



**Achievement Level Descriptors**  
**for**  
**American Literature and Composition**

Georgia Department of Education  
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### Achievement Levels and Achievement Level Descriptors

With the implementation of the Georgia Milestones Assessment System, Georgia educators have developed four achievement levels to describe student mastery and command of the knowledge and skills outlined in Georgia’s content standards. Most students have at least some knowledge of the content described in the content standards; however, achievement levels succinctly describe how much mastery a student has. Achievement levels give meaning and context to scale scores by describing the knowledge and skills students must demonstrate to achieve each level.

The four achievement levels on Georgia Milestones are *Beginning Learner*, *Developing Learner*, *Proficient Learner*, and *Distinguished Learner*. The general meaning of each of the four levels is provided below:

**Beginning Learners do not yet demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students ***need substantial academic support*** to be prepared for the next grade level or course and to be on track for college and career readiness.

**Developing Learners demonstrate partial proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students ***need additional academic support*** to ensure success in the next grade level or course and to be on track for college and career readiness.

**Proficient Learners demonstrate proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students ***are prepared*** for the next grade level or course and are on track for college and career readiness.

**Distinguished Learners demonstrate advanced proficiency** in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students ***are well prepared*** for the next grade level or course and are well prepared for college and career readiness.

More detailed and content-specific concepts and skills are provided for each grade, content area, and course in the **Achievement Level Descriptors (ALDs)**. ALDs are narrative descriptions of the knowledge and skills expected at each of the four achievement levels and were developed for each grade level, content area, and course by committees of Georgia educators in March 2015 and July 2015. The ALDs are based on the state-adopted content standards.

**ALDs show a progression of knowledge and skills** for which students must demonstrate competency across the achievement levels. It is important to understand that a student should demonstrate mastery of the knowledge and skills within his/her achievement level *as well as all content and skills in any achievement levels that precede his/her own, if any*. For example, a Proficient Learner should also possess the knowledge and skills of a Developing Learner *and* a Beginning Learner.

ALD	Standard	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
<b>Policy</b>		<b>Beginning Learners do not yet demonstrate proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for <i>college and career readiness</i> .	<b>Developing Learners demonstrate partial proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia's content standards. The students need additional academic support to ensure success in the next grade level or course and to be on track for <i>college and career readiness</i> .	<b>Proficient Learners demonstrate proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are prepared for the next grade level or course and are on track for <i>college and career readiness</i> .	<b>Distinguished Learners demonstrate advanced proficiency in the knowledge and skills</b> necessary at this grade level/course of learning, as specified in Georgia's content standards. The students are well prepared for the next grade level or course and are well prepared for <i>college and career readiness</i> .
<b>Range</b>		A student who achieves at the <b>Beginning Learner</b> level tends to read and comprehend informational texts and literature that do not meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires substantial instructional support to improve reading skills.	A student who achieves at the <b>Developing Learner</b> level tends to read and comprehend informational texts and literature of low-to-moderate complexity and sometimes struggles to meet the demands of grade level texts that would signal this student is on track for college and career readiness and requires some instructional support to enhance reading skills.	A student who achieves at the <b>Proficient Learner</b> level reads and comprehends informational texts and literature of moderate-to-high complexity and is meeting the demands of grade level texts that signal this student is on track for college and career readiness.	A student who achieves at the <b>Distinguished Learner</b> level reads and comprehends informational texts and literature of high complexity and is meeting and often exceeding the demands of grade level texts that clearly signal this student is on track for college and career readiness.
	11-12.RL.1	Cites evidence from texts to support analyses of what texts say explicitly as well as simple inferences drawn from texts.	Cites adequate evidence from texts to support analyses of what texts say explicitly as well as inferences drawn from texts.	Cites strong and thorough evidence from texts to support analyses of what texts say explicitly as well as inferences drawn from texts, including where texts leave matters uncertain.	Cites strong and thorough evidence from texts to support in-depth analyses of what texts say explicitly as well as complex inferences drawn from texts, including determining where texts leave matters uncertain.
	11-12.RL.2	Determines two clearly expressed themes or central ideas of a text and describes their development over the	Determines two themes or central ideas of a text and analyzes their development over the course of texts and	Determines two or more themes or central ideas of a text and analyzes their development over the course of texts,	Determines two or more subtle or implied themes or central ideas of a text and analyzes their development over the

