Describe the parts of an argument (such as claim, grounds, backing, qualifier).</li> <li>Explain why each part of an argument is important.</li> <li>Describe the role of grounds, backing, and qualifiers in an argument.</li> </ul> <p><b>ACER2</b>—The student will recognize or recall specific vocabulary (for example, <b>data, evidence, example, fact, quote, anecdote, context</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>Compare different kinds of evidence and explain which are the least disputable (for example, a fact is harder to argue with than an anecdote).</li> <li>Describe how a piece of evidence provides backing for a claim.</li> <li>Describe types of information that might be used as evidence for a claim (such as quotes, facts, data, anecdotes).</li> <li>Annotate the evidence for a claim.</li> <li>Count the number of each type of evidence in a text.</li> </ul> <p><b>ACER3</b>—The student will recognize or recall specific vocabulary (for example, <b>fallacy, interpretation, logic, reasoning, attack, conclusion, faulty logic, solution</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>Explain how someone with a different opinion than the author of a text might interpret a piece of evidence.</li> <li>Explain that attacking an opponent’s claim using emotional language but no evidence is a logical fallacy.</li> <li>Identify language that is overly emotional, inflammatory, or possibly biased.</li> </ul>

	<ul style="list-style-type: none"> <li>• <del>Annotate sentences in a text where an author interprets evidence.</del></li> <li>• <del>Annotate words or phrases in a text that indicate why an author believes a piece of evidence supports a claim.</del></li> <li>• <del>Annotate the author's conclusions or solutions in a text.</del></li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Analyzing Narratives (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Analyze how multiple storylines connect and interact in a narrative (for example, explain how storylines concerning the Greek gods and goddesses, such as Aphrodite and Eris, interact with the storylines concerning human characters, such as Paris and Helen, and influence events in <i>Black Ships Before Troy: The Story of the Iliad</i> by Rosemary Sutcliff).</li> </ul>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content</p>
3.0	<p>The student will:</p> <p><b>AN1—Analyze how the elements in a narrative text interact</b> (for example, describe how the character Madame Loisel changes in Guy de Maupassant’s “The Necklace” after she loses the necklace at the ball and how this event affects her living situation, actions, and attitude towards life).</p> <p><b>AN2—Analyze how characters’ or narrators’ points of view are developed and contrasted in a narrative text</b> (for example, describe how Gary Soto contrasts the points of view of Yollie and Mrs. Moreno in “Mother and Daughter” and describe how their points of view affect how they approach the problem of Yollie needing a new dress).</p> <p><b>AN3—Explain how tone and mood are developed through word choice in a narrative text</b> (for example, describe how Jack London develops mood and tone through his descriptions of the setting and main character of “To Build a Fire”).</p>
2.5	<p>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</p>
2.0	<p><b>AN1</b>—The student will recognize or recall specific vocabulary (for example, <b>climax, conflict, turning point, setting, character, time</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>Describe how settings contribute to a conflict in a text.</li> <li>Describe how a character changes after a turning point in a text.</li> <li>Identify the settings of a text.</li> <li>Identify a turning point in a text.</li> <li>Identify the primary conflicts in a text.</li> <li>Identify the characters engaged in a text’s conflicts.</li> <li>Identify important changes in time and setting in a text.</li> </ul> <p><b>AN2</b>—The student will recognize or recall specific vocabulary (for example, <b>perspective, point of view, character, narration, narrator, action, conflict, description, dialogue, motive, relationship</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>Describe a character’s goals or motives in a narrative.</li> <li>Compare two different characters in a text.</li> <li>Annotate words or phrases in dialogue, narration, or description that show how a character feels about a situation.</li> <li>Annotate words or phrases in dialogue, narration, or description that show why a character acts the way he or she does.</li> <li>Describe how different characters in a text react to the same event.</li> <li>Describe how different characters in a text feel about the same event.</li> </ul> <p><b>AN3</b>—The student will recognize or recall specific vocabulary (for example, <b>mood, tone, word choice, attitude, character, description, narration, pattern, setting, subject</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>Describe how descriptions of a setting make a reader feel about the setting.</li> <li>Describe how descriptions of a character and his or her actions make a reader feel about that character.</li> <li>Describe differences between mood and tone.</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Identify the settings of a text.</i></li> <li>◦ <del>Annotate words or phrases that describe a setting in a text.</del></li> <li>◦ <del>Annotate words or phrases that describe a character or topic in a text.</del></li> <li>◦ <del>Describe patterns of word choice in a text.