



English/Language Arts Content Area Graduation Competencies



"The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes."

Dr. Robert Mendenhall, President, Western Governor's University

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Graduation Competency 1. Read closely to analyze and evaluate all forms of (*i.e. complex literary and informational*) texts.

Elementary Performance Indicators (K-5)

- a. Cite evidence effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.
- b. Determine themes and central ideas of texts; summarize texts.
- c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.
- d. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text.
- e. Analyze how individual components contribute to overall text structure.
- f. Determine how author's point of view influences the meaning, style, and content of text.
- g. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem.
- h. Delineate and evaluate argument and claims.
- i. Integrate information from multiple sources to build knowledge and compare author's approaches or perspectives.
- j. Understand and apply Grades -level phonics and word analysis skills in decoding words.
- k. Read closely with sufficient accuracy and fluency to support comprehension.

Performance Indicators Scoring Criteria Elementary Graduation Competency 1

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Cite evidence from a	Students recall	Students explain	Students cite	Students discriminate
text when explaining	explicit details of	explicit evidence from	evidence from the	between inferences and
what the text says	the text.	the text.	text and explain	explicit citations to
explicitly and when		OR	explicitly from the	analyze text.
drawing inferences		Students infer from the	text to draw	
from the text.		text.	inferences.	
b. Determine themes and	Students recall	Students summarize	Students summarize	Students summarize
central ideas of texts;	themes or central	text by recognizing	text by determining	text by analyzing
summarize texts	ideas.	theme or central ideas.	theme and central	theme and central
			ideas.	ideas.
c. Analyze the	Students recognize	Students understand	Students analyze	Students evaluate the
relationships or	the relationships or	the relationships or	relationships or	relationships or
interactions between	interactions	interactions between	interactions between	interactions between
individuals, events,	between	individuals, events,	individuals, events,	individuals, events,
ideas, or concepts in	individuals, events,	ideas, or concepts in	ideas, or concepts in	ideas, or concepts in
literary and	ideas, or concepts	literary and	literary and	literary and
informational text.	in literary and	informational text.	informational text.	informational text.
	informational text.			
d. Determine meaning of	Students list words	Students determine	Students determine	Students connect the
words and phrases as	and phrases used in	meaning of words and	meaning of words	meaning of words and
used in a text and	a text.	phrases as used in a	and phrases as used in	
analyze how word		text.	a text and analyze	text and critique how
choice shapes the			how word choice	word choice shapes the
meaning and tone for a			shapes the meaning	meaning and tone for a
text			and tone for a text.	text.



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e. Analyze how	Students recognize	Students explain how	Students analyze how	Students synthesize
individual components contribute to overall	individual	individual components contribute to overall	individual components	how individual
text structure	components.	text structure.	contribute to overall	components contribute to overall text structure
text structure		text structure.	text structure.	and apply to new texts.
f. Determine how	Students determine	Students determine	Students determine	Students critique how
author's point of view	how the author's	how the author's point	how author's point of	author's point of view
influences the	point of view	of view influences	view influences the	influences the
meaning, style, and	influences meaning.	meaning and style.	meaning, style, and	meaning, style, and
content of text.	minuences meaning.	meaning and style.	content of text.	content of two or more
				texts.
g. Evaluate information	Students recall	Students summarize	Students evaluate	Students critique
from multiple sources	information from a	information a source	information from	information from
presented in diverse	source presented a	presented a media	multiple sources in	multiple sources
media formats to	media format to	format to address a	diverse media formats	presented in diverse
address a question or	address a questions	questions or solve a	to address a question	media formats to
solve a problem	or solve a problem.	problem.	or solve a problem.	address questions and
_				solve a problems.
	5	Students analyze the	Students delineate	Students REPLACE
argument and claims	argument and its	claims of an argument.	and evaluate	consistently construct
	claim.		argument and claims.	relevant arguments and
				claims using
				delineation and
				evaluation from the
				text.
i. Integrate information	Students identify an	Students determine	Students integrate	Students create a
from multiple sources	author's approach	author's approach or	information from	product based on the
to build knowledge	or perspective.	perspective from one	multiple sources to	use of information
and compare author's		source.	build knowledge and	from multiple sources
approaches or			compare author's approaches or	to build knowledge and compare author's
perspectives			perspectives.	approaches or
			perspectives.	perspectives.
j. Understand and apply	Students recognize	Students understand	Students understand	Students analyze
Grades -level phonics	Grades -level	and apply Grades -	and apply Grades -	Grades -level phonics
and word analysis	phonics.	level phonics and word	level phonics and	and word analysis with
skills in decoding	phomes.	analysis with sufficient	word analysis with	sufficient accuracy and
words.		accuracy and fluency.	sufficient accuracy	fluency to support
wor us.		accuracy and machey.	and fluency to	comprehension.
			support	·····
			comprehension.	
k. Read closely with	Students recognize	Students understand	Students understand	Students analyze
sufficient accuracy and	e	and apply Grades -	and apply Grades -	Grades -level phonics
fluency to support	phonics.	level phonics and word	level phonics and	and word analysis with
comprehension.	=	analysis with sufficient	word analysis with	sufficient accuracy and
-		accuracy and fluency	sufficient accuracy	fluency to support
			and fluency to	comprehension.
			support	
			······································	



Sample Task for Elementary Graduation Competency 1

Students will be given a piece of literature that is either narrative, opinion, or informational in nature, to read closely to analyze and evaluate. Some great resources to assist in selecting a text can be found at <u>http://www.readingrockets.org/, http://www.weeklyreader.com/elementary-resources, http://reading.ecb.org/, https://newsela.com/, and http://www.readworks.org/.</u>

The text may be a Lexile appropriate, current event or short story found on newsela.com or readworks.org suitable to address a complex literary or informational selection. Please note that the student should select the text, while teachers help facilitate the selection process.

Once students have selected their text, they should carefully read and annotate their selected text giving careful attention to themes and central ideas. Support with this concept can be found in the teacher guidance documents provided by the Georgia Department of Education located at https://www.georgiastandards.org/Common-Core/Pages/ELA-K-5.aspx.

Once the text has been annotated, the student will determine a central question presented by the text. An example can come from the text, *The Watsons Go to Birmingham- 1963*. A central question from the text would include "What does the text teach us about friendship?"

Next, the student will provide a critical analysis or summary to address the question. In the analysis, the student will explicate the central ideas of the text, determine author's point of view and purpose, and determine the connections between individuals, ideas, or events. The student must cite textual evidence to support their claims and must include an evaluation of the claims made in the texts.



Graduation Competency 1: Read closely to analyze and evaluate all forms of (*i.e. complex literary and informational*) texts.

Middle Grades Performance Indicators (6-8)

- a. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- b. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- c. Analyze how a text makes connections and how a text distinguishes between individuals, ideas, or events.
- d. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone of a text, including analogies or allusions to other texts.
- e. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- f. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- g. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- i. Analyze a case in which two or more texts provide conflicting information on the same topic and evaluate where the texts disagree on matters of fact or interpretation.

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Cite the textual	Students include	Students show	Students cite the	Students evaluate and
evidence that most	basic facts and/or	understanding	textual evidence that	formulate sufficient
strongly supports an	quotes but does	through inconsistent	most strongly supports	citations from the text,
analysis of what the text	not support the	application of citing	an analysis of what the	both explicit and
says explicitly as well as	claim nor	textual evidence to	text says explicitly as	implicit, to fully
inferences drawn from	recognize relevant	indicate the claim and	well as inferences	analyze and synthesize
the text.	purpose of the	relevant purpose of	drawn from the text.	the claim made and
	text.	text.		strengthen the relevant
				purpose of the text.
b. Determine a central	Students	Students summarize	Students determine	Students evaluate and
idea of a text and	recognize the	the central idea of the	central idea and	deconstruct the central
analyze its development	central idea of the	text and recognize	analyze its	idea of a text;
over the course of the	text with no	development of	development over the	analyzing the
text, including its	relevance to	supporting details	course of the text,	supporting details and
relationship to	supporting ideas	over the course of the	including its	formulate an objective
supporting ideas;	included in the	text.	relationship to	summary of the text.
provide an objective	text.		supporting ideas;	
summary of the text.			provide an objective	
			summary of the text	