		course of texts and provides simple summaries of texts.	provides simple, objective summaries of texts.	including how they interact and build on one another to produce complex accounts, and provides objective summaries of texts.	course of texts, including how they interact and build on one another to produce complex accounts, and provides thorough, objective summaries of texts.
	11-12.RL.3	Describes authors' choices regarding how to develop and relate basic elements of stories or dramas (e.g., settings, plots, characters).	Analyzes the authors' choices regarding how to develop and relate basic elements of stories and dramas (e.g., settings, plots, characters).	Analyzes the impact of authors' choices regarding how to develop and relate elements of stories or dramas (e.g., where stories and dramas are set, how actions are ordered, how characters are introduced and developed).	Analyzes the impact of authors' choices regarding how to develop and relate complex elements of stories or dramas (e.g., where stories and dramas are set, how actions are ordered, how characters are introduced and developed).
	11-12.RL.4	Uses apparent textual evidence (e.g., context clues, embedded definitions) to determine the meanings, including basic figurative and connotative meanings, of words and phrases as they are used in texts.	Uses apparent textual evidence (e.g., context clues, embedded definitions) to determine the meanings, including basic figurative and connotative meanings, of words and phrases as they are used in texts and analyzes the impact of specific word choices on meaning and tone, including words with multiple meanings.	Determines the meanings, including figurative and connotative meanings, of words and phrases as they are used in texts and analyzes the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	Determines the meanings, including figurative and connotative meanings, of sophisticated words and phrases as they are used in texts and analyzes the impact of specific, sophisticated word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
	11-12.RL.5	Identifies authors' choices concerning how to structure specific parts of texts (e.g., the choice of where to begin or end stories, the choice to provide comedic or tragic resolutions).	Describes authors' choices concerning how to structure specific parts of texts (e.g., the choice of where to begin or end stories, the choice to provide comedic or tragic resolutions).	Analyzes authors' choices concerning how to structure specific parts of texts (e.g., the choice of where to begin or end stories, the choice to provide comedic or tragic resolutions) and how these choices contribute to overall structure and meaning as well as aesthetic impact.	Analyzes and evaluates the effectiveness of authors' choices concerning how to structure specific parts of texts (e.g., the choice of where to begin or end stories, the choice to provide comedic or tragic resolutions) and how these choices contribute to overall structure and meaning as well as aesthetic impact.
	11-12.RL.6	Identifies clear cases in which grasping points of view requires	Identifies nuanced cases in which grasping points of view	Analyzes cases in which grasping points of view requires	Analyzes cases in which grasping points of view