</del></li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Analyzing Point of View (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Evaluate an author’s use of one or more points of view (for example, explain that Nikki Giovanni uses an adult point of view in “A Poem for My Librarian, Mrs. Long” to comment on events experienced as a child, describe how the poem would be different if Giovanni had written it from a child’s perspective, and decide if the adult point of view is the most effective).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>APV1—Explain how an author distinguishes his or her point of view from the position of others</b> (for example, outline the different points of view presented in Rik Stevens’ “Is ‘America’s Stonehenge’ History or Hooey?” at tweentribune.com and describe how the author maintains an objective position on the topic).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>APV1</b>—The student will recognize or recall specific vocabulary (for example, <i>opposing, point of view, evidence, first person, main idea, position, second person, summarize, third person</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li><b>Summarize what is known about an opposing point of view or variation on the position presented in a text.</b></li> <li>Annotate places in a text where an author addresses alternative perspectives or points of view.</li> <li>Annotate words or phrases that reveal an author’s point of view or feelings about a topic.</li> <li><del>Describe characteristics of first-, second-, and third-person points of view.</del></li> <li><del>Identify first-, second-, and third-person points of view in a text.</del></li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success



## Comparing Texts (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Evaluate how successfully an interpretation of a text or historical event adds dramatic elements or brings clarity to the source material (for example, evaluate how Henry Wadsworth Longfellow’s “Paul Revere’s Ride” uses poetic techniques to interpret actual historic events, and describe the purpose for Longfellow’s choices concerning content and style; compare the events in the poem to Paul Revere’s own account of what happened in his 1798 letter to Jeremy Belknap or to other historically accurate descriptions of the evening’s events).</li> </ul>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content</p>
3.0	<p>The student will:</p> <p><b>CT1—Compare the portrayal of the same topic or text in different media</b> (for example, read a script version and watch a filmed version of Lucille Fletcher’s <i>Sorry, Wrong Number</i> and describe how hearing the actors perform the script adds to the listener’s understanding of the characters and contributes to the suspense of the story).</p> <p><b>CT2—Compare a fictional account to a historical account of the same period</b> (for example, compare how the San Francisco earthquake of 1906 is portrayed in Laurence Yep’s <i>Dragonwings</i> to how it is portrayed in historical accounts of the quake; describe how Yep created drama and tension in the plot through his description of the event).</p> <p><b>CT3—Compare the techniques and evidence two authors use to present their perspectives on the same topic</b> (for example, compare two opinions about standardized testing from the USA Today Editorial Board’s “Test Opt-Outs Teach Kids Wrong Lesson: Our View” and Jeanette Deutermann and Lisa Rudley’s “Standardized Tests Kill Learning: Opposing View” at usatoday.com and explain how each text uses and interprets evidence to support its perspective).</p>
2.5	<p>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</p>
2.0	<p><b>CT1—The student will recognize or recall specific vocabulary</b> (for example, <b>interpretation, portrayal, audio, visual, medium, multimedia, set, version</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li><b>Describe how a setting is portrayed in a film or theatrical version of a source text.</b></li> <li><b>Describe the characters included in an interpretation of a text, including their important characteristics and important events they are involved in.</b></li> <li><b>Describe how important events in an interpretation of a text are relayed through character actions, sound, or set pieces.</b></li> </ul> <p><del>Summarize how a setting is described in a source text.</del>  <del>Summarize how the main characters are described in a source text.</del>  <del>Outline important events in a source text.</del>  <del>Compare the experience of reading to viewing or listening.</del>  <del>Compare the ways different mediums (such as films, plays, websites, audio recordings, texts) communicate ideas or information.</del></p> <p><b>CT2—The student will recognize or recall specific vocabulary</b> (for example, <b>historical fiction, historical figure, event, characters, detail, setting</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li><b>Describe common characteristics of historical fiction (for example, the time period will likely be portrayed accurately, but main characters and their personal conflicts are likely fictional).</b></li> <li><b>Use a graphic organizer to compare details from a historical document and a historical fiction text.</b></li> <li><i>Describe how a setting is portrayed in a historical document and in a historical fiction text.</i></li> </ul> <p><del>Describe the setting and social customs in a historical fiction text.</del></p>

