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Narrative Writing: Development of Word Choice and Tone

Level 2: I'm taking steps towards grade level expectations.

- I can closely study mentor texts to envision genre expectations for how writers use descriptive details and sensory language to develop the points of view in a variety of complicated characters. anticipate central ideas are implied across the text in a hierarchical fashion (e.g., traditional outline).
- I can generate a list of sensory details, figurative language, precise words and phrases that could develop a character's complexities (e.g., troubles, hopes, relationships, changes).
- I can generate a list of sensory details, figurative language, precise words and phrases that could develop changes in setting (e.g., physical, spatial, psychological) to convey mood and add meaning.
- I can use strategies for varying the pace and tone to develop different perspectives (e.g., slowing down to include the small details in characters' thoughts, interactions, actions, reactions, and feelings as well as setting; providing a high volume of essential details and information; creating places with quick action; varying length or intensity of scenes).
- I can identify repeated or important objects, settings, actions as well as universal symbols that could reflect themes of the narrative.
- I can identify places where repeated symbols and/or metaphors might stir emotion, build mood, form mental images, and reinforce themes.
- I can develop subtle symbols and metaphors through sensory details, figurative language, precise words and phrases.
- I can use vocabulary: symbol, analogies, euphemism, oxymoron, pacing, tone.
- I can cite strong and thorough text evidence, linking details, images, and descriptions from separate parts of the text.

Level 3: I can meet grade level expectations.

NWDWCT1 ⇒ I can use precise words and phrases, relevant descriptive details, and sensory language to develop a theme in a story that has well-developed characters whose interactions build tension and change over time.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can integrate subplots or parallel plot lines as well as multiple character points of view to create a narrative that comments on a social issue, teaches a lesson, and/or develops a particular point of view.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 9-10 Narrative Writing

	Use of Language	Use of Story Elements
1 Developing	Demonstrates use of sensory language or descriptive details.	Demonstrates minimal use of character development in a story.
2 Approaching	Uses precise words and phrases, relevant descriptive details, and sensory language to write a story.	Demonstrates use of well-developed characters in a story.
3 Proficient	Uses precise words and phrases, relevant descriptive details, and sensory language to develop a theme in a story.	Demonstrates use of well-developed characters whose interactions build tension and change over time.
4 Advanced	Demonstrates proficiency and may integrate subplot, parallel plot lines, or multiple points of view.	Demonstrates proficiency and may comment on a social issue, teach a lesson, or develop a particular point of view.

Referenced Standards

9-10.3.3.a - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCSS: W.9-10.3)

9-10.3.3.a.iv - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. (CCSS: W.9-10.3d)

MY EVIDENCE:

Informational Writing: Development of Internal Structure

Level 2: I'm taking steps towards grade level expectations.

- I can closely study mentor texts to envision genre expectations for using text structures to layer key concepts and information.
- I can describe the intended purpose and audience.
- I can describe how text structures shift within a text for various purposes (e.g., maintain tension, engage reader's interest, build complexity, help readers grasp a complex idea, show a relationship between one concept and another).
- I can select a text structure that might best fit a particular purpose or type of text.
- I can design a structure-specific graphic organizer to plan out a piece of writing with a particular overall structure.
- I can select a logical order of sections, thinking about how sections and information build on each other, allowing the reader to develop knowledge and deepen understandings.

Level 3: I can meet grade level expectations.

IWDOIS1 ⇒ I can select specific text structures to organize writing (including the parts as well as the whole piece), layering key concepts and information to maintain tension, engage the reader's interest, and/or build complexity.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can incorporate varied narrative and rhetorical strategies (e.g., storyline, alliteration, simile) to maintain tension, engage the reader's interest, and/or build complexity within a chosen part of the essay.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

Level 2: I'm taking steps towards grade level expectations.

- I can compare the purposes of an introduction, thesis statement, and topic sentence.
- I can anticipate introductions will shift or be refined as information is closely analyzed.
- I can closely study mentor texts to envision genre expectations for introduction (e.g., identifies topic and thesis, previews the rest of the text, orients readers to the overall structure of the text, summarizes context for readers).
- I can describe strategies for writing engaging introductions that elevates and contextualizes the topic's significance (e.g., using examples, explaining historical context, describing contemporary significance, laying out multiple perspectives).
- I can generate a thesis statement that frames the whole text and each section, identifying the purpose for writing as well as how sections of the text are ordered and connected.