		distinguishing what is directly stated in texts from what is really meant (e.g., satire, sarcasm, irony, understatement).	requires distinguishing what is directly stated in texts from what is really meant (e.g., satire, sarcasm, irony, understatement).	distinguishing what is directly stated in texts from what is really meant (e.g., satire, sarcasm, irony, understatement).	requires distinguishing what is directly stated in texts from what is really meant (e.g., satire, sarcasm, irony, understatement) and explains the rhetorical effects.
	11-12.RL.7	Describes interpretations of stories, dramas, or poems (e.g., recorded or live productions of plays, recorded novels or poems), identifying how different versions interpret source texts.	Compares multiple interpretations of stories, dramas, or poems (e.g., recorded or live productions of plays, recorded novels or poems), describing how different versions interpret source texts.	Analyzes multiple interpretations of stories, dramas, or poems (e.g., recorded or live productions of plays, recorded novels or poems), evaluating how different versions interpret source texts.	Analyzes multiple subtly different interpretations of stories, dramas, or poems (e.g., recorded or live productions of plays, recorded novels or poems), evaluating how different versions interpret source texts.
	11-12.RL.8	N/A	N/A	N/A	N/A
	11-12.RL.9	Demonstrates knowledge of a limited set of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two texts treat similar topics.	Demonstrates knowledge of a small set of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two texts from the same period treat similar topics.	Demonstrates knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar topics.	Demonstrates thorough knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar topics.
	11-12.RI.1	Cites evidence from texts to support analyses of what texts say explicitly as well as simple inferences drawn from texts.	Cites strong evidence from texts to support analyses of what texts say explicitly as well as inferences drawn from texts.	Cites strong and thorough evidence from texts to support analyses of what texts say explicitly as well as inferences drawn from texts, including where texts leave matters uncertain.	Cites strong and thorough evidence from texts to support in-depth analyses of what texts say explicitly as well as complex inferences drawn from texts, including determining where texts leave matters uncertain.
	11-12.RI.2	Determines two clearly expressed central ideas of a text and describes their development over the course of texts and provides simple summaries of texts.	Determines two central ideas of a text and analyzes their development over the course of texts and provides simple, objective summaries of texts.	Determines two or more central ideas of a text and analyzes their development over the course of texts, including how they interact and build on one another to produce complex accounts, and provides objective summaries of texts.	Determines two or more subtle or implied central ideas of a text and analyzes their development over the course of texts, including how they interact and build on one another to produce complex accounts, and provides

					thorough, objective summaries of texts.
	11-12.RI.3	Describes sets of ideas or sequences of events and identifies how specific individuals, ideas, or events interact in limited or specific sections of texts.	Analyzes sets of ideas or sequences of events and identifies how specific individuals, ideas, or events interact in limited or specific sections of texts.	Analyzes complex sets of ideas or sequences of events and explains how specific individuals, ideas, or events interact and develop over the course of texts.	Analyzes and evaluates the effects of complex sets of ideas or sequences of events and explains how specific individuals, ideas, or events interact and develop over the course of texts.
	11-12.RI.4	Uses apparent textual evidence (e.g., context clues, embedded definitions) to determine the meanings of words and phrases as they are used in texts and identifies how authors use the meanings of key terms over the course of texts (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ).	Uses apparent textual evidence (e.g., context clues, embedded definitions) to determine the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in texts and describes how authors use and refine the meanings of key terms over the course of texts (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ).	Determines the meanings, including figurative, connotative, and technical meanings, of words and phrases as they are used in texts and analyzes how authors use and refine the meanings of key terms over the course of texts (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ).	Determines the meanings, including complex figurative, connotative, and technical meanings, of complex words and phrases as they are used in texts and analyzes how authors use and refine the meanings of complex key terms over the course of texts (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ).
	11-12.RI.5	Identifies the structures authors use in their expositions or arguments.	Analyzes and evaluates the effectiveness of structures authors use in their expositions or arguments.	Analyzes and evaluates the effectiveness of structures authors use in their expositions or arguments, including whether structures make points clear, convincing, and engaging.	Thoroughly analyzes and evaluates the effectiveness of complex structures authors use in their expositions or arguments, including whether structures make points clear, convincing, and engaging.
	11-12.RI.6	Identifies authors' points of view or purposes in texts in which the rhetoric is particularly effective, identifying how style and content generally contribute to texts.	Identifies authors' points of view or purposes in texts in which the rhetoric is particularly effective, describing how style and content contribute to the power, persuasiveness, or beauty of texts.	Determines authors' points of view or purposes in texts in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of texts.	Determines authors' points of view or purposes in texts in which the rhetoric is particularly effective, analyzing and evaluating how style and content contribute to the power, persuasiveness, or beauty of texts.
	11-12.RI.7	Uses sources of information presented in different media or formats (e.g., visually,	Integrates multiple sources of information presented in different media or formats (e.g.,	Integrates and evaluates multiple sources of information presented in different media or	Integrates, synthesizes, and evaluates multiple complex sources of information