	<p>Identify characters from a historical fiction text who are described in a historical document or who played important roles in a historical event.</p> <p>Identify events from a historical fiction text that are described in a historical document.</p> <p><b>CT3</b>—The student will recognize or recall specific vocabulary (for example, <b>claim, evidence, summarize, compare, technique, tone, word choice</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Annotate the evidence provided in two texts addressing the same topic.</b></li> <li>• <b>Summarize the main idea or central claim in two texts addressing the same topic.</b></li> <li>• <b>Compare two texts addressing the same topic.</b></li> <li>• <i>Annotate words or phrases that show how an author interprets pieces of evidence.</i></li> </ul> <p>Annotate words or phrases in two texts addressing the same topic that show the authors' tones.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Analyzing Language (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>Analyze how an author uses language to communicate a complex idea (for example, analyze how Carl Sandberg uses a variety of descriptive words and figurative language to portray the city of Chicago in “Chicago,” generate an opinion about what Sandburg is trying to communicate about the city, and find specific lines or words in the text that support the opinion).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>AL1—Explain how the connotative meanings of words and phrases impact a text’s tone, mood, or theme(s)</b> (for example, describe how the word choices in a passage from John Steinbeck’s <i>Travels with Charley: In Search of America</i> characterize the places he visits and reveal the passage’s tone).</p> <p><b>AL2—Explain how figurative language impacts a text’s tone, mood, or theme(s)</b> (for example, describe how Emily Dickinson’s use of language in “The Railway Train” develops an extended metaphor and themes about the relationships among people, technology, and the natural world).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>AL1</b>—The student will recognize or recall specific vocabulary (for example, <b>connotative, formal, informal, negative, positive, mood, theme, tone</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li><b>Annotate examples of words or phrases with strong connotations in a text.</b></li> <li><i>Explain the possible connotative meanings of a word or phrase in context.</i></li> <li><i>Describe the difference between formal and informal tones.</i></li> <li><i>Explain how the connotative meaning of a word or phrase emphasizes the theme of a text.</i></li> <li><i>Give examples of words that can create a formal or informal tone in a text (such as slang, academic language):</i></li> <li><i>Give examples of words that create a particular emotional mood in a text (such as positively connoted terms, negatively connoted terms):</i></li> </ul> <p><b>AL2</b>—The student will recognize or recall specific vocabulary (for example, <b>alliteration, figurative, hyperbole, idiom, irony, metaphor, onomatopoeia, personification, repetition, simile, metonymy, synecdoche</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li><b>Describe the effect of figurative language on the mood of a text.</b></li> <li><b>Explain how figurative language emphasizes the theme of a text.</b></li> <li><i>Describe how figurative language can add depth to the meaning of a text.</i></li> <li><i>Describe the mental picture or feeling that an instance of figurative language gives a reader.</i></li> <li><i>Give examples of common types of figurative language:</i></li> <li><i>Annotate examples of figurative language in a text:</i></li> <li><i>Explain how figurative language can create a formal or informal tone:</i></li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content

0.0	Even with help, no success
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## Generating Text Organization and Structure (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Explain why a specific text structure best suits a prompt or the information presented (for example, explain why a selected text structure is the best approach for examining the central issues in Jack London’s “To Build a Fire”).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>GTOS1—Write an introduction appropriate to the text structure of a text</b> (for example, if a comparison structure is being used, use the introduction to engage a reader, describe what will be compared, and articulate conclusions that will be drawn as a result of the comparison).</p> <p><b>GTOS2—Select a specific text structure to organize writing</b> (for example, after reading several articles about the declining rate of teen smokers, choose a causation structure and use it to write a text about why the rate is going down).</p> <p><b>GTOS3—Use transitions to clarify relationships among ideas</b> (for example, use a range of transitions to show a sequence of events, to introduce ideas and quotes, and to show how evidence relates to the primary reasons given for it).</p> <p><b>GTOS4—Write a conclusion appropriate to the text structure of a text</b> (for example, if a problem/solution structure is being used, use the conclusion to briefly summarize the problem and explain why a particular solution is recommended, including a call to action when appropriate).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>GTOS1</b>—The student will recognize or recall specific vocabulary (for example, <b>hook</b>, <i>introduction</i>, <i>conclusion</i>, <i>evidence</i>, <i>reason</i>, <i>restate</i>, <i>summary</i>, <i>topic sentence</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Write a topic sentence that shows the main reason for a text and answers a prompt.