**1.4 Conventions**

|  | **Below Basic (Gr. 4)**  | Basic **(Gr. 5)**  | **Proficient (Gr. 6)**  | **Advanced (Gr. 7)**  |
| --- | --- | --- | --- | --- |
| Grammar | * Use relative pronouns (e.g.*, who, whose, whom, which, that*) and relative adverbs (e.g., *where, when, why*).
* Form and use the progressive verb tenses (e.g.*, I was walking*, *I am walking*, *I will be walking*).
* Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
* Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
* Form and use prepositional phrases.
* **Ensure subject-verb and pronoun-antecedent agreement.\***
 | * Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
* Form and use the perfect verb tenses (e.g., *I had walked*; *I have walked*; *I will have walked*).
* Use verb tense to convey various times, sequences, states, and conditions.
* **Recognize and correct inappropriate shifts in verb tense.\***
* Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
* **Ensure subject-verb and pronoun-antecedent agreement.\***
* Use verb tense to convey various times, sequences, states, and conditions.
 | * Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).
* Use intensive pronouns (e.g., *myself*, *ourselves*).
* **Recognize and correct inappropriate shifts in pronoun number and person.\***
* **Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\***
* **Recognize and correct inappropriate shifts in verb tense.\***
* **Ensure subject-verb and pronoun-antecedent agreement.\***
 | * Explain the function of phrases and clauses in general and their function in specific sentences.
* Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
* **Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\***
* **Recognize and correct inappropriate shifts in pronoun number and person.\***
* **Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\***
* **Recognize and correct inappropriate shifts in verb tense.\***
* **Ensure subject-verb and pronoun-antecedent agreement.\***
 |
| Punctuation | * **Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\***
* Use correct capitalization.
* Use commas and quotation marks to mark direct speech and quotations from a text.
* Use a comma before a coordinating conjunction in a compound sentence.
 | * **Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\***
* Use punctuation to separate items in a series.\*
* Use a comma to separate an introductory element from the rest of the sentence.
* Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
* Use underlining, quotation marks, or italics to indicate titles of works.
 | * **Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\***
* **Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.\***
* **Use punctuation to separate items in a series.\***
 | * **Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.\***
* Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
* **Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.\***
* **Use punctuation to separate items in a series.\***
 |
| Spelling | * **Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they’re*).\***
* **Spell correctly**.
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* **Spell correctly**.
 | * **Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their, they’re*).\***
* **Spell correctly.**
 |
| Editing/ Revising | * **Choose words and phrases to convey ideas precisely.\***
* **Choose punctuation for effect.\***
* **Choose words and phrases for effect.\***
 | * Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
* **Choose words and phrases to convey ideas precisely.\***
* **Choose punctuation for effect.\***
* **Choose words and phrases for effect.\***
 | * **Choose words and phrases to convey ideas precisely\***
* **Vary sentence patterns for meaning, reader/listener interest, and style.\***
* **Maintain consistency in style and tone.\***
* **Choose punctuation for effect.\***
* **Choose words and phrases for effect.\***
 | * **Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\***
* **Vary sentence patterns for meaning, reader/listener interest, and style.\***
* **Maintain consistency in style and tone.\***
* **Choose punctuation for effect.\***
* **Choose words and phrases for effect.\***
 |
| Production and Distribution of Writing Process | * With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
* Demonstrate sufficient command of keyboarding skills to type a minimum
* ***MLA Format for research, argument, and informational***
 | With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.***MLA Format for research, argument, and informational*** | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, or rewriting.***MLA Format for research, argument, and informational*** | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.***MLA Format for research, argument, and informational*** |
| Technology and Publication | With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |

**1.5 Speaking and Listening**

|  | **Below Basic - 1** | **Basic -2** | **Proficient - 3** | **Advanced (HS 9/10) - 4** |
| --- | --- | --- | --- | --- |
| Comprehension and CollaborationCollaborative Discussion | Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly. | Engage effectively in a range of collaborative discussions, on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly. | Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. |
| Comprehension and CollaborationEvaluating Information | Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | Analyze the main ideas and supporting details presented in diverse media formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. | Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation. | Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| Comprehension and CollaborationEvaluating Information | Delineate a speaker’s argument and specific claims by identifying specific reasons and evidence, and recognize arguments or claims not supported by factual evidence.  | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| Presentation of Knowledge and Ideas | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. | Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation. | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task. |
| Integration of Knowledge and IdeasMultimedia | Include multimedia components and visual displays in presentations to clarify information. | Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence. | Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. |
| Integration of Knowledge and IdeasContext | Adapt speech to a variety of contexts and tasks.  | Adapt speech to a variety of contexts and tasks. | Adapt speech to a variety of contexts and tasks. | Adapt speech to a variety of contexts and tasks. |