

Language

A student who is **Language Proficient** in ELA—3 will, by the end of this course, be able to:

L1: consistently use appropriate subject-verb agreement

L1: consistently use hyphens to create compound expressions in singular and plural forms

L1: distinguish between the objective and subjective case for pronouns, including relative and indefinite

L1: understand the difference between subordinate and independent clauses and how to use them for a variety of sentence structures

L2: apply the correct use of commas, semicolons, colons, and other punctuation

L2: apply correct punctuation to set off phrases including appositives, parenthetical, and participial

L2: correctly use apostrophes appropriately to show possessive case and to create contractions

L3: refine, revise, and improve diction and syntax to enhance meaning

L4: correctly use commonly confused words such as homonyms, malapropos, and homophones

L4: analyze how affixes modify root-word meanings or usage

A student who is **Borderline Language Proficient** will, by the end of this course, be able to:

L1: sometimes recognize appropriate subject-verb agreement

L1: sometimes use hyphens correctly to create compound expressions in singular and plural forms

L1: occasionally identify the objective and subjective case for pronouns, including relative and indefinite

L1: understand the difference between subordinate and independent clauses

L2: sometimes use commas, semicolons, colons, and other punctuation correctly

L2: generally apply correct punctuation to set off phrases including appositives, parenthetical, and participial phrases

L2: identify the need for apostrophes to appropriately show possessive case and to create contractions

L3: refine, revise, and improve diction and syntax to somewhat enhance meaning

L4: occasionally use correctly the commonly confused words such as homonyms, malapropos, and homophones

L4: recall how affixes modify root-word meanings or usage

Writing

A student who is **Writing Proficient** in ELA—3 will, by the end of this course, be able to:

W1: write well-reasoned arguments to support claims

W1: anticipate and refute counter-claims

W1: synthesize multiple informative and literary texts as required by a specific prompt to support an extended argument

W1: cite substantive literary and informational evidence to support claims

W4: develop paragraphs using topic sentences with abundant and specific supporting evidence

W4: effectively organize an essay into introductory, body, and concluding paragraphs

W4: transition fluidly from one idea to the next

W4: include or analyze various rhetorical devices and literary elements if required by the prompt

W9: address the prompt completely

L1: use appropriate mechanics and language to support meaning

L3: use varied diction and syntax for a specific purpose and audience

L5: use figurative language and nuanced meaning to enhance writing

A student who is **Borderline Writing Proficient** in ELA—3 will, by the end of this course, be able to:

W1: write some arguments to support claims

W1: anticipate and refute some counter-claims

W1: reference a few informative and/or literary texts as required by a specific prompt to support an argument

W1: cite at least some evidence to support claims

W4: partially develop paragraphs using a topic sentence with some supporting ideas

W4: organize most writing assignments into recognizable introductory, body, and concluding paragraphs

W4: understand how to transition from one idea to the next

W4: include and/or analyze various rhetorical devices and literary elements if required by the prompt

W9: address the prompt fairly well

L1: use adequate mechanics and language to support meaning

L3: use some variety of diction and syntax for a given purpose or audience

L5: use some figurative language or nuanced word meanings in writing