</b></li> <li>• <b>Describe different ways to write a hook at the beginning of a text (such as by beginning with an interesting fact, quote, or question).</b></li> <li>• <i>Write introductory sentences using sentence frames.</i></li> <li>• <i>Describe the purpose of an introduction.</i></li> </ul> <p><b>GTOS2</b>—The student will recognize or recall specific vocabulary (for example, <b>causation</b>, <b>comparison</b>, <b>description</b>, <b>problem/solution</b>, <b>sequence</b>, <i>signal word</i>, <i>classification</i>, <i>definition</i>, <i>graphic organizer</i>, <i>text structure</i>, <i>transition</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Use a structure-specific graphic organizer to plan out a piece of writing with a particular structure (for example, use a Venn diagram to plan a comparison text).</b></li> <li>• <i>Annotate signal words and phrases in context.</i></li> <li>• <i>Describe what components are necessary for each text structure (for example, a causation structure needs to show how one thing caused another thing to happen).</i></li> <li>• <i>Describe common text structures (such as description, sequence, causation, problem/solution, comparison):</i></li> <li>• <i>List signal words or phrases that indicate the use of a particular structure (for example, comparison structures often use words such as unlike, however, and just as):</i></li> <li>• <i>Identify the text structure of short or simple text examples.</i></li> </ul> <p><b>GTOS3</b>—The student will recognize or recall specific vocabulary (for example, <b>transition</b>, <i>relationship</i>, <i>evidence</i>, <i>reason</i>, <i>text structure</i>, <i>topic sentence</i>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Use transition words or phrases to logically order facts, reasons, or evidence.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Annotate places in a text where evidence is presented and create a list of possible transition words that could be used to introduce the evidence.</b></li> <li>• <i>Annotate examples of transitional words or phrases.</i></li> <li>• <i>Describe the kind of relationship a transitional word or phrase indicates.</i></li> <li>• <i>Describe situations that require the use of transitions:</i></li> <li>• <i>List transitions that are typically used with particular text structures (for example, transition words that show sequence include first, next, last).</i></li> </ul> <p><b>GTOS4</b>—The student will recognize or recall specific vocabulary (for example, <b>conclusion, restate, argument, information, reasons, evidence, sentence, solution, summary, topic</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Explain what should be included in a strong conclusion.</b></li> <li>• <b>Write a concluding sentence at the end of a text (such as a fact, quote, question, situation/stance).</b></li> <li>• <i>Describe what a reader should know or want to do after reading a text.</i></li> <li>• <i>Write example conclusion sentences using sentence frames.</i></li> <li>• <i>Describe the purpose of a conclusion:</i></li> <li>• <i>Summarize important ideas in a text.</i></li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

# Generating Claims, Evidence, and Reasoning (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Prove, using evidence and reasoning, why one claim is stronger than another (for example, read the beginning of John Steinbeck’s <i>Travels with Charley: In Search of America</i>, use textual evidence to support a claim about the primary purpose for the journey, and explain why this evidence supports your claim rather than a counterclaim).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>GCER1—Generate claims with logical reasoning to support them</b> (for example, make a claim about whether parents or schools should be responsible for dealing with bullies and provide grounds for the claim).</p> <p><b>GCER2—Support claims and reasons with evidence</b> (for example, use textual evidence to support an interpretation of the nonsense words and figurative language in Lewis Carroll’s “Jabberwocky”).</p> <p><b>GCER3—Acknowledge counterclaims</b> (for example, choose a topic for a persuasive letter to the principal that makes a claim about an issue or potential change in the school and address a reason why the principal may not immediately agree with the claim).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>GCER1</b>—The student will recognize or recall specific vocabulary (for example, <b>claim, logic, reasoning, prompt, backing, grounds, outline, qualifier, task</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Generate possible claims in response to a task or prompt.</b></li> <li>• <b>Generate grounds for a claim.</b></li> <li>• <i>Describe how grounds logically support a claim.</i></li> <li>◊ <i>Annotate words or phrases in a prompt or task that indicate what information a claim should address.</i></li> <li>◊ <i>Explain the role of grounds, backing, and qualifiers.</i></li> <li>◊ <i>Describe grounds that would not logically support a claim.</i></li> <li>◊ <i>Describe any qualifiers for a claim.</i></li> <li>◊ <i>Outline the central reasons or grounds for a claim.</i></li> </ul> <p><b>GCER2</b>—The student will recognize or recall specific vocabulary (for example, <b>data, evidence, quote, textual evidence, paraphrase, source, anecdote, backing, claim, graphic, outline</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Describe how a piece of evidence supports a claim.