Level 3: I can meet grade level expectations.

IWDOIS2 ⇒ I can write an engaging introduction that explains the topic's significance, contextualizing it with background information, and mentions key points of view or issues that will be discussed.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can incorporate varied narrative and rhetorical strategies (e.g., storyline, alliteration, simile) to maintain tension, engage the reader's interest, and/or build complexity within a chosen part of the essay.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

Level 2: I'm taking steps towards grade level expectations.

- I can annotate places in writing that require the use of a transition (e.g., when information is an example of a bigger idea, follows from an earlier point, introduces a new idea, or suggests a contrast).
- I can describe the kind of relationship a transitional word or phrase indicates (e.g., such as to indicate a relationship between ideas, the order of events, the importance of a detail).
- I can generate topic sentences that frame each section, naming what the upcoming section will be about.
- I can use transitions to show the relationships between the parts of the text, including references to prior sections and previewing future sections (e.g., *adapted from*, *excerpted from*, *according to*, *building from*, *revealed in*, *suggested by*, *illustrated by*, and *demonstrated in*).
- I can use transitions to show the source cited information.

Level 3: I can meet grade level expectations.

IWDOIS3 ⇒ I can use varied transitions to link major sections of a text, create cohesion, and clarify relationships among complex ideas and concepts.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can Incorporate varied narrative and rhetorical strategies (e.g., storyline, alliteration, simile) to maintain tension, engage the reader's interest, and/or build complexity within a chosen part of the essay.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 9-10 Informational Writing

	Organization and Structure
1 Developing	Basic organization and development of ideas may be present, but relationships among sections, information, and ideas are unclear.
2 Approaching	Demonstrates basic organization and development of general ideas.
3 Proficient	Selects specific text structures to organize writing, layering key concepts and information to maintain tension, engage interest, or build complexity.
4 Advanced	Demonstrates proficiency and may include complex or varied structures, anticipate counterarguments, or demonstrate advanced rhetorical techniques.

Referenced Standards

9-10.3.2.a - 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. (CCSS: W.9-10.2)

9-10.3.2.a.i - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS: W.9-10.2a)

9-10.3.2.a.iii - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS: W.9-10.2c)

MY EVIDENCE:

Argumentative Writing: Development of Ideas

Level 2: I'm taking steps towards grade level expectations.

- I can closely study mentor texts to envision genre expectations for a claim.
- I can craft a precise claim about the topic or issue, listing reasons for the position.
- I can identify strengths and limitations of the claim, adding qualifiers to name the conditions under which the argument holds true to distinguish the argument from others.

Level 3: I can meet grade level expectations.

AWDO11 ⇒ I can clearly state the claim, introducing the overall line of development the argument will take and distinguishing that argument from others.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can critique logical fallacies, counter-evidence, and/or other weaknesses of counterclaims.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

Level 2: I'm taking steps towards grade level expectations.

- I can describe types of logical fallacies (e.g, ad hominem, slippery slope, straw man, false analogy, correlation not causation).
- I can closely study mentor texts to envision genre expectations for angling and/or framing evidence (e.g., linking the claim or reason to the evidence, giving background information or context, providing an evaluation of the source, analyzing the writer's language or tone, explaining how it is relevant, significant, convincing, and logical).
- I can annotate passages, whole quotations, or parts of quotations that best support a specific reason for a claim and counterclaim(s).
- I can evaluate (sort, rank, and select) reasons that support a claim and counterclaim(s) based on relevance, significance, and logical reasoning.
- I can evaluate (sort, rank, and select) evidence, examining the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- I can demonstrate how to incorporate evidence (e.g., contextualizing the quote in the briefest possible way, naming the source, using brackets to show inserted words, using ellipses to show deletions, including specific verbs to transition in and out of evidence).
- I can extend understanding of the evidence with reasoning that engages the reader and reveals the position.
- I can use an objective tone when writing about claims and counterclaims to reveal the lines of thinking.

Level 3: I can meet grade level expectations.