		quantitatively) as well as in words in order to address questions or solve problems.	visually, quantitatively) as well as in words in order to address questions or solve problems.	formats (e.g., visually, quantitatively) as well as in words in order to address questions or solve problems.	presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address questions or solve problems.
	11-12.RI.8	Delineates the reasoning in seminal U.S. texts, identifying the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents).	Delineates and evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents).	Delineates and evaluates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	Expounds and evaluates the reasoning in seminal U.S. texts, including the application of complex constitutional principles and use of sophisticated legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses), and analyzes the effects of these decisions.
	11-12.RI.9	Identifies themes, purposes, and rhetorical features of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance, including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.	Conducts basic analyses of themes, purposes, and rhetorical features of seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance, including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address.	Analyzes seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance, including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address, for their themes, purposes, and rhetorical features.	Analyzes seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance, including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address, for their themes, purposes, and rhetorical features, using specific textual evidence to support analyses, and assesses the outcomes of their themes, purposes, and use of rhetorical features.
	11-12.W.1	Writes argumentative pieces to support claims in analyses of topics or texts, using some reasoning and evidence.	Writes argumentative pieces to support claims in analyses of topics or texts, using some reasoning and relevant	Writes argumentative pieces to support claims in analyses of substantive topics or texts, using valid reasoning and	Writes highly effective, compelling argumentative pieces to support claims in analyses of substantive topics

		<p>a. States claims, states significance of claims, and creates an organization that loosely sequences claims, counterclaims, reasons, and evidence.</p> <p>b. Develops claims, supplying evidence for some.</p> <p>c. Uses words, phrases, and clauses to link some sections of texts and to clarify some relationships between claims and reasons, and between reasons and evidence.</p> <p>d. Attempts to establish a formal style while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</p> <p>e. Provides concluding statements or sections.</p>	<p>evidence.</p> <p>a. States claims, states the significance of claims, distinguishes claims from alternate or opposing claims, and creates an organization that generally sequences claims, counterclaims, reasons, and evidence.</p> <p>b. Develops claims and counterclaims, supplying evidence for each while pointing out strengths or limitations of both.</p> <p>c. Uses words, phrases, and clauses to link sections of texts and to clarify some relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establishes a formal style while generally attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>e. Provides concluding statements or sections that generally support arguments presented.</p>	<p>relevant and sufficient evidence.</p> <p>a. Introduces precise claims, establishes the significance of claims, distinguishes claims from alternate or opposing claims, and creates an organization that logically sequences claims, counterclaims, reasons, and evidence.</p> <p>b. Develops claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out strengths and limitations of both in a manner that anticipates audience knowledge levels, concerns, values, and possible biases.</p> <p>c. Uses words, phrases, and clauses as well as varied syntax to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>e. Provides concluding statements or sections that follow from and support arguments presented.</p>	<p>or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduces strong and precise claims, effectively establishes the significance of claims, effectively distinguishes claims from alternate or opposing claims, and creates an effective organization that strategically sequences claims, counterclaims, reasons, and evidence.</p> <p>b. Develops strong claims and counterclaims fairly and thoroughly, supplying the most relevant, thorough evidence for each while pointing out strengths and limitations of both in a manner that effectively anticipates audience knowledge levels, concerns, values, and possible biases.</p> <p>c. Uses precise words, phrases, and clauses as well as appropriate and varied syntax to link major sections of texts, create cohesion, and clarify relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</p> <p>d. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>e. Provides insightful concluding statements or</p>
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					sections that follow from and effectively support arguments presented.
	11.W.2	<p>Writes informative/explanatory pieces to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content.</p> <p>a. States topics and loosely organizes ideas, concepts, and information.</p> <p>b. Develops topics by selecting some relevant facts, extended definitions, concrete details, quotations, or other information and examples.</p> <p>c. Uses transitions and syntax to link sections of texts and clarify some relationships among ideas and concepts.</p> <p>d. Uses some language and domain-specific vocabulary and techniques, such as metaphor, simile, and analogy, to describe the topic.</p> <p>e. Attempts to establish a formal style while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</p> <p>f. Provides concluding statements or sections.</p>	<p>Writes informative/explanatory pieces to examine and convey ideas, concepts, and information accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduces topics; organizes ideas, concepts, and information so that new elements generally build on previous elements; and includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia in an attempt to aid comprehension.</p> <p>b. Develops topics by selecting significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience.</p> <p>c. Uses appropriate transitions and syntax to link sections of texts and clarify relationships among ideas and concepts.</p> <p>d. Uses language and domain-specific vocabulary and techniques, such as metaphor, simile, and analogy, to manage the topic.</p> <p>e. Establishes a formal style while generally attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>f. Provides concluding</p>	<p>Writes informative/explanatory pieces to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduces topics; organizes complex ideas, concepts, and information clearly and accurately so that each new element builds on that which precedes it to create a unified whole; and includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develops topics thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Uses appropriate and varied transitions and syntax to link the major sections of texts, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>d. Uses precise language and domain-specific vocabulary and techniques, such as metaphor, simile, and analogy, to manage the complexity of the topic.</p>	<p>Writes highly effective, compelling informative/explanatory pieces to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Clearly introduces topics; strategically organizes complex ideas, concepts, and information clearly and accurately so that each new element builds on that which precedes it to create a unified whole; and includes significant formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension.</p> <p>b. Develops topics strategically by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>c. Effectively uses appropriate and varied transitions and syntax to link the major sections of texts, create cohesion, and clarify relationships among complex ideas and concepts.</p>