</b></li> <li>• <b>Match pieces of evidence to reasons in an outline.</b></li> <li>• <i>Identify different ways of incorporating evidence into a text (such as through quotes, paraphrases, or graphics).</i></li> <li>• <i>Annotate words, phrases, or passages in a text that would support a claim.</i></li> <li>◊ <i>Describe the purpose of backing or evidence.</i></li> <li>◊ <i>Describe different sources of backing or evidence (such as books, articles, dictionaries, the Internet).</i></li> </ul> <p><b>GCER3</b>—The student will recognize or recall specific vocabulary (for example, <b>counterclaim, perspective, qualifier, claim, evidence, graphic organizer</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Generate possible counterclaims for a claim.</b></li> <li>• <i>Identify qualifiers in a counterclaim.</i></li> <li>◊ <i>Explain why it is important to acknowledge counterclaims.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• Annotate evidence in a text that would support a counterclaim.</li> <li>• Compare two claims using a graphic organizer.</li> <li>• Explain possible reasons and evidence that might show a claim is invalid.</li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success



## Sources and Research (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Develop a strategy to assess the credibility, accuracy, and relevance of print or digital sources for a particular research topic or question (for example, create an annotated bibliography that explains why each source is credible, accurate, and relevant).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>SR1—Use print and digital sources to answer a research question</b> (for example, use digital or print sources to answer a research question about the possible causes for the extinction of the dinosaurs and summarize how each source addresses the question).</p> <p><b>SR2—Assess the credibility and accuracy of sources</b> (for example, use a search engine to find a webpage that describes how astronauts train for space and explain why this particular webpage would or would not be a credible and accurate source for a research paper).</p> <p><b>SR3—Cite sources when quoting or paraphrasing the data or conclusions of others</b> (for example, identify the speaker or author when incorporating quotes and ideas from outside sources, including page numbers for quotes from print sources, and bibliography entries for each source).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>SR1</b>—The student will recognize or recall specific vocabulary (for example, <b>database, search engine, research question, resource, Boolean operator, digital</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify additional research questions or topics that might relate to a primary research question.</b></li> <li>• Identify different methods for finding sources (such as databases, search engines).</li> <li>• Identify important concepts in a research question.</li> <li>• Explain how to use the Boolean operator or to look for a concept and its synonyms.</li> <li>• Explain how to use the Boolean operator and to research multiple concepts.</li> <li>• List types of print and digital sources that might be relevant to a particular text.</li> </ul> <p><b>SR2</b>—The student will recognize or recall specific vocabulary (for example, <b>accuracy, credibility, blog, forum, journal, relevance, source</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify types of online sources which are generally not credible (such as blogs, forums, Wikipedia).</b></li> <li>• Identify how a source’s web address can support its credibility (for example, websites ending in .gov or .edu are generally credible because they are backed by government or education institutions).</li> <li>• Describe whether the content on a particular webpage aligns with background knowledge or other sources that describe the same topic.</li> <li>• Explain why it is important to use credible and accurate sources in a research project.</li> <li>• Describe the purpose of a particular webpage (such as to sell a product, to provide information about the news or current events).</li> <li>• Identify citations or bibliographies in a text.</li> <li>• Identify the number of fact and opinion statements that appear in a passage of text.</li> </ul> <p><b>SR3</b>—The student will recognize or recall specific vocabulary (for example, <b>bibliography, citation, cite, works cited, paraphrase, quote, source, summary</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify the author, title, and date of publication for print sources.</b></li> <li>• <b>Identify the author, title, and web address of digital sources.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Explain why it is important to cite others' work and ideas.</i></li> <li>• Identify types of sources that need to be cited.</li> <li>• Identify the author or speaker when incorporating a quote into a text.</li> <li>• State the source's title or name when incorporating a quote into a text.</li> <li>• State the source of paraphrased information when incorporating a paraphrase into a text.</li> <li>• State the source of a picture or image used in a text.</li> <li>• Include a bibliography page in texts that cite sources.</li> <li>• Organize bibliography entries alphabetically.