AWDO12 ⇒ I can angle and/or frame evidence to clearly and fairly represent various perspectives, while also maintaining a clear position, indicating the conditions under which the position holds true.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can critique logical fallacies, counter-evidence, and/or other weaknesses of counterclaims.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 9-10 Argumentative Writing

	Establishing an argument	Use of evidence
1 Developing	Clearly states a claim and attempts to support it with basic evidence.	Evidence partially supports a claim, or may be incomplete.
2 Approaching	Clearly states a claim and supports it with relevant evidence.	Incorporates evidence to support a claim.
3 Proficient	Clearly states a claim, maintains a clear position, and distinguishes their argument from others'.	Frames the evidence to clearly and fairly represent various perspectives.
4 Advanced	Demonstrates proficiency and may prioritize or evaluate multiple claims or reasoning, or critique weaknesses of counterclaims.	Demonstrates proficiency and may support a claim with especially credible and sophisticated evidence.

Referenced Standards

9-10.3.1.a - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS: W.9-10.1)

9-10.3.1.a.i - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (CCSS: W.9-10.1a)

9-10.3.1.a.ii - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (CCSS: W.9-10.1b)

MY EVIDENCE:

Sources and Research

Level 2: I'm taking steps towards grade level expectations.

- I can generate potential research questions from a given topic, writing and rewriting notebook entries to get more ideas, when necessary.
- I can narrow inquiry into a manageable topic that can be addressed through a defined research question.
- I can describe the scope of a defined research question.
- I can describe the feasibility of a defined research question.
- I can create several possible research focuses after conducting preliminary research.
- I can study various points of view, collecting the most compelling reasons and evidence.

Level 3: I can meet grade level expectations.

SRI ⇒ I can generate and build on ideas; researching and answering self-generated questions, automatically sorting through possible topics, using previous writing experiences and genre studies to quickly move to drafting.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can use primary and secondary research to define and investigate a self-generated research question.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

Level 2: I'm taking steps towards grade level expectations.

- I can identify print and/or digital sources which are typically used in academic discourse (e.g., peer-reviewed articles, scientific studies, newspaper or online news articles, primary sources).
- I can use a source's date of publication, place of publication, and perspective on a topic to determine relevance.
- I can cross-reference citations in texts to check for authenticity.
- I can describe qualities that typically appear in credible sources (e.g., objective tone; overly emotional rhetoric; verifiable research; clearly stated publisher and date of publication; details or language the author uses to reveal affiliations, position, and biases; stereotypes or generalizations (gender, race, ethnicity, language, religion, socioeconomic status, disability, or geographic region); author's level of expertise, author's citations and bibliography).
- I can describe whether the content in a particular source aligns with background knowledge and other expert sources.

Level 3: I can meet grade level expectations.

SR2 ⇒ I can evaluate the relevance and credibility of sources.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can use primary and secondary research to define and investigate a self-generated research question.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

Level 2: I'm taking steps towards grade level expectations.

- I can describe the actions that would be considered plagiarism.
- I can describe strategies for summarizing and integrating information from a source (e.g., quotations, paraphrase, tables).
- I can describe different types of evidence that can be used to support a claim (e.g., statistics, historical facts, expert opinions, quotes from primary sources).
- I can introduce quotations with information about the source (e.g., providing credentials that can set source up as an expert).
- I can describe how the types of sources cited reflect the purpose of a text.

Level 3: I can meet grade level expectations.

SR3 ⇒ I can integrate information from various sources in different media and formats when responding to a question or problem.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can use primary and secondary research to define and investigate a self-generated research question.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

Level 2: I'm taking steps towards grade level expectations.

- I can decide appropriate strategies for gathering and synthesizing information (e.g., creating a comparison matrix, varying note-taking structures (sketches, diagrams, charts, concept maps, flowcharts, timelines, bullets and boxes), collecting vocabulary, using color to highlight ideas, using color to connect ideas, annotating notes with new ideas or connections, redoing notes to synthesize sources, keeping a running list of sources).
- I can identify recurring ideas, themes, or concepts across texts.
- I can identify contradictions or conflicting claims across texts.
- I can describe how repeated ideas or themes across texts support a research question.
- I can describe how contradictions or conflicting claims add complexity to a research question or topic.

Level 3: I can meet grade level expectations.