			statements or sections that support the information or explanations presented.	<p>e. Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>f. Provides concluding statements or sections that follow from and support the information or explanations presented (e.g., articulating implications or the significance of topics).</p>	<p>d. Effectively uses precise language and domain-specific vocabulary and techniques, such as metaphor, simile, and analogy, to manage the complexity of the topic for specific effects.</p> <p>e. Establishes and maintains an appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</p> <p>f. Provides insightful concluding statements or sections that follow from and support the information or explanations presented (e.g., articulating implications or the significance of topics).</p>
11-12.W.3	<p>Writes narrative pieces to develop real or imagined experiences or events using techniques, details, and event sequences.</p> <p>a. Sets out problems, situations, or observations; establishes singular points of view; introduces narrators and/or characters; and creates progressions of experiences or events.</p> <p>b. Uses dialogue and description to develop experiences, events, and/or characters.</p> <p>c. Uses techniques to sequence events so that they build on one another.</p> <p>d. Uses words and phrases to convey a picture of the</p>	<p>Writes narrative pieces to develop real or imagined experiences or events using some effective techniques, some details, and event sequences.</p> <p>a. Engages the reader by setting out problems, situations, or observations; establishes singular points of view; introduces narrators and/or characters; and attempts to create smooth progressions of experiences or events.</p> <p>b. Uses dialogue, description, and pacing to develop experiences, events, and/or characters.</p> <p>c. Uses appropriate techniques to sequence events so that they</p>	<p>Writes narrative pieces to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>a. Engages and orients the reader by setting out problems, situations, or observations and their significance; establishes one or multiple points of view; introduces narrators and/or characters; and creates smooth progressions of experiences or events.</p> <p>b. Uses narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or</p>	<p>Writes narrative pieces to develop real or imagined experiences or events using highly effective techniques, well-chosen details, and clear, well-structured event sequences.</p> <p>a. Engages and orients the reader by setting out problems, situations, or observations and their significance in a highly compelling way; establishes one or multiple points of view; introduces narrators and/or characters; and creates effective and smooth progressions of experiences or events.</p> <p>b. Uses narrative techniques, such as dialogue, pacing,</p>	