</li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Generating Narratives (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Select the best words and figurative language to develop tone and mood in a narrative (for example, use descriptive language to develop a mood of excitement or suspense in a narrative about a character who is preparing for an important event, performance, or competition; use word choice to convey the character’s feelings about the event and to create tone).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>GN1—Establish and use a consistent point of view in a narrative</b> (for example, after reading Frances Goodrich and Albert Hackett’s <i>The Diary of Anne Frank: A Play</i>, write a diary entry in the voice of Anne Frank that describes some of the events in the play or fictional events she may have experienced while in hiding).</p> <p><b>GN2—Create structured event sequences that logically and naturally relay the events of a narrative</b> (for example, write a short narrative about a character who matured or changed as a person; explain which events caused this change and what outcomes resulted).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>GN1</b>—The student will recognize or recall specific vocabulary (for example, <b>narrator, perspective, point of view, first person, persona, second person, speaker, third person</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Describe the effect of using first-, second-, and third-person points of view.</b></li> <li>• <b>Describe the viewpoint or perspective called for by a prompt.</b></li> <li>• <i>Identify different kinds of texts that usually use a particular point of view.</i></li> <li>• <i>Identify which pronouns are associated with first-, second-, and third-person points of view.</i></li> <li>• <i>Describe the difference between a character’s, narrator’s, speaker’s, and author’s points of view (for example, authors are usually not the narrators in fiction texts; instead, the narrator is a persona created for the story or poem).</i></li> <li>• <i>Know what kind of texts should use first-, second-, and third-person points of view.</i></li> </ul> <p><b>GN2</b>—The student will recognize or recall specific vocabulary (for example, <b>climax, conflict, exposition, resolution, conclusion, narrative, beginning, causation, end, event, middle, sequence, timeline</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Determine a main conflict or problem for a narrative.</b></li> <li>• <b>Create a timeline of events to guide a draft of a narrative.</b></li> <li>• <b>Describe what lesson or meaning the resolution of a narrative will reveal or suggest.</b></li> <li>• <i>Generate possible solutions for a main conflict or problem in a narrative.</i></li> <li>• <i>Describe ways in which a main character could change by the end of a narrative.</i></li> <li>• <i>Explain what should happen in the beginning, middle, and end of a narrative (for example, in the beginning a reader should learn who the characters are and the conflict should begin to develop).</i></li> <li>• <i>Identify the causes of a conflict in a narrative.</i></li> <li>• <i>Identify which events or character actions contribute to the resolution of a narrative.</i></li> <li>• <i>Explain how events in a timeline cause later events and lead to the resolution.</i></li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Audience, Purpose, and Task (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Rewrite a text for a new audience, adjusting style and tone to match the audience and purpose (for example, transform a research report on how astronauts prepare for space travel into a presentation that uses tone to communicate how astronauts feel about different aspects of the training as well as images and interesting facts to appeal to a peer audience).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>APT1—Select the most appropriate purpose for a specific task</b> (for example, in response to the question <i>Who inspires you?</i>, write an informative text about an inspirational historical or living person and explain how this person’s actions have influenced your life).</p> <p><b>APT2—Select the most appropriate audience for a specific task</b> (for example, in response to the question <i>What would you change about your family, if you could?</i>, describe a common disagreement with parents or guardians and write a persuasive letter trying to convince them to agree with your opinion; use reasons and evidence that will appeal to the audience).</p> <p><b>APT3—Use a style and tone appropriate to a specific task</b> (for example, in response to a request for an informative text, use a formal writing style and objective or neutral tone).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>APT1—</b>The student will recognize or recall specific vocabulary (for example, <b>entertain, inform, persuade, purpose, task</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify the purpose of a response by highlighting keywords in a prompt.</b></li> <li>• <i>Identify the primary purposes of different text types or genres (for example, a novel’s purpose is usually to entertain, a textbook’s purpose is usually to inform, and an advertisement’s purpose is usually to persuade).</i></li> <li>• <i>Generate a list of adjectives that could describe the task and purpose of a response.</i></li> <li>• <i>Describe common purposes of a text (such as to inform, persuade, entertain).</i></li> <li>• <i>Identify the genre, form, or text type asked for by a prompt.</i></li> <li>• <i>Describe what a reader should know, want to do, or feel after reading a text.