SR4 ⇒ I can synthesize information from various sources.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can use primary and secondary research to define and investigate a self-generated research question.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 9-10 Sources and Research

	Utilizing Sources	Using a Range of Sources
1 Developing	Gathers limited information connected to a claim.	Focus, relevance, credibility, or variety of sources may be limited.
2 Approaching	Evaluates the relevance and credibility of sources.	Considers one idea across limited sources.
3 Proficient	Evaluates the relevance and credibility of sources, as well as synthesizes information.	Integrates information from various sources and formats in response to a research question.
4 Advanced	Demonstrates proficiency and includes primary and secondary sources.	Demonstrates proficiency and may include varied, complex, or sophisticated sources.

Referenced Standards

9-10.4.1.a - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS: W.9-10.7)

9-10.4.1.b - Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (adapted from CCSS: W.9-10.8)

MY EVIDENCE:

Analyzing Themes in Fiction

Level 2: I'm taking steps towards grade level expectations.

- I can explain that themes are ideas about life that an author is trying to express and may want a reader to connect to.
- I can annotate important details (e.g., character motivations, character interactions, events, settings) related to themes.
- I can explain how specific words in an annotated section develop or strengthen themes.
- I can identify patterns and connections among ideas, character interactions, and events across subplots and/or parallel stories across a text.
- I can discuss the effects subplots and/or parallel plotlines have on the development of nuanced themes.
- I can draw upon knowledge about the world and other science, history, mathematical, literary and/or cultural references to consider what aspect of our world might the author want us to think about.
- I can use vocabulary: theme, patterns, nuanced.
- I can cite strong and thorough text evidence, linking details, images, and descriptions from separate parts of the text.

Level 3: I can meet grade level expectations.

ATF1 ⇒ I can explain how a theme that may be more hidden is developed through specific details across a text.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can decide which of several possible themes in a text is the strongest, considering varying audiences across time. Articulating how the theme transcends time.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 9-10 Analyzing Elements and Themes in Fiction

	Analyzing Author's Choices	Use of Evidence
1 Developing	Minimal identification of author's choices regarding elements of fiction, and limited consideration of characterization.	Minimal citation of textual evidence.
2 Approaching	Identifies author's choices regarding elements of fiction, with particular attention to characterization.	Cites textual evidence regarding elements of fiction.
3 Proficient	Analyzes the impact of the author's choices, especially with respect to characterization, regarding elements of fiction in order to develop a theme.	Cites strong and thorough textual evidence to support analysis of theme.
4 Advanced	Demonstrates proficiency as well as evaluates the impact of the author's choices, or analyzes the interaction of multiple themes over the course of the text, or describes how themes relate to a relevant cultural or literary movement.	Demonstrates proficiency as well as using rich textual evidence to consider inference and textual ambiguity.

Referenced Standards

9-10.2.1.a.ii - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

(CCSS.RL.9-10.2)

9-10.2.1.a.i - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

(CCSS.RL.9-10.1)

MY EVIDENCE:

Analyzing Structure in Fiction

Level 2: I'm taking steps towards grade level expectations.

- I can anticipate the narrative may contain three or more parallel stories, often containing a new point of view in each part.
- I can identify shifts in time, including whole chapters and short passages as well as parallel stories.
- I can identify shifts in pacing (e.g., shifts in length of the scenes, places with quick development of action, places where the author provides a high volume of essential details and information).
- I can identify craft techniques (e.g., dialogue, revealing action, inner thinking, comparisons) that impact the pacing of the story.
- I can plot timeline(s) of events, acknowledging chronology can become tricky with subplots or parallel stories that include two or more separate narratives linked by a common character, event, or theme.
- I can identify events in text considering how the part helps develop characters, settings, future events, and themes (e.g., examine what the part has to do with the rest of the story, how the part fits into any established patterns).
- I can explain why an author used a particular text structure (e.g., flashback, flashforward, subplot, parallel stories, foreshadowing).

Level 3: I can meet grade level expectations.

ASF1 ⇒ I can analyze the structures within a text (e.g., how authors order events, manipulate time) that create such effects as mystery, tension, or surprise.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can evaluate the strategies (e.g., parallel stories, shifts in pacing or time, craft techniques) the author used to achieve specific effects (e.g. mystery, tension, surprise).

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grades 9-10 Analyzing Structures in Fiction

	Analyzing Structure	Use of Evidence
1 Developing	Partially identifies basic structures in a