		<p>experiences, events, settings, and/or characters.</p> <p>e. Provides conclusions.</p>	<p>build on one another to create a coherent whole.</p> <p>d. Uses appropriate words and phrases and telling details to convey a picture of the experiences, events, settings, and/or characters.</p> <p>e. Provides conclusions that follow from what is experienced, observed, or resolved over the course of narratives.</p>	<p>characters.</p> <p>c. Uses a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).</p> <p>d. Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>e. Provides conclusions that follow from and reflect on what is experienced, observed, or resolved over the course of narratives.</p>	<p>description, reflection, and multiple plot lines, to effectively develop experiences, events, and/or characters.</p> <p>c. Uses a variety of effective techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).</p> <p>d. Uses precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters, achieving an intentional effect.</p> <p>e. Provides engaging conclusions that follow from and reflect on what is experienced, observed, or resolved over the course of narratives.</p>
	11-12.W.4	Produces writing in which the development, organization, and style are appropriate to tasks and purposes.	Produces coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences.	Produces clear, coherent writing in which the development, organization, and style are appropriate to tasks, purposes, and audiences.	Produces clear, coherent writing in which the development, organization, and style are appropriate and highly effective for tasks, purposes, and audiences.
	11-12.W.5	Strengthens writing as needed by planning, revising, editing, and rewriting.	Strengthens writing as needed by planning, revising, editing, and rewriting, taking into consideration what is significant for some purposes or audiences.	Develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying new approaches, focusing on addressing what is most significant for specific purposes and audiences.	Develops and strengthens writing at an advanced level by using strategic planning, concise revising, accurate editing and rewriting, and trying new approaches, focusing on addressing what is most significant for specific

					purposes and audiences.
	11-12.W.6	Uses technology to produce and publish individual or shared writing products.	Uses technology, including the Internet, to produce, publish, and/or update writing products in response to ongoing feedback.	Uses technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Uses technology, including the Internet, to efficiently and effectively produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	11-12.W.7	Conducts short research projects to answer given simple questions or solve given simple problems and uses individual pieces of information from sources on subjects, demonstrating an emerging command of subjects under investigation.	Conducts short as well as more sustained research projects to answer simple questions, including self-generated questions, or solve problems; may narrow or broaden inquiry; and synthesizes sources on subjects, demonstrating understanding of subjects under investigation.	Conducts short as well as more sustained research projects to answer questions, including self-generated questions, or solve problems; narrows or broadens inquiry when appropriate; and synthesizes multiple sources on subjects, demonstrating understanding of subjects under investigation.	Conducts short as well as more sustained research projects to answer complex questions, including self-generated questions, or solve complex problems; narrows or broadens inquiry when appropriate; and synthesizes multiple highly credible sources on subjects, demonstrating thorough understanding of subjects under investigation.
	11-12.W.8	Gathers information from print and digital sources; assesses the strengths or limitations of sources in terms of tasks, purposes, and/or audiences; and integrates information into texts, avoiding plagiarism and generally following a standard format for citation.	Gathers relevant information from multiple print and digital sources, using searches effectively; assesses the strengths and limitations of all sources in terms of tasks, purposes, and audiences; and integrates information into texts to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the strengths and limitations of all sources in terms of tasks, purposes, and audiences; and integrates information into texts selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Gathers and synthesizes relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the strengths and limitations of all sources in terms of tasks, purposes, and audiences; and integrates information into texts consistently to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	11-12.L.1	Demonstrates an emerging command of grade-appropriate conventions of standard English grammar and usage when writing.	Demonstrates a basic command of grade-appropriate conventions of standard English grammar and usage when writing.	Demonstrates a command of grade-appropriate conventions of standard English grammar and usage when writing. a. Applies the understanding	Demonstrates a sophisticated command of grade-appropriate conventions of standard English grammar and usage when writing.