</i></li> </ul> <p><b>APT2—</b>The student will recognize or recall specific vocabulary (for example, <b>audience, genre, background knowledge, text type</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify audiences that expect a formal or informal style.</b></li> <li>• <b>Identify the audience of a particular text type or genre (for example, the audience of a newspaper would be the general public, the audience of a science journal would be scientists or experts, and the audience of a résumé would be an employer).</b></li> <li>• <i>Describe the qualities of a defined audience (such as their age, gender, place of residence, income level).</i></li> <li>• <i>Describe how an audience might feel about a particular topic.</i></li> <li>• <i>Describe one’s level of familiarity with an audience.</i></li> <li>• <i>Describe an audience’s background knowledge about a particular topic.</i></li> </ul> <p><b>APT3—</b>The student will recognize or recall specific vocabulary (for example, <b>abbreviation, formal, informal, neutral, objective, contraction, negative, positive, quality, slang, style, tone, word choice</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Compare neutral, positive, and negative tones.</b></li> <li>• <b>Annotate words or phrases in a text that suggest a positive or negative tone.</b></li> <li>• <i>Describe the characteristics of formal and informal styles.</i></li> <li>• <i>Describe situations when a formal style should be used.</i></li> <li>• <i>Describe situations when it is appropriate to use an informal style.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Identify kinds of words and phrases that should not appear in formal writing (such as slang, contractions, informal abbreviations).</i></li> <li>• <del>Identify situations when it would be appropriate to use a negative or positive tone and situations when it would be better to use a neutral tone.</del></li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Revision (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Revise an informal draft so that it has a formal style and tone (for example, write an informal response to a poem from Pablo Neruda’s <i>The Book of Questions</i> that describes feelings created by the various images in the poem; then, revise the draft so that it is a formal, academic response that shows the relationship between Neruda’s word choice and the images or meaning communicated by the text).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>R1—Revise writing so that word choice is clear, precise, and appropriate for the style of the text</b> (for example, replace nonspecific linking verbs with specific task-appropriate verbs and change vague pronouns to more accurate nouns).</p> <p><b>R2—Revise writing by removing redundancy or extraneous information</b> (for example, revise sentences that repeat the same ideas or use the same words as earlier sentences by deleting the sentences, finding appropriate synonyms, or adding to their ideas).</p> <p><b>R3—Revise writing for a specific audience and purpose</b> (for example, clarify important ideas that the audience of a text may be unfamiliar with and replace slang words and idioms with formal language).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>R1</b>—The student will recognize or recall specific vocabulary (for example, <b>action verb, adjectival phrase, adverbial phrase, linking verb, noun, pronoun, abbreviation, formal, informal</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify linking verbs and action verbs.</b></li> <li>• <b>Identify pronouns and their antecedents.</b></li> <li>• <b>Identify adjectival and adverbial phrases in a draft.</b></li> <li>• <i>Identify slang words, idioms, informal abbreviations, or overused vocabulary that should not occur in formal writing (such as awesome, lol, great, or cool).</i></li> <li>• <i>Annotate sentences that begin with this, that, or there.</i></li> <li>• <i>Describe the characteristics of formal writing.</i></li> <li>• <i>Identify when a formal writing style should be used and when it is appropriate to use an informal writing style.</i></li> </ul> <p><b>R2</b>—The student will recognize or recall specific vocabulary (for example, <b>concise, redundant, synonym, extraneous, main idea, pattern, repeat, thesis</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Generate a list of synonyms that could be used in place of a repeated word or phrase.</b></li> <li>• <i>Annotate words that are repeated multiple times in one paragraph or passage of a text.</i></li> <li>• <i>Explain why it is important to write concisely.</i></li> <li>• <i>Annotate ideas in a text that seem to repeat.</i></li> <li>• <i>Identify passages that seem to stray from the thesis or main idea of a text.</i></li> <li>• <i>Annotate sentences that a reader might struggle to understand because the language is unclear or because an idea is not fully explained.</i></li> </ul> <p><b>R3</b>—The student will recognize or recall specific vocabulary (for example, <b>audience, purpose, abbreviations, entertain, formal, idiom, inform, informal, persuade, slang, style</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Annotate passages in a draft that seem unclear.</b></li> <li>• <b>Annotate passages in a draft that do not align with the text’s purpose.</b></li> <li>• <b>Annotate words or phrases that may be inappropriate for a particular style of writing (for example, highlight slang and abbreviations in a formal text).