Performance Indicators Scoring Criteria Middle School Grades Graduation Competency 1



	a. 1			
c. Analyze how a text makes connections and how a text distinguishes between individuals, ideas, or events.	Students recognize connections from a text but does not distinguish between individuals, ideas, or events.	Students summarize connections from the text and recognize individuals, ideas, or events.	Students analyze how a text makes connections and how a text distinguishes between individuals, ideas, or events.	Students analyze connections from the text and synthesize those to other relevant material, as well as distinguish between individuals, ideas, or events for comparison purposes.
d. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone of a text, including analogies or allusions to other texts.	Students recall the meaning of words and phrases and recognize the difference between figurative or connotative meaning.	Students recognize the meanings of words and phrases and clarify between figurative and connotative meanings. Students understand the impact of word choice on meaning and tone of a text.	Students differentiate between figurative and connotative meanings of words and phrases, as well as analyze the impact of specific word choice on meaning or tone of the text.	Students deconstruct figurative and connotative meanings of words and phrases, as well as formulate an analysis of the impact of specific word choice on meaning or tone of the text, including analogies and allusions to other texts.
e. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Students recognize the structure of a specific (introductory, body, closing) paragraph in a text.	Students analyze the structure of specific paragraphs in a text and recognize the role (thesis, detail, transitional) of sentences to support the concept.	Students analyze in detail the structure of specific paragraphs and explain the role of particular sentences in developing and refining a key concept.	Students analyze and critique, in detail, the structure of specific paragraphs and include the role of particular sentences or words/phrases in developing and refining a key concept.
f. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Students recognize the author's point of view or purpose and the evidence that supports their claim.	Students explain the author's point of view and/or purpose in a text using evidence from various viewpoints contained in the text.	Students determine the author's point of view and/or purpose in a text and recognize the conflicting evidence or viewpoints that are contained in the text.	Students evaluate the author's point of view and purpose in a text, as well as analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
g. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Students recognize that there are advantages and disadvantages of using different mediums to present a particular topic or idea.	Students understand and articulate the advantages and disadvantages of using different mediums to present a particular topic or idea.	Students analyze the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Students evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to formulate a presentation on a particular topic or idea.
h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant	Students identify the arguments and specific claims in a text and relevant evidence.	Students categorize arguments and specific claims and identify sound reasoning and relevant evidence.	Students evaluate the argument and specific claims in a text, assess whether reasoning is sound and evidence is relevant, and identify	Students delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is



and sufficient; recognize when irrelevant evidence is introduced.			irrelevant evidence.	relevant and sufficient; recognize when irrelevant evidence is introduced.
i. Analyze a case in which	Students	Students clarify the	Students analyze the	Students analyze and
two or more texts	recognize	conflicting	conflicting evidence	synthesize cases using
provide conflicting	conflicting	information presented	presented in multiple	multiple texts with
information on the	information in	in multiple texts on	texts on the same topic	conflicting information
same topic and evaluate	multiple texts on	the same topic.	and recognize where	on the same topic and
where the texts disagree	the same topic.		the texts disagree on	evaluate where the texts
on matters of fact or	-		matters of fact.	disagree on matters of
interpretation.				fact and interpretation.

Sample Task for Middle Grades Graduation Competency 1

Students will select a piece of literature that reflects their interests as well as the focus of the study from class lessons or from a list of selected texts for their grade level. After students select his or her literary text, they will submit their selection to the teacher for approval.

They should carefully read and annotate their selected text. Once the text has been annotated, Students will write an analysis of the text. In the analysis, students will determine the central ideas of the text, determine author's point of view and purpose, and determine the connections between individuals, ideas, or events. The analysis should also indicate understanding of word meaning and the use of literary elements to determine meaning and tone of the test. Textual evidence from the selected piece should be used in the analysis.

After completing the initial analysis, students will conduct research to find additional reviews of the story from valid sources (High School) that support their analysis of the text or published accounts from the author of the text discussing the work (primary source). This research should include the same information or topic from the original text selection presented in at least one other medium (e.g., print or digital text, video, multimedia), as well as pieces that make an opposing claim to the texts' presentation. All of the researched information will be used for additional textual evidence supporting their claim.

Students will then revise their original analysis to include any additional information gained or claims amended. This revision should include specific references to words or phrases that impact the meaning and tone of the text, discussion of the advantages and disadvantages to presentation of material in different mediums, and an evaluation of the claims made in the opposing texts. In addition to the revised analysis, students will describe (either written or orally) how the structure of the researched and referenced material impacted their ability to understand the development of the claims being made or key concepts included in said material.



Graduation Competency 1: Read closely to analyze and evaluate all forms of (*i.e. complex literary and informational*) texts.

High School Performance Indicators (9-12)

- a. Cite strong and thorough textual evidence to support an analysis of the text, including any applicable primary or High School sources, and determine both explicit and implicit meanings, such as inferences that can be drawn from the text and where the text leaves matters uncertain.
- b. Determine the central ideas of the text and provide an objective summary.
- c. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- d. Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone of a text or texts, including words with multiple meanings or language that is particularly effective for a desired purpose.
- e. Analyze how an author chose to structure a text and how that structure contributes to the text's meaning and its aesthetic and rhetorical impact.
- f. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- g. Evaluate information from multiple sources presented in diverse media and formats (e.g., print, digital, visual, quantitative) to address a question or solve a problem.
- h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- i. Integrate information from diverse sources into a coherent understanding of an idea or event, evaluating discrepancies among sources.

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Cite strong and	Students select	Students select	Students construct	Students strengthen
thorough textual	evidence but that	evidence to support	support for analysis by	analysis through
evidence support	evidence does not	analysis but the	citing integrated	evaluation and selection
an analysis of the	support analysis.	cited evidence is	evidence from the	of precisely integrated
text, including	Students	not integrated.	text, including	evidence, drawing from
applicable	paraphrase rather	Students	relevant	apt supplementary
primary or High	than cite.	understand explicit	supplementary	sources. Students
School sources,	Students do not	but not implicit	sources. Students	articulate explicit and
and determining	understand	meaning.	determine explicit and	implicit meanings.
explicit and	explicit or implicit	_	implicit meanings.	
implicit meanings,	meaning.			
such as inferences				
drawn from the				
text and where				
matters are				
uncertain.				

Performance Indicators Scoring Criteria for High School Graduation Competency 1



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b. Determine the	Students identify a	Students identify	Students determine	Students differentiate
central ideas of	central idea but	multiple central	multiple central ideas	multiple central ideas and
the text and	provide a	ideas but provide a	and construct an	articulate an objective
provide an	subjective rather	subjective rather	objective summary.	summary that
objective	than objective	than objective		distinguishes dominant
summary.	summary.	summary.		and subordinate ideas.
c. Analyze a	Students identify	Students analyze a	Students analyze a	Students interpret a
complex set of	but cannot analyze	simple set of ideas	complex set of ideas	complex set of ideas or
ideas or sequence	a simple set of	or sequence of	or sequence of events	sequence of events and
of events and	ideas or sequence	events OR can	and explain the	assess the interaction and
explain how	of events.	identify but cannot	interaction and	development of specific
specific		analyze a complex	development of	elements throughout the
individuals, ideas,		set of ideas or	specific elements	text.
or events interact		sequences of	throughout the text.	
and develop over		events.	unoughout the text.	
the course of the		events.		
tine course of the text.				
ICAL.				
d. Determine the	Students	Students determine	Students determine the	Students determine the
meaning of	determine the	the literal and some	literal and figurative	literal and figurative
words and	literal but not	figurative sense of	sense of words in	nuance of words in order
phrases as they	figurative sense of	words but cannot	order to analyze the	to critique the
	words.	determine the		effectiveness of diction
are used in text,	words.		impact of diction on	
including		impact of diction	meaning and tone.	on meaning and tone.
figurative,		on meaning and	Students relate the	Students evaluate the
connotative, and		tone.	author's word choice	connection between word
technical			to purpose.	choice and author's
meanings;				purpose.
analyze the				
impact of specific				
word choices on				
meaning and				
tone of the text,				
including words				
with multiple				
meanings or				
language that is				
particularly				
effective for a				
desired purpose.				
e. Analyze how an	Students identify	Students determine	Students analyze the	Students evaluate the
author chose to	structural elements	the text's structure	text's structure and	text's structure and assess
structure a text	of the text but	and state the text's	how it contributes to	how it advances the
and how that	cannot analyze the	meaning but cannot	the text's meaning as	text's meaning and
structure	purpose of	analyze how	well as beauty or	enhances its beauty or
contributes to	structure.	structure relates to	persuasiveness.	persuasiveness.
the text's		meaning.	*	L
meaning and its		8		
aesthetic and				
rhetorical				
impact.				
impacı.	1			



f. Determine an author's point of view, purpose, or rhetorical strategies in a text, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Students identify the rhetorical elements of a text but cannot analyze the contribution of these elements to persuasiveness of the text.	Students identify the rhetorical elements of a text and understand the author's persuasive purpose but cannot analyze how rhetorical elements contribute to purpose.	Students determine the rhetorical elements of a text and analyze their contribution to the persuasiveness of the text.	Students evaluate the rhetorical elements of a text and assess their contribution to the persuasiveness of the text.
g. Evaluate information from multiple sources presented in diverse media and formats (e.g., print, digital, visual, quantitative) to address a question or solve a problem.	Students explain source material but cannot analyze its viability in addressing the question or solving the problem.	Students evaluate source material but cannot draw on information from multiple sources to formulate an answer or solution.	Students evaluate source material that draws on multiple sources to formulate an answer or solution.	Students synthesize source material and purposefully select apt evidence to articulate an answer or solution.
h. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Students identify the argument but cannot delineate specific claims. Students identify some evidence but not reasoning.	Students determine the argument and delineate its claims, identifying the reasoning and evidence. Students cannot identify false reasoning.	Students delineate and evaluate an argument and its claims, assessing the validity of reasoning and relevance of evidence. Students identify false reasoning.	Students assess an argument and discriminate its claims, justifying the validity of reasoning and effectiveness of evidence. Students refute false reasoning.
i. Integrate information from diverse sources into a coherent understanding of an idea or event, evaluating discrepancies among sources.	Students explain information from diverse sources but cannot integrate material to form a coherent understanding.	Students integrate information from diverse sources and can integrate material to form a coherent understanding but cannot evaluate discrepancies among sources.	Students integrate information from diverse sources to demonstrate a coherent understanding, evaluating discrepancies .among sources.	Students synthesize information from diverse sources to articulate a coherent and complex understanding, assessing discrepancies among sources.



