

Placement Skills Expectations for Enriched/Honors: English Language Arts

6 th into 7 th grade	7 th into 8 th grade	8 th into 9 th Grade
WRITING SKILLS		
As demonstrated in literary analysis pieces		
Clear evidence of a thesis in the introductory paragraph; Preview of supporting points in the introduction paragraph	Evidence of a clear, argumentative thesis – not summary-based; Preview of supporting points in the intro (with developing sophistication)	Develop and support a focused thesis through an essay-length written piece; Sophisticated preview of support in intro (i.e. eradication of “3-prong thesis”)
Making inferential connections about character, between and among texts, self, world, etc.;	Demonstrates capacity to think beyond plot summary in evidence-based literary analysis	Demonstrating the developing capacity for (original) thought in analysis – making connections between and among text, self, world, etc.
Including specific details/references from text as support (including direct quotations when appropriate)	Pull relevant quotes from a text to support argument/point	Supporting analysis with evidence that effectively proves the point; Elaborating upon that evidence to connect with thesis; Attempts to weave evidence with analysis
Topic sentences that support/reflect the main supporting points as previewed in the introduction	Topic sentences support the thesis; Content within paragraphs supports topic sentences; Writing lacks redundancy	Topic sentences support the thesis; Content within paragraphs supports topic sentences; Writing lacks redundancy
Variety of basic sentence structures; Varied word choice; Uses non-sequence transitions (First, Next, Last)	Variety in sentence structures; Varied and more sophisticated word choice; Emerging sophistication of transitions	Variety in sentence structures; Varied and more sophisticated word choice that reflects understanding of connotation and task; Emerging sophistication of transitions
Mastery of developmentally appropriate capitalization and basic punctuation, homophones, and sentence structures; skills listed in scope and sequence	Control of conventions and mechanics; Understanding of piece is not inhibited by significant issues including skills listed in scope and sequence	Control of conventions and mechanics; Understanding of piece is not inhibited by significant issues including skills listed in scope and sequence
[See “Grammar Scope and Sequence document”]	[See “Grammar Scope and Sequence document”]	[See “Grammar Scope and Sequence document”]
READING SKILLS		
Reading log reflects increasing complexity; Log reflects exploration of variety of genres in reading choices over the course of the year	Reading log reflects increasing sophistication and complexity; Log reflects exploration of variety of genres in reading choices over the course of the year	Reading log reflects increasing sophistication and complexity; Log reflects exploration of variety of genres in reading choices over the course of the year
Written reading responses demonstrate understanding/recognition of deeper ideas	This box intentionally left blank.	Written reading responses demonstrate understanding/recognition of theme (as

rather than just plot summary		developed through characterization, symbolism, and other literary devices) rather than just plot summary
Conferences demonstrate that student can make text to text, text to self, text to world (etc.) connections	Conferences demonstrate that student can make text to text, text to self, text to world (etc.) connections	Conferences demonstrate that student can make text to text, text to self, text to world (etc.) connections