</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Describe common purposes of a text (such as to inform, persuade, entertain).</li> <li>• Describe the audience for a text (such as age, gender, occupation).</li> <li>• State whether the purpose and audience of a text call for an informal or formal style.</li> <li>• Compare the qualities of formal writing to informal writing.</li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

## Editing (7 ELA)

4.0	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Design a strategy for finding and correcting errors in drafts of a text (for example, create a flowchart to ensure that specific items or issues are addressed while editing a draft).</li> </ul>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will:</p> <p><b>E1—Edit for grammar</b> (for example, correct inappropriate shifts in verb tense and check for pronoun/antecedent agreement in a draft).</p> <p><b>E2—Edit for syntax</b> (for example, correct dangling modifiers in a text).</p> <p><b>E3—Edit for capitalization</b> (for example, correct titles and headings that are incorrectly capitalized).</p> <p><b>E4—Edit for punctuation</b> (for example, correct comma splices in a text).</p> <p><b>E5—Edit for spelling</b> (for example, correct the spelling of incorrectly used homophones and commonly misspelled words or taught vocabulary).</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	<p><b>E1—</b>The student will recognize or recall specific vocabulary (for example, <b>antecedent, pronoun, verb, shift, tense, noun, predicate, subject</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify shifts in verb tense.</b></li> <li>• <b>Annotate pronouns and their antecedents.</b></li> <li>• <i>Identify the subject and predicate of a sentence.</i></li> <li>• <del>Identify when the subject and predicate of a sentence do not agree.</del></li> <li>• <del>List characteristics that indicate a pronoun matches its antecedent (such as gender, number).</del></li> </ul> <p><b>E2—</b>The student will recognize or recall specific vocabulary (for example, <b>dangling modifier, adjective, comma splice, conjunction, coordinate adjective, dependent clause, fragment, independent clause, misplaced modifier, semicolon</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify a dangling modifier in a sentence.</b></li> <li>• <b>Identify run-on sentences and sentence fragments.</b></li> <li>• <i>Describe why a modifier is dangling or misplaced.</i></li> <li>• <del>Identify a misplaced modifier in a sentence.</del></li> </ul> <p><b>E3—</b>The student will recognize or recall specific vocabulary (for example, <b>adjective, common noun, proper adjective, proper noun, quotation marks, title</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Identify proper nouns and adjectives in a text.</b></li> <li>• <b>Identify when words in quotation marks should and should not be capitalized.</b></li> <li>• <b>Identify types of words in a title that should be capitalized.</b></li> <li>• <i>Describe the difference between common and proper nouns or adjectives.</i></li> <li>• <del>Identify titles and headings in a text.</del></li> <li>• <del>Identify the types of words in a title that should not be capitalized.</del></li> </ul> <p><b>E4—</b>The student will recognize or recall specific vocabulary (for example, <b>comma splice, conjunction, dependent clause, independent clause, semicolon, adjective, coordinate adjective, dangling modifier, fragment, misplaced modifier</b>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Know that a comma splice is when a comma separates two independent clauses without the use of a conjunction.</b></li> <li>• <b>Identify run-on sentences and sentence fragments.</b></li> <li>• <i>Describe ways to correct comma splices (such as by adding a conjunction, using a semicolon, by creating a new sentence).</i></li> </ul>



	<ul style="list-style-type: none"> <li>◦ Demonstrate how to punctuate quotes.</li> <li>◦ Describe why a pair of adjectives is or is not a set of coordinate adjectives.</li> <li>◦ State that a comma should separate coordinate adjectives.</li> </ul> <p><b>E5</b>—The student will recognize or recall specific vocabulary (for example, <b>homophone</b>, <del>part of speech, spellcheck, vocabulary</del>) and perform basic processes such as:</p> <ul style="list-style-type: none"> <li>• <b>Explain how common homophones should be used in a sentence (for example, show how accept and except should be used in a sentence).</b></li> <li>• <i>Use a dictionary or other resource to check the spelling of a word.</i></li> <li>◦ Describe the difference between two homophones (such as part of speech, meaning).</li> <li>◦ Review a document using spellcheck and correct the words that are misspelled.</li> <li>◦ Annotate words in a handwritten draft that might be spelled incorrectly.</li> </ul>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

**(7 ELA) We recommend that teachers reinforce the following in class, but not formally assess or track progress for them:**

- Use technology to cite and link to sources
- Use appropriate presentation techniques for an audience
- Use technology to produce writing
- Use multimedia aids when appropriate
- Define roles for discussion
- Participate in collaborative discussions
- Track progress toward deadlines and goals
- Write letters of response and request
- Explain the influence of historical events on English word meaning
- Find the pronunciation of a word using general reference materials
- Use appropriate interviewing techniques