Sample Task for High School Graduation Competency 1

The learner will select a classic short story that's representative of the course's literary focus (Survey of Literature, World Literature, American Literature, or British Commonwealth Literature- a wide variety of short selected stories can be found at http://www.readbookonline.net/shortStory/- and http://www.classicshorts.com/).

After the student selects his or her short story, they will carefully read and annotate the text. Once the text has been annotated, the student will write a short critical analysis of the text. In the critical analysis, the student must determine the central ideas of the text, determine an author's point of view and purpose, while determining the rhetorical strategies used to develop both (author's point of view and purpose).

After completing the critical analysis, the student will then find THREE critical reviews of the story from valid internet sources that support their critical analysis of the text. Additionally, the student will find TWO published accounts of the text's author discussing the work.

The student will then add researched evidence from the critical reviews (High School sources) and the author's own account about the work (primary sources) to their previously written critical analysis.



Graduation Competency 2: Construct task-appropriate writing for diverse purposes and audiences.

Elementary Performance Indicators (K-5)

- a. Write opinion pieces on topics or texts, supporting a point of view with reasons and/or information.
- b. Write informative/explanatory texts to examine a topic and convey ideas clearly and accurately.
- c. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences with transitions.
- d. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- e. Develop and strengthen writing for a specific purpose and audience as needed by planning, revising, and editing.
- f. Use technology to produce and publish writing in addition to interacting and collaborating with others.

Performance Indicators Scoring Criteria for Elementary Graduation Competency 2

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a.Write opinion	Students write	Students write	Students write	Students write opinion
pieces on topics	opinion pieces	opinion pieces on	opinion pieces on	pieces on topics or texts,
or texts,	but point of view	topics or text,	topics or texts,	supporting multiple points
supporting a	and reasons	supporting a point	supporting a point	of view with reasons
point of view	and/or information	of view with	of view with	and/or information.
with reasons	is off topic	limited	reasons and/or	
and/or		reasons/informatio	information.	
information.		n.		
b. Write	Students write	Students write	Students write	Students write
informative/expl	informative/	informative/	informative/	informative/ explanatory
anatory texts to	explanatory texts	explanatory texts	explanatory texts to	texts to examine a topic
examine a topic	to explain a topic.	to explain a topic	examine a topic	and convey ideas clearly
and convey ideas		and convey ideas.	and convey ideas	and accurately using
clearly and			clearly and	multiple resources.
accurately			accurately.	
c. Write narratives	Students write	Students write	Students write	Students write narratives
to develop real	narratives to	narratives to	narratives to	to develop real or
or imagined	develop real or	develop real or	develop real or	imagined experiences or
experiences or	imagined	imagined	imagined	events using multiple
events using	experiences or	experiences or	experiences or	effective techniques,
effective	events.	events using	events using	descriptive details, and
technique,		effective	effective technique,	clear event sequences with
descriptive		techniques and	descriptive details,	transitions.
details, and clear		descriptive details.	and clear event	
event sequences			sequences with	
with transitions			transitions.	



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d. Produce clear	Students produce	Students produce	Students produce	Students produce clear
and coherent	clear and coherent	clear and coherent	clear and coherent	and coherent writing in
writing in which	writing for a task.	writing for an	writing in which	which the development
the development		appropriate task	the development	and organization are
and organization		and purpose.	and organization	appropriate to diverse
are appropriate			are appropriate to	tasks purposes, and
to task, purpose,			task, purpose, and	audiences.
and audience			audience.	
e. Develop and	Students develop	Students develop	Students develop	Students develop and
strengthen	writing for a	writing for a	and strengthen	strengthen writing for a
writing for a	specific purpose.	specific purpose	writing for a	specific purpose and
specific purpose		and audience.	specific purpose	audience as needed by
and audience as			and audience as	planning, and multiple
needed by			needed by	revisions, and edits.
planning,			planning, revising,	
revising, and			and editing.	
editing				
f. Use technology	Students use	Students use	Students use	Students use multimedia
to produce and	technology to	technology to	technology to	technology to create a
publish writing	publish writing	publish writing	produce and	production as a result of
in addition to	independently.	while	publish writing in	writing in collaboration
interacting and		collaborating with	addition to	with others.
collaborating		others.	interacting and	
with others			collaborating with	
			others.	

Sample Task for Elementary Graduation Competency 2

Option 1

Students will formulate an opinion after reading information on a selected a topic or text, using evidence from that text to support a point of view with reasons and/or information. The text may be a Lexile appropriate, current event or short story, found on <u>newsela.com</u> or <u>readworks.org</u> suitable to address a complex literary or informational selection.

They should read and annotate their selected text giving careful attention to supporting an opinion with reasons/and or information. Once the text has been annotated, the student will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

The student will develop and strengthen writing as needed by planning, revising, and editing.

The student will use technology to produce and publish their writing in addition to interacting and collaborating with others.

Option 2

Students will conduct research to develop a sound opinion on a current event topic; such as the issue of the soda ban in New York City recently. Students will read an article

(<u>http://www.timeforkids.com/news/goodbye-big-drinks/46886</u>) on the issue developing guiding questions as they read. Students will closely read the article and note key ideas and details, some of which should be used in their writing eventually.



Now students will read another article related to their selected topic, for example, a text about sugar and soda. <u>http://www.timeforkids.com/news/goodbye-big-drinks/46886</u> As they read, students should ask themselves key questions that will guide their thinking.

After conducting some research, students will decide their position (opinion) on their selected topic. For instance, using the above mentioned texts, Students decide whether or not Mayor Bloomberg was just in banning giant sodas. Finally, students will be able to write their own editorial article supporting one side of the argument. The editorial should be a piece of writing that is based on an opinion the author wants to share with readers and should include evidence from their research.

The student will develop and strengthen writing as needed by planning, revising, and editing.

The student will use technology to produce and publish their writing in addition to interacting and collaborating with others.

Graduation Standard 2 (Informational): Construct task-appropriate writing for diverse purposes and audiences.

The informational task will require students to write an informational article based on information included in paired text. Prior to the writing task, students need to closely read two articles, for example, <u>Heads Up</u> and <u>Sport Safety</u>. The focus will be to inform their audience of ways kids can stay safe when playing sports and being active. Students may take notes, highlight, or use graphic organizers to assist with gathering their thoughts and ideas.

Students will work individually to compose a full-length informational article on their selected topic. Based on the task above, students will work individually to compose a full-length informational article about how kids can stay safe when playing sports and being active, referring to details from the texts. Students may also refer to their notes or passages, as needed.

The student will develop and strengthen writing as needed by planning, revising, and editing.

The student will use technology to produce and publish their writing in addition to interacting and collaborating with others.

Graduation Competency 2 (Narrative): Construct task-appropriate writing for diverse purposes and audiences.

Students should have access to various narrative texts (Mentor Texts), real or imagined, to model the structure of the desired outcome. For instance, stories with clear beginning, middle, and end sequencing or problem-solution contexts.

As students are entering this task, they should have knowledge of narrative strategies such as dialogues, descriptions, characters, plot, setting, and closure.

The student will develop and strengthen writing, as needed, by planning, revising, and editing.

The student will use technology to produce and publish their writing in addition to interacting and collaborating with others.



Graduation Competency 2: Construct task-appropriate writing for diverse purposes and audiences.

Middle Grades Performance Indicators (6-8)

- a. Write effective arguments to support claims with clear reasons and relevant evidence.
- b. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- d. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach with fidelity to purpose and audience.
- e. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas effectively to interact or collaborate with others.

Performance Indicators Scoring Criteria for Middle Grades Graduation Competency 2

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a.Write effective arguments to support claims with clear reasons and relevant evidence	Students write an argument that makes claims with few, if any, reasons or evidence.	Students write an argument that provides support of claims with limited reasons or evidence.	Students write an effective to support claims with clear reasons and relevant evidence.	Students write effective and concise analysis of topics to provide arguments and counter- arguments with support of claims through clear reasons and evidence.
b. Write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content	Students write informative or explanatory texts on a topic with few, if any, ideas and information based on content.	Students write informative or explanatory texts describing a topic with ideas and information based on relevant content.	Students write informative or explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Students write informative or explanatory texts that fully examine a topic and convey ideas, content and information through the logical selection, organization, and analysis of relevant content.
c. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well- structured event sequences.	Students write narratives and begin to develop an experience or event.	Students write narratives to develop real or imagined experiences or events using basic technique and a few descriptive details.	Students write narratives to develop real or imagined experiences or events using technique, descriptive details, and sequence of events.	Students write narratives to fully develop any type of experience or event using effective technique, relevant descriptive details, and well- structured event sequences; conveying tone and mood, when necessary.