		<p>a. Recognizes that usage is a matter of convention.</p> <p>b. Recognizes issues of usage, consulting provided references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>).</p>	<p>a. Applies the understanding that usage is a matter of convention and can change over time.</p> <p>b. Applies issues of usage, consulting provided references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p>that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolves issues of complex or contested usage, consulting provided references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>	<p>a. Applies the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolves issues of complex usage, consulting provided references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.</p>
	11-12.L.2	Demonstrates an emerging command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates a basic command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates a command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrates a sophisticated command of grade-appropriate conventions of standard English capitalization, punctuation, and spelling when writing.
	11-12.L.3	Attempts to use knowledge of language to comprehend when reading.	Applies knowledge of language to make choices for meaning or style and to comprehend when reading and varies syntax for effect.	Applies 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 and varies syntax for effect, consulting provided references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed, and applies an understanding of syntax to the study of complex texts when reading.	Applies in-depth knowledge of language to understand how language functions in different contexts, to make highly effective, sophisticated choices for meaning or style, and to comprehend more fully and deeply when reading and varies syntax for effect, consulting provided references (e.g., <i>Tufte's Artful Sentences</i> ) for guidance as needed, and applies a complete understanding of syntax to the study of complex texts when reading.
	11-12.L.4	Determines the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	Determines the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above grade level reading and content.

		<p>to meanings of words and phrases.</p> <p>b. Identifies patterns of word changes that indicate different meanings.</p> <p>c. Consults general reference materials to find pronunciations of words or determine meanings or usages.</p> <p>d. Verifies the preliminary determination of meanings of words or phrases.</p>	<p>as clues to meanings of words and phrases.</p> <p>b. Identifies patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consults general and specialized reference materials, both print and digital, to find pronunciations of words or determine meanings, parts of speech, etymologies, or usages.</p> <p>d. Verifies the preliminary determination of meanings of words or phrases.</p>	<p>a. Uses context (e.g., the overall meaning of sentences, paragraphs, texts; word position or function in sentence) as clues to meanings of words and phrases.</p> <p>b. Identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find pronunciations of words or determine or clarify precise meanings, parts of speech, etymologies, or standard usages.</p> <p>d. Verifies the preliminary determination of meanings of words or phrases (e.g., by checking the inferred meaning in context or in dictionaries).</p>	<p>a. Skillfully uses context (e.g., the overall meaning of sentences, paragraphs, or texts; word position or function in sentence) as clues to meanings of words and phrases.</p> <p>b. Identifies and skillfully uses patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Efficiently consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find pronunciations of words or determine or clarify precise meanings, parts of speech, etymologies, or standard usages.</p> <p>d. Verifies the preliminary determination of meanings of words or phrases (e.g., by checking the inferred meaning in context or in dictionaries).</p>
	11-12.L.5	<p>Demonstrates an attempt to understand figurative language, word relationships, and nuances in word meanings.</p> <p>a. Identifies figures of speech in context.</p> <p>b. Identifies nuances in meanings of words with similar denotations.</p>	<p>Demonstrates understanding of simple figurative language, basic word relationships, and nuances in word meanings.</p> <p>a. Interprets simple figures of speech in context.</p> <p>b. Identifies nuances in meanings of words with similar denotations.</p>	<p>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interprets figures of speech in context and analyzes their roles in texts.</p> <p>b. Analyzes nuances in meanings of words with similar denotations.</p>	<p>Demonstrates sophisticated understanding of elaborate figurative language, complex word relationships, and nuances in word meanings.</p> <p>a. Interprets elaborate figures of speech in context and analyzes their roles in texts.</p> <p>b. Analyzes nuances in meanings of words with similar denotations.</p>
	11-12.L.6	<p>Uses simple general academic and domain-specific words and phrases for reading and writing.</p>	<p>Uses general academic and domain-specific words and phrases accurately for reading</p>	<p>Uses general academic and domain-specific words and phrases accurately, sufficient for</p>	<p>Uses sophisticated general academic and domain-specific words and phrases accurately</p>

			<p>and writing.</p>	<p>reading and writing at the college- and career-readiness level, and demonstrates independence in gathering vocabulary knowledge when considering words or phrases important to comprehension or expression.</p>	<p>and skillfully, sufficient for reading and writing at the college- and career-readiness level, and demonstrates a high level of independence in gathering vocabulary knowledge when considering words or phrases important to comprehension or expression.</p>
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