	G 1			
d. With some guidance	Students write,	Students develop	Students develop	Students develop and
and support from	with guidance	writing, with	and strengthen	strengthen their writing
peers and adults,	from adults or	guidance from	their writing, with	through planning,
develop and	peers, to an	adults or peers, to	some guidance and	revising, editing,
strengthen writing	audience.	an audience with	support from adults	rewriting, and even a
as needed by		some evidence of	or peers, to an	new approach with
planning, revising,		planning.	audience as needed	fidelity in purpose and
editing, rewriting, or			by planning,	audience.
trying a new			revising, editing,	
approach with			rewriting, or trying	
fidelity to purpose			a new approach	
and audience.			with fidelity to	
			purpose and	
			audience.	
e. Use technology,	Students write	Students write	Students write and	Students produce and
including the	and publish	and publish using	publish using	publish writing using
Internet, to produce	using	technology while	technology,	technology, including the
and publish writing	technology	presenting	including the	Internet, and present the
and present the	while	information or	Internet, while	relationship between
relationships	presenting	ideas and the	presenting	information and ideas
between information	information or	relationship	information or	effectively to interact and
and ideas effectively	ideas in an	between them in	ideas and the	collaborate with others.
to interact or	attempt to	an attempt to	relationship	
collaborate with	interact with	interact with	between them in an	
others.	others.	others.	attempt to interact	
			with others.	

Sample Task for Middle Grades Graduation Competency 2

The students will read two texts and watch a video. The texts can be previously read text, cold texts, or a mixture. Below are suggested texts for each grade level. Please note that the texts, videos, and response sheets are suggested. The qualifying statement is that each text and video give varied perspectives, background information, and facts.

6th Grades

Text #1: <u>Eating Bugs</u> (article with video) Text #2: <u>Good Enough to Eat</u> (TimeKids) Video: <u>Should We All Be Eating Insects?</u> (YouTube) Alternate Text: <u>What are Stink Bugs?</u> (Orkin.com)

7th Grades

Text #1: <u>Eau, no: Clean, healthy and pure? Hardly. Bottle water is killing the planet.</u> Text #2: <u>Water</u> (there are several articles, fact sheets, petitions, etc. on this site...Teacher Choice) Video: <u>Mass. Town Bans Bottled Water</u> (YouTube) Alternate Text: <u>Goodbye, Bottled Water</u>? (Scholastic)



8th Grades

Text #1: <u>Goals Affect Feelings of Pride and Shame After Success and Failure</u> (Penn State News) Text #2: <u>Parents Help Children's Sports Dreams Come True</u> (NEWSELA—940L) <u>For Parents, The Name of Their Game Is Sacrifice</u> (NEWSELA—1130L) <u>For Parents, Sacrifices Worth It For Children's Athletic Careers</u> (NEWSELA—MaxL) Video: <u>Famous Failures</u> (YouTube)

Alternate Text: There's a Reason Why Your Kids Aren't Playing-They're Not Good Enough

Students should be given an opportunity to write an informative, explanatory, and narrative piece in response to the texts and video presented. If needed to complete all elements of the standard, other texts and videos can be chosen and made available. Students will analyze the information and ideas provided so that they may make an informed decision concerning a specified claim, justification of the same claim, and evidence to then support the claim in relation to the tasks' prompt.



Graduation Competency 2: Construct task-appropriate writing for diverse purposes and audiences.

High School Performance Indicators (9-12)

- a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- b. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- c. Write narratives to develop real or imagined experiences or events using effective technique, vivid details, and purposeful event sequences.
- d. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with a focus on what is most effective for a specific purpose and audience
- e. Use technology to produce, publish, and update individual or collaborative writing products in response to ongoing feedback, including new arguments or information.

Performance Indicators Scoring Criteria for High School Graduation Competency 2

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and sufficient evidence.	Students write an argument.	Students write an argument with limited use of substantive texts.	Students write an argument that reflects their analysis of substantive texts.	Students write a complex argument that reflects sophisticated reasoning and analysis of substantive texts.
b. Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Students write an informative/ explanatory text.	Students write an organized informative/ explanatory text.	Students write an organized informative/ explanatory text that employs supported, complex ideas.	Students write an organized informative/ explanatory text that supported, complex ideas with a sophisticated command of the language.
c. Write narratives to develop real or imagined experiences or events using effective technique, vivid details, and purposeful event sequences.	Students write a narrative.	Students write an organized narrative with limited details.	Students write an organized narrative with style and vivid details.	Students write an organized narrative with style, vivid details, and purposeful development.



d. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with a focus on what is most	Students demonstrate knowledge of the writing process.	Students demonstrate knowledge and limited implementation of the writing process.	Students employ the writing process to adjust to the specific purpose and audience of the writing	Students explore various approaches and employ the writing process to adjust to the specific purpose and audience of the
effective for a specific purpose and audience.			assignment.	writing product.
e. Use technology to produce, publish, and update individual or	Students produce a writing product.	Students produce a writing product with limited	Students use technology to produce, revise,	Students use technology to produce, revise, and
collaborative writing products in response to ongoing feedback,		evidence of revision.	and publish a writing product using ongoing	publish a writing product that includes new
including new arguments or information.			feedback.	arguments and information, using ongoing feedback.

Sample Task for High School Graduation Competency 2

The learner will read a drama that is representative of the course's literary focus and examine how the protagonist transforms over the course of the drama. The educator will either assign or allow students to select their dramas. The students will be divided into three groups, with each group reading a different drama.

Example Dramas:

Grade 09: A Doll's House, The Miracle Worker, Romeo and Juliet Grade 10: Hamlet, "Master Harold" ... and the boys, Rhinoceros Grade 11: Death of a Salesman, Fences, A Raisin in the Sun Grade 12: Doctor Faustus, The Importance of Being Earnest, Othello

In addition to determining the central ideas of the text, the learner will identify the most significant change that the protagonist undergoes and determine the mechanisms that the author utilizes to accomplish and communicate the transformation. The learner should annotate the text and take notes while reading.

After reading and annotating, the learner will participate in a group discussion with peers who read the same drama. The learner should think critically about the protagonist's transformation and communicate his/her ideas effectively. The learner should take notes where appropriate during these discussions.



Transformation Analysis

The learner will write an informative/explanatory essay that conveys a clear and focused analysis of the protagonist's transformation from the beginning to the end of the drama. The learner will focus on the following:

- organization
- connections
- distinctions
- concrete details
- transitions
- cohesion

Transformation Justification

Was the protagonist's transformation essential to the author's central idea and purpose? The learner will write an argumentative essay that supports or refutes the importance of the protagonist's transformation. The learner will focus on the following:

- author's purpose
- claim
- reasoning
- textual evidence
- organization

Witnessing the Transformation

After the reading the drama and analyzing the protagonist's transformation, the learner will write a narrative from the perspective of another character. The narrative should describe the secondary character's reaction to the protagonist, his/her transformation, and other key events in the drama. The learner will focus on the following:

- pacing
- dialogue
- description
- reflection
- figurative language

The learner will take all of the writing tasks through the writing process, soliciting feedback from peers and revising as necessary. The educator will conference with the learner to support and ensure mastery of the standards. The published essays will be produced, updated, and published via the student's choice of technology.



Graduation Competency 3: Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

Elementary Performance Indicators (K-5)

- a. Conduct short research using multiple sources to build knowledge of different aspects of a topic.
- b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Performance Indicators Scoring Criteria for Elementary Graduation Competency 3

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Conduct short research using multiple sources to build knowledge of different	Students conduct short research using a source to build knowledge of an aspect of a topic.	Students conduct short research using multiple sources to build knowledge of an aspect of a topic.	Students conduct short research using multiple sources to build knowledge of different aspects of	Students conduct extensive research using multiple sources to build knowledge of different aspects of a topic.
aspects of a topic	~	~	a topic.	~
b. Recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources	Students recall relevant information from experiences; paraphrase information.	Students recall and compile relevant information from experiences from print or digital sources; paraphrase information.	Students recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information and provide a list of sources.	Students recall and compile relevant information from experiences and from print and digital sources; summarize or paraphrase information, create graphic representation when appropriate, and provide a list of sources.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research	Students draw information from literary or informational text.	Students draw information from literary or informational text to support reflection and research.	Students draw evidence from literary or informational texts to support analysis, reflection, and research.	Students draw evidence from multiple literary or informational texts to support analysis, reflection, and research.



Sample Task for Elementary Graduation Competency 3

Students will select a topic to research using multiple sources (literary or informational) to build knowledge of different aspects of the topic. Students may select a topic that is gradelevel, content, and standard specific (i.e., Trace important developments in America since 1975 or describe the roles of organisms and the flow of energy within an ecosystem.)

Students should gather resources (digital or print) on their topic of choice to closely read and synthesize the information, giving careful attention to supporting their selected topic to clearly communicate their learning of the content studied. Using information collected, students will produce a clear and coherent research based on the student selected topic. The student will develop and strengthen writing as needed by planning, revising, and editing.

The student will use appropriate technology to produce and publish their writing in addition to interacting and collaborating with others to share findings.

Possible Resources:

<u>GALLILEO</u> <u>Nettrekker</u> <u>Readworks</u> <u>NewsELA</u> Library of Congress



Graduation Competency 3: Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

Middle Grades Performance Indicators (6-8)

- a. Compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.
- b. Cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Performance Indicators Scoring Criteria for Middle Graduation Competency 3

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source	Students use information from a few sources and determine the accuracy of information.	Students gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.	Students compile relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.	Students use effective search techniques in order to compile relevant information from a variety of appropriate print and digital sources, using relevant search terms and effectively assessing the credibility and accuracy of each
b. Cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation	Students cite evidence in writing samples.	Students cite evidence and present limited conclusions in their writing.	Students cite evidence or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	source. Students cite explicit evidence, paraphrase implicit evidence and data, and offer their own conclusions from the text without plagiarism and following appropriate format for all citations.
c. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Students draw evidence from literary or informational text.	Students draw evidence from literary or informational text in an effort to support work.	Students draw evidence from literary or informational texts to support analysis, reflection and research.	Students draw relevant evidence from literary and informational texts to fully support their analysis, reflection, and research.



Sample Task for Middle Grades Graduation Competency 3

Students will select a grade appropriate topic for research. Typical topics will come from unit work with Project Based Learning, (or depending on what is appropriate for the individual student/class/grade level, they will either be given a topic, given a choice of topics, or discuss a topic in a collaborative group).

In the research task, students will conduct specific, targeted research on a chosen topic using relevant sources, such as Galileo or Google Scholar. (A tutorial to effectively locate information using effective search terms for credible sources such as Galileo and Google Scholar, can be achieved through collaboration with the school media specialist prior to conducting the research).

Once students have conducted all research for their topic, they will use the notes that were taken during the research process to develop their research papers. In the papers, students must cite textual evidence to support their analysis of the topic. In addition, students will need to include specific elements of textual evidence that includes paraphrasing and directly quoting the author's work, as well as a reference page at the end of their writing to avoid plagiarism, and a reflection.



Graduation Competency 3: Design and implement concise and sustained research tasks focused by questions and understandings of rigorous and relevant topics.

High School Performance Indicators (9-12)

- a. Compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.
- b. Integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Performance Indicators Scoring Criteria for High School Graduation Competency 3

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience	Students compile information from sources using research methods.	Students compile relevant information from print or digital sources using research or search methods with some credibility according to task and purpose.	Students compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.	Students compile and use relevant information from a variety of print and digital sources, employ effective research and online-search methods, and determine the credibility and accuracy of the sources with fidelity while assessing the strengths and limitations of each source for the specific task, purpose, and audience, eliminating irrelevant material.
b. Integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.	Students integrate information from multiple sources into the text.	Students integrate information from sources into the text to maintain the structure of ideas.	Students integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.	Students analyze information to be integrated into the text effectively from a variety of sources, maintaining the structure or providing an analysis of ideas, while following all appropriate citation formats.



			a 1 1	
c. Draw evidence from literary or informational texts	Students draw evidence from texts.	Students draw evidence from texts to support	Students draw evidence from literary or	Students draw evidence from a variety of literary and
to support analysis, reflection, and research.		analysis, reflection, or research.	informational texts to support analysis, reflection, and research.	informational texts to analyze, reflect, and research specific, relevant topics.
d. Compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience	Students compile information from sources using research methods.	Students compile relevant information from print or digital sources using research or search methods with some credibility according to task and purpose.	Students compile relevant information from multiple print and digital sources, using effective research and online-search methods, and determine the credibility and accuracy of the sources while assessing the strengths and limitations of each source for the specific task, purpose, and audience.	Students compile, synthesize, and use relevant information from a variety of print and digital sources, employ effective research and online- search methods, and determine the credibility and accuracy of the sources with fidelity while assessing the strengths and limitations of each source for the specific task, purpose, and audience, eliminating irrelevant material.
e. Integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.	Students integrate information from multiple sources into the text.	Students integrate information from sources into the text to maintain the structure of ideas.	Students integrate information from multiple sources into the text effectively to maintain the structure of ideas, while following a standard citation format.	Students integrate information from a variety of sources effectively into their text, maintaining the structure or providing an analysis of ideas, while following all appropriate citation formats
f. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Students draw evidence from texts.	Students draw evidence from texts to support analysis, reflection, or research.	Students draw evidence from literary or informational texts to support analysis, reflection, and research.	Students draw evidence from a variety of literary and informational texts to analyze, reflect, and research specific, relevant topics, eliminating irrelevant information.



Sample Task for High School Graduation Competency 3

To begin the task, the teacher will provide students with three to five research questions that are based on a specific course relevant topic or theme. Each student will select a research question for the task.

Next, the teacher will provide sources that are credible and those that are unreliable related to the research question selected by the student. Students will be asked to read and distinguish between the two types of sources; teachers are encouraged to utilize the media specialist to introduce students to the online search engines available.

Once credibility using the sources has been established, students will employ an appropriate style format to construct a short, cohesive research paper that synthesizes and integrates multiple sources.

Next, students will be tasked with generating their own topics/relevant thematic ideas. Students will find their own sources, distinguishing between what are good, reliable sources and those that lack reliability. After sources are collected, students will use documentation appropriate to the selected topic to construct a research paper. They will synthesize their multiple sources of information and integrate these sources into their paper to formulate a cohesive argument.



Graduation Competency 4: Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.

Elementary Performance Indicators (K-5)

- a. Engage effectively in a range of collaborative discussions with diverse partners on Grades appropriate topics and texts, following agreed upon rules and roles, building on others' ideas and expressing their own clearly.
- b. Summarize information (visually, quantitatively, and orally) from various sources that explain how claims are supported by reasons and evidence.
- c. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Performance Indicators Scoring Criteria for Elementary Graduation Competency 4

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Engage effectively in	Students engage	Students engage	Students engage	Students effectively
a range of	in a range of	in a range of	effectively in a	in a range of
collaborative	collaborative	collaborative	range of	collaborative
discussions with	discussions on	discussions on	collaborative	discussions with
diverse partners on	topics	Grades	discussions with	diverse partners
Grades appropriate		appropriate	diverse partners on	on or above-Grades
topics and texts,		topics and texts	Grades appropriate	appropriate topics
following agreed		_	topics and texts,	and texts, following
upon rules and			following agreed	agreed upon rules
roles, building on			upon rules and	and roles, building
others' ideas and			roles, building on	on others' ideas and
expressing their own			others' ideas and	expressing their own
clearly			expressing their	clearly
			own clearly	
b. Summarize	Students recall	Students recall	Students	Students summarize
information	information	information	summarize	and analyze
(visually,		(visually,	information	information
quantitatively, and		quantitatively, or	(visually,	(visually,
orally) from various		orally) from a	quantitatively, and	quantitatively, and
sources that explain		source that	orally) from	orally) from various
how claims are		explains how	various sources that	sources that explain
supported by		claims are	explain how claims	how claims are
reasons and		supported by	are supported by	supported by reasons
evidence		reasons and	reasons and	and evidence
		evidence	evidence	
c. Summarize the	Students list the	Students list the	Students	Students summarize
points a speaker	points a speaker	points a speaker	summarize the	and analyze the
makes and explain	makes	makes and	points a speaker	points a speaker
how each claim is		explain how each	makes and explain	makes and explain
supported by		claim is	how each claim is	how each claim is
reasons and		supported by	supported by	supported by reasons
evidence		reasons and	reasons and	and evidence
		evidence	evidence	



Sample Task for Elementary Graduation Competency 4 (Students will participate in a Socratic Seminar at the conclusion of this task.)

Students closely examine and analyze articles and videos on a selected topic using a form of notetaking such as, Cornell Notes. In preparation for the Socratic Seminar, students work collaboratively with a partner to plan an argument and gather evidence from the sources provided to support a claim or answer guiding question:

For example, what is the best solution for the school lunch dilemma? Why? Discuss the findings based on the sources.

Students summarize information gathered (who, what, when, where, why, how), consider what other positions may be, and plan a counter argument supported by reasons and evidence from the sources.

Students engage in the Socratic Seminar using visuals (poster board, Power point, Prezi, etc.) to further support claims in the discussion. Students summarize a speaker's points and claims as supported by reasons and evidence. Students take notes and ask questions to support discussion.

Source examples:

https://newsela.com/articles/schoollunch-chef/id/8194/ https://www.newsela.com/articles/lunch-standards/id/3964/ http://abcnews.go.com/Nightline/video/meals-food-school-lunch-students-youtubegovernment-guidelines-cafeteria-health-17335054

Socratic Seminar: The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly.

Strategy in Practice:

<u>Choosing a text</u>: Socratic seminars work best with authentic texts that invite authentic inquiry—an ambiguous and appealing short story, a pair of contrasting primary documents in social studies, or an article on a controversial approach to an ongoing scientific problem.

<u>Preparing the students</u>: While students should read carefully and prepare well for every class session, it is usually best to tell students ahead of time when they will be expected to participate in a Socratic seminar. Because seminars ask students to keep focusing back on the text, you may distribute sticky notes for students to use to annotate the text as they read.

<u>Preparing the questions</u>: Though students may eventually be given responsibility for running the entire session, the teacher usually fills the role of discussion leader as students learn about seminars and questioning. Generate as many open-ended questions as possible, aiming for questions whose value lies in their exploration, not their answer. Elfie



Israel recommends starting and ending with questions that relate more directly to students' lives so the entire conversation is rooted in the context of their real experiences.

<u>Establishing student expectations</u>: Because student inquiry and thinking are central to the philosophy of Socratic seminars, it is an authentic move to include students integrally in the establishment of norms for the seminar. Begin by asking students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). Ask students to hold themselves accountable for the norms they agree upon.

Establishing your role: Though you may assume leadership through determining which open-ended questions students will explore (at first), the teacher should not see him or herself as a significant participant in the pursuit of those questions. You may find it useful to limit your intrusions to helpful reminders about procedures (*e.g.* "Maybe this is a good time to turn our attention back the text?" "Do we feel ready to explore a different aspect of the text?"). Resist the urge to correct or redirect, relying instead on other students to respectfully challenge their peers' interpretations or offer alternative views.

<u>Assessing effectiveness</u>: Socratic seminars require assessment that respects the central nature

of student-centered inquiry to their success. The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing asking students to describe their participation and set their own goals for future seminars can be effective as well. Understand that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than "getting it right" at any particular point.



Graduation Competency 4: Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.

Middle Grades Performance Indicators (6-8)

- a. Employ relevant evidence from appropriate topics, texts, or issues to probe and reflect on ideas under discussion.
- b. Engage effectively in a range of collaborative discussions with diverse partners on appropriate topics, texts, and issues, posing questions that appropriately connect the idea.
- c. Analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation.
- d. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance of the evidence.

Performance Indicators Scoring Criteria for Middle Grades Graduation Competency 4

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Employ relevant evidence from appropriate topics, texts, or issues to probe and reflect on ideas under discussion.	Students participate in class discussions on topic.	Students include some evidence from texts to participate in class discussions.	Students employ relevant evidence from appropriate topics, texts, or issues to probe and reflect on ideas under discussion.	Students analyze relevant evidence from a variety of texts, topics and issues to probe and reflect deeply or to challenge thinking about ideas under academic review.
b. Engage effectively in a range of collaborative discussions with diverse partners on appropriate topics, texts, and issues, posing questions that appropriately connect the idea.	Students participate in a discussion with partners on texts.	Students participate in partnerships collaboratively on topics or texts.	Students effectively engage in a range of collaborative discussions with diverse partners on appropriate topics, texts, and issues, posing questions that appropriately connect the idea.	Students effectively engage and collaborate with a variety of partners or groups in a range of discussions on all topics, texts, and issues, posing questions that appropriately connect the ideas to instruction or material of interest.
c. Analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation.	Students recognize information presented in a presentation.	Students understand the purpose of information presented in a presentation.	Students analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation.	Students analyze and connect the purpose of information presented in a variety of formats and evaluate the motives behind the presentation in relation to topic under discussion.



d. Delineate a	Students	Students	Students delineate a	Students delineate and
speaker's argument	understand a	understand a	speaker's	interpret a speaker's
and specific claims,	speaker's	speaker's	arguments and	argument and specific
evaluating the	argument.	arguments and	specific claims and	claims, effectively
soundness of the		claims relating	evaluate the	evaluating the
reasoning and		to evidence.	soundness of the	soundness of the
relevance of the			reasoning and	reasoning and
evidence.			relevance of the	relevance of the
			evidence.	evidence, in relation to
				the task or topic.

Sample Task for Middle Grades Graduation Competency 4

As a warm up, write "Should middle school students be able leave campus for lunch" on the board. Students should have an opportunity to explore this topic through discussion or research activities. Have either one person, or a small group, represent each side of a "yes", and "no" debate/argument. A lively debate about each claim should be facilitated in front of the class. After this, introduce Argumentative Writing in a mini-lesson with the power point below (or instructional aide of your choice).

Persuasive Writing Powerpoint Sample

Make sure to compare the debate that took place in front of the room and the proper way to write claims and counter claims in a formal paper.

Assign students an argumentative paper on a teacher approved topic. Some samples include:

Is global climate change man-made?	Do curfews keep teens out of trouble?
Is the death penalty effective?	Are we too dependent on computers?
Is our election process fair?	Are parents clueless about child predators on the
Is torture ever acceptable?	Internet?
Should men get paternity leave from	Should animals be used for research?
work?	Should cigarette smoking be banned?
Is a lottery a good idea?	Are cell phones dangerous?

Ensure that the student has written a first draft of the argumentative paper with in text citations to support their stance. Once the teacher has given appropriate feedback with commentary, the student needs to write a second draft. Upon completion the second draft needs to be edited by a peer. Then a final draft needs to be written.

From this final draft of this paper, the students need to pair themselves with another person who has the OPPOSITE stance on their topic. This coupling needs to work together to create multimedia presentations of their stances with numerous sources to be referenced as well as debate points. The debate will be conducted in class and be recorded.

Once all of the debates have been conducted and recorded, the teachers will play them back to the class for review. At this point the class will engage in active discussion and reflection while evaluating the claims presented to them.



Graduation Standard 4: Collaborate and communicate effectively in a range of discussions, responding appropriately to diverse perspectives.

High School Performance Indicators (9-12)

- a. Employ evidence from relevant texts and research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Respond thoughtfully through collaboration to complete group tasks employing diverse perspectives.
- c. Integrate multiple sources of information presented in diverse media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting discrepancies.
- d. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Performance Indicators Scoring Criteria for High School Graduation Competency 4

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a.Employ evidence	Students include	Students	Students employ	Students analyze
from relevant texts	some evidence	employ	evidence from	evidence from texts
and research on the	and participate	evidence from	relevant texts and	and employ research
topic or issue to	in class	texts or	research on the	on topics and issues to
stimulate a	discussions on	research to	topic or issue to	effectively stimulate a
thoughtful, well-	topic.	thoughtfully	stimulate a	thoughtful, well-
reasoned exchange of		participate in	thoughtful, well-	reasoned exchange of
ideas.		class	reasoned exchange	ideas during academic
		discussions.	of ideas.	discussions.
b. Respond	Students	Students	Students respond	Students critically
thoughtfully through	respond and	respond and	thoughtfully	respond through
collaboration to	collaborate	collaborate	through	thoughtful
complete group tasks	during group	thoughtfully	collaboration to	collaboration to
employing diverse	tasks.	during group	complete group	complete group tasks
perspectives.		tasks with	tasks employing	and effectively
		limited	diverse	recognize and use
		diversity.	perspectives.	diverse perspectives.
c. Integrate multiple	Students	Students	Students integrate	Students integrate a
sources of	integrate some	integrate some	multiple sources of	variety of
information	information	information	information	informational sources
presented in diverse	from media	from multiple	presented in diverse	presented in diverse
media to make	sources to make	media sources	media to make	media to make
informed decisions	decisions or	to make	informed decisions	informed decisions
and solve problems,	solve problems.	somewhat	and solve problems,	and critically solve
evaluating the		informed	evaluating	problems while
credibility and		decisions or	credibility and	effectively evaluating
accuracy of each		solve	accuracy of each	credibility and
source and noting		problems.	source and noting	accuracy of each,
discrepancies.			discrepancies.	noting discrepancies
				and irrelevant
				material.

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d. Evaluate a speaker's	Students	Students	Students evaluate a	Students analyze and
point of view,	understand a	evaluate a	speaker's point of	evaluate a speaker's
reasoning, and use of	speaker's point	speaker's point	view, reasoning,	point of view,
evidence and	of view or	of view or	and use of evidence	reasoning, and use of
rhetoric.	reasoning.	reasoning	and rhetoric.	evidence and rhetoric
		relating to		with fidelity.
		evidence.		

Sample Task for High School Graduation Competency 4

Students will gather and examine various media texts that represent different perspectives on a focused topic or thematic idea relevant to the course:

- 2 verbal texts (such as TED Talks and political speeches)
- 2 political cartoons
- 2 essays or editorials

In small groups, students analyze the various media texts and work collaboratively to generate guiding questions for the class discussion.

In preparation for class discussion, students conduct research for context about central topic or idea as well as determine the following for each media text:

- speaker's point of view and purpose
- context and occasion
- intended audience
- speaker's reasoning and evidence
- rhetorical appeals and devices employed by speaker
- textual evidence to support purpose, reasoning, and rhetorical elements

Students participate in a group discussion in which they analyze the various media texts and evaluate each speaker's credibility as well as the similarities and differences in the speakers' effectiveness, points of view, purposes, reasoning, and rhetorical elements employed.



Graduation Standard 5: Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.

Elementary Performance Indicators (K-5)

- a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes.
- b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Performance Indicators Scoring Criteria for Elementary Graduation Competency 5

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes	Students speak clearly when reporting or presenting a topic	Students speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing and appropriate facts	Students speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes	Students speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes from a distinct perspective
b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes	Students include multimedia components in presentations	Students include multimedia components and visual displays in presentations	Students include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Students create diverse multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
c. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Students adapt speech to a variety of tasks.	Students adapt speech to a variety of contexts and tasks.	Students adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	Students adapt speech to a variety of contexts and tasks, demonstrating a command of formal English.



Sample Task for Elementary Graduation Competency 5

Students will select an informational topic that addresses social studies or science standards. The topic should be of the students choosing based on interest.

Students will conduct additional research about the topic and will develop an informative formal oral presentation with appropriate multimedia components that relays the development of main ideas or themes to a larger audience (this could be their own class, another classroom, the larger school community, etc.). For example, this could be demonstrated during a science fair presentation if the topic is science related. To assist with modeling presentations, students could watch Sid, the Science Kid (PBS episodes) or Bill Nye, the Science Guy, on packaged videos or YouTube clips.

Students will make their informative presentations and be evaluated by the corresponding performance indicators. A checklist may be developed with the components of "formal oral presentation" as listed in the performance indicator (5a. Speak clearly when reporting or presenting a topic, text, or opinion, using logical sequencing, appropriate facts and relevant, descriptive details to support main ideas or themes). This checklist can be used by the audience members and teachers to assess the presentation.

Once they have presented their learning, they will then conduct informal presentations to another audience relaying the same information. During their informal presentations, a clear adaption of speech for a variety of contexts should be evident. For example, slides should be age and/or grade appropriate, answering questions either during or after the reading or presentation.



Graduation Standard 5: Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.

Middle Grades Performance Indicators (6-8)

- a. Employing appropriate eye contact, volume, and pronunciation, present information and ideas effectively.
- b. Integrate multimedia and visual displays effectively into presentations when appropriate.
- c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Performance Indicators Scoring Criteria for Middle Grades Graduation Competency 5

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a.Employing appropriate eye contact, volume, and pronunciation, present information and ideas effectively	Students employ limited eye contact, volume, and pronunciation when presenting information and ideas.	Students employ some eye contact, volume, and pronunciation when presenting information and ideas.	Students employ appropriate eye contact, volume, and pronunciation when presenting information and ideas effectively.	Students utilize elements of good speaking habits; appropriate eye contact, speech volume, and correct pronunciation when presenting information and ideas effectively.
b.Integrate multimedia and visual displays effectively into presentations when appropriate	Students use limited multimedia and visual displays into presentations.	Students use multimedia and visual displays into presentations.	Students integrate multimedia and visual displays into presentations appropriately.	Students critique and then integrate multimedia and visual displays into presentations with fidelity to present information and ideas effectively.
c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Students adapt speech to some context or tasks.	Students adapt speech to context or task using formal standard English.	Students adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Students effectively adapt speech to a variety of contexts and tasks, and model a command of formal standard English when indicated or appropriate.



Sample Task for Middle Grades Graduation Competency 5

Students will choose a novel that is either historical fiction or realistic fiction (perhaps a classic) to read closely to analyze and evaluate. The text may be a Lexile appropriate choice and perhaps one that contains content currently being studied in social studies. Science fiction is unacceptable for this task.

They should carefully read and annotate their selected text giving careful attention to an identified social issue that emerges as essential to the context of the story. Once the text has been annotated, the student will write a critical analysis that addresses how the identified social issue is essential to the context of the plot or its importance in character revelation.

Finally, the student will create a presentation to (1) communicate information of facts about the general plot **and** the technology or process. Special detail should be communicated to be sure that the audience understands the facts about how the chosen variable works. (2) The student will then reason the importance of such technology in the story while (3) supplying evidence via examples from the text (quotes or situational explanations). Students clearly communicating 1-3 (above) will convey a clear and distinct perspective.



Graduation Standard 5: Communicate information, reasoning, and supporting evidence that conveys a clear and distinct perspective.

High School Performance Indicators (9-12)

- a. Develop a clear line of reasoning that address alternative or opposing perspectives using appropriate language and development to a range of purposes and audiences.
- b. Make strategic use of digital media to enhance presentations.
- c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Performance Indicators Scoring Criteria for High School Graduation Competency 5

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Develop a clear line of reasoning that address alternative or opposing perspectives using appropriate language and development to a range of purposes and audiences	Students present a reasoned response.	Students present a reasoned response which includes an opposing viewpoint.	Students develop a clear line of reasoning that address alternative or opposing perspectives using appropriate language and development to a range of purposes and audiences.	Students construct a clear, sophisticated, and reasoned response that includes aligned and opposing perspectives, uses elevated language, employs effective development, and reflects a keen awareness of purpose and audience.
b. Make strategic use of digital media to enhance presentations	Students use digital media to create a presentation.	Students use digital media to create a clear and thorough presentation.	Students make strategic use of digital media to enhance presentations.	Students create complex, sophisticated presentations strategically employing digital media that reflects thorough information, reasoning, supportive evidence, and a distinct perspective.
c. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate	Students communicate with limited variety of contexts and tasks	Students communicate some acquisition of knowledge through speech variety of contexts and tasks.	Students adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	Students communicate acquisition of new knowledge in a stylistically appropriate speech, adapting to a variety of contexts and tasks, and provide a clear and distinct perspective.



Sample Task for High School Graduation Competency 5

Students will generate and examine a topic representative of the course's thematic focus. Topics may include political, social, historical and/or current events, and popular culture.

After the student selects a topic, he or she will research two opposing viewpoints and create an outline of reasoning for each that they will develop into two different speeches, adapting the speeches for opposing audiences and purposes. In the outline, the learner must determine the following for each speech:

- central argument
- context and occasion
- intended audience
- supporting reasons and evidence
- articulate a counterclaim that is addressed in the opposing viewpoint
- rhetorical appeals and devices employed by speaker
- textual evidence to support purpose, reasoning, and rhetorical elements

Additionally, the learner will design a digital media presentation comprised of images and sound ONLY (no spoken words) in which the images/sounds parallel and reinforce the ideas in the learner's two speeches.



Graduation Competency 6: Employ the components of language (including conventions and word choice) effectively in written or spoken form.

Elementary Performance Indicators (K-5)

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades appropriate reading and content, choosing flexibly from a range of strategies including contextual analysis, morphological analysis, and reference materials.
- e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including similes, metaphors, idioms, adages, and proverbs.
- f. Accurately use Grades -appropriate general academic and domain-specific words and phrases, including those that signal logical relationships.

Performance Indicators Scoring Criteria for Elementary Graduation Competency 6

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Demonstrate command of the conventions of standard English grammar and usage when writing	Students recognize the conventions of standard English grammar when speaking.	Students recognize and use the conventions of standard English grammar when writing or	Students demonstrate command of the conventions of standard English grammar and usage when writing or	Students demonstrate command of the conventions of standard English grammar and usage when writing and
or speaking b. Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing	Students have limited use of the conventions of standard English capitalization, punctuation, or spelling when writing.	speaking. Students use the conventions of standard English capitalization, punctuation, and spelling when writing.	speaking Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	speaking on any topic. Students demonstrate command and appropriate application of the conventions of standard English capitalization, punctuation, and spelling when writing in any genre.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening	Students identify language and its conventions when writing, speaking, reading, or listening.	Students understand language and its conventions when writing, speaking, reading, or listening.	Students use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students employ knowledge of language and its conventions when completing tasks that include writing, speaking, reading, and listening.



		G 1		
d. Determine or	Students determine	Students	Students determine	Students determine or
clarify the meaning	or clarify the	determine or	or clarify the	clarify the meaning of
of unknown or	meaning of known	clarify the	meaning of	unknown or multiple
multiple meaning	words and phrases	meaning of	unknown or multiple	meaning words and
words and phrases	based on grade	unknown or	meaning words and	phrases based on
based on Grades	appropriate	multiple meaning	phrases based on	above grade level
appropriate	reading.	words and	grade appropriate	appropriate reading
reading and		phrases based on	reading and content,	and content, choosing
content, choosing		grade appropriate	choosing flexibility	flexibility from a
flexibility from a		reading.	from a range of	range of strategies
range of strategies			strategies including	including contextual
including			contextual analysis,	analysis,
contextual analysis,			morphological	morphological
morphological			analysis and	analysis and reference
analysis and			reference materials.	materials.
reference materials				
e. Demonstrate	Students recognize	Student can	Students	Students demonstrate
understanding of	figurative language.	demonstrate	demonstrate	and apply
figurative		understanding of	understanding of	understanding of
language, word		figurative	figurative language,	figurative language,
relationships, and		language, word	word relationships,	word relationships,
nuances in word		relationships	and nuances in word	and nuances in word
meanings,			meanings, including	meanings, including
including similes,			similes, metaphors,	similes, metaphors,
metaphors, idioms,			idioms, adages, and	idioms, adages, and
adages, and			proverbs.	proverbs in writing
proverbs				and speaking.
f. Accurately use	Student can	Students explain	Students accurately	Students accurately
Grades -	recognize Grades -	Grades -	use Grades -	use Grades -
appropriate	appropriate general	appropriate	appropriate general	appropriate general
general academic	academic and	general academic	academic and	academic and domain-
and domain-	domain-specific	and domain-	domain-specific	specific words and
specific words and	words and phrases,	specific words	words and phrases,	phrases, including
phrases, including	including those that	and phrases,	including those that	those that signal
those that signal	signal logical	including those	signal logical	logical relationships in
logical	relationships.	that signal logical	relationships.	reading, writing,
relationships	_	relationships.	_	speaking and listening.
-		· · ·		<u> </u>

Sample Task for Elementary Graduation Competency 6

Give students five content related, literacy rich texts that come from grade level appropriate works shared within the class. Texts can also come from works addressed in the prior grade year. Some recommendations for each grade include science, social studies, or literary related texts.

Allow each student to select the text that resonates most with their personal likes or interests. Once students have selected their text, they will re-read them closely and identify



any words they think would prove challenging for their grade level peers who did not select the same text. Encourage them to select at least FIVE words from the texts.

Have the students make a list of the words they selected. Using a variety of strategies, students will provide the definition of each term.

Next, students will identify at least FIVE instances of figurative language found within their selected text. Students should highlight the instance and provide an explanation of how the identified figurative language impacts the passage.

Once students complete the aforementioned parts of the task, they will orally share their analysis with their teacher. In the presentation, teachers should evaluate performance for the grade level appropriate conventions of standard English grammar and usage when writing or speaking.



Graduation Competency 6: Employ the components of language (including conventions and word choice) effectively in written or spoken form.

Middle Grades Performance Indicators (6-8)

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- d. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on choosing flexibly from a range of strategies.
- e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- f. Accurately use Grades -appropriate general academic and domain-specific words and phrases and employ knowledge of vocabulary.

Performance Indicators Scoring Criteria for Middle Grades Graduation Competency 6

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Demonstrate command of the conventions of standard English grammar and usage when writing	Students use limited conventions of formal standard English grammar or usage in some	Students demonstrate conventions of formal standard English grammar or usage in some	Students demonstrate command of the conventions of standard English grammar and	Students demonstrate appropriate command of the conventions of formal standard English grammar and usage effectively in all
or speaking	speaking or writing tasks.	speaking or writing tasks.	usage in speaking or writing tasks.	speaking or writing tasks.
b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students use limited conventions of standard English capitalization, punctuation, and spelling in some writing tasks.	Students demonstrate conventions of formal standard English capitalization, punctuation, and spelling in some writing tasks.	Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Students demonstrate command of the conventions of formal standard English capitalization, punctuation, and spelling in all writing tasks.
c. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Students use limited language and its conventions in some reading, writing, speaking, or listening tasks.	Students use some knowledge of language and its conventions in reading, writing, speaking, or listening tasks.	Students use knowledge of language and its conventions in reading, writing, speaking, or listening tasks.	Students effectively demonstrate knowledge of language and its conventions when completing any reading, writing, speaking, or listening tasks.



d. Determine or	Students	Students	Students	Students effectively
clarify the meaning	determine the	determine the	determine or	determine and clarify
of unknown and	meaning of	meaning of	clarify the	the meaning of
multiple-meaning	unknown and	unknown and	meaning of	unknown and multiple-
words or phrases	multiple-meaning	multiple-meaning	unknown and	meaning words or
based on choosing	words or phrases	words or phrases	multiple-meaning	phrases based on the
flexibly from a	in limited	through the use of	words or phrases	ability to choose
range of strategies	academic	some strategies.	based on	knowledgeably
	scenarios.		choosing flexibly	between a range of
			from a range of	strategies.
			strategies.	
e. Demonstrate	Students	Students	Students	Students effectively
understanding of	demonstrate	demonstrates	demonstrate	demonstrate academic
figurative language,	limited	some	understanding of	understanding of
word relationships,	understanding of	understanding of	figurative	figurative language,
and nuances in	figurative	figurative	language, word	word relationships, and
word meanings	language, word	language, word	relationships, and	nuances in word
0	relationships, and	relationships, and	nuances in word	meanings in all tasks.
	nuances in word	nuances in word	meanings.	
	meaning tasks.	meaning tasks.	-	
f. Accurately use	Students use	Students use	Students	Students accurately use
grade-appropriate	limited grade -	grade-appropriate	accurately use	grade-appropriate
general academic	appropriate	general academic	grade-appropriate	general academic and
and domain-	general academic	or domain-specific	general academic	domain-specific words
specific words and	or domain-specific	words and phrases	and domain-	and phrases while
phrases and	words and	using some	specific words	effectively employing
employ knowledge	phrases.	knowledge of	and phrases and	knowledge of
of vocabulary		vocabulary.	employ	vocabulary.
		-	knowledge of	
			vocabulary.	



Sample Task for Middle Grades Graduation Competency 6

The student will create two well-constructed poems based on the underlying theme from the novel or text of your choice. The poem should be aligned with student's individual interpretation of the novel or text. Word choice and conventions are the focal point of the poems. Students will have the opportunity to revise and edit their poem before submitting the final published piece.

Students will complete a reflection summary about the poem and text, discussing the type and format of poem. Students should address the question, "What's the intended message of the novel or text that is conveyed by the author and how is the message related to the poem?", as a part of their reflection. Explain how specific word choice helped create a tone that contributed to the text's meaning and how it has influenced the word choice in your poem.

- Include figurative language, sensory details and descriptive words and phrases that convey meaning and tone
- Make explicit reference to details and information that add to the authenticity of the story or text
- Adhere to the conventions of standard written English
- Provide research-based historical details in the context of a realistic scene
- Align the details in both poems need to align for continuation of the story
- Maintain a consistent voice through both poems



Graduation Competency 6: Employ the components of language (including conventions and word choice) effectively in written or spoken form.

High School Performance Indicators (9-12)

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- c. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
- e. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- f. Accurately use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level and employ independence in acquiring knowledge of vocabulary.

Performance Indicators Scoring Criteria for High School Graduation Competency 6

Performance Indicator	Emerging	Progressing	Competent	Exemplary
a. Demonstrate	Students	Students	Students	Students demonstrate,
command of the	demonstrate limited	demonstrate some	demonstrate	with mastery,
conventions of	command of the	command of the	command of the	command of the
standard English	conventions of	conventions of	conventions of	conventions of formal
grammar and	formal standard	formal standard	standard English	standard English
usage when	English grammar	English grammar	grammar and	grammar and usage
writing or	and usage in some	and usage in some	usage when	effectively in all
speaking	speaking or writing	speaking or writing	writing or	speaking or writing
	tasks.	tasks.	speaking.	tasks.
b. Demonstrate	Students use the	Students	Students	Students demonstrate,
command of the	conventions of	demonstrate the	demonstrate	with mastery,
conventions of	standard English	conventions of	command of the	command of the
standard English	capitalization,	standard English	conventions of	conventions of formal
capitalization,	punctuation, and	capitalization,	standard English	standard English
punctuation, and	spelling in some	punctuation, and	capitalization,	capitalization,
spelling when	writing tasks.	spelling in some	punctuation, and	punctuation, and
writing		writing tasks.	spelling in most	spelling in all writing
			writing tasks.	tasks.
c. Apply knowledge	Students use limited	Students	Students apply	Students effectively
of language to	knowledge of	demonstrate	knowledge of	demonstrate
understand how	language and its	limited knowledge	language to	application of their
language	conventions and use	of language and its	understand how	knowledge of
functions in	that knowledge in	conventions in	language	language and



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independence in vocabulary. career-readiness effectively employing	independence in		vocabulary.	career-readiness	effectively employing
acquiring level and employ independent	acquiring			level and employ	
knowledge of independence in acquisition of the	knowledge of			independence in	acquisition of the
vocabulary acquiring knowledge of	vocabulary			acquiring	knowledge of
knowledge of vocabulary.				knowledge of	vocabulary.
vocabulary.				vocabulary.	



Sample Task for High School Graduation Competency 6

The learner will select a TED Talk on a topic of interest. The learner will listen to the talk, taking notes on how the speaker uses language to convey his or her point. Then, the learner will download the transcript. The learner will carefully read and annotate the transcript, noting the author's use of language. The learner will also identify unfamiliar vocabulary words and use either context clues or reference sources (print or digital) to understand the meaning of the words. After the learner has annotated the transcript, the learner will write a short critical analysis of the author's use of language and how this language use creates a specific style and reflects a specific context. The learner should revise and edit the analysis to ensure correct use of standard English.

Next, the learner will select two other texts (either written or spoken) related to the same topic as the TED Talk. Each text should be intended for a different audience or purpose. The learner will annotate each text with an emphasis on the authors' use of language. The learner will also define unfamiliar vocabulary.

The learner will extend the critical analysis of the TED Talk to include an analysis of the two other texts. The analysis should conclude with a summary of how each author's use of language creates a unique style and reflects a unique context.

Finally, the learner will synthesize significant information from the three sources and create two different presentations of the information, each intended for a unique context. Possible presentation formats include a speech, a letter, a blog posting, or an editorial. Each presentation should be stylistically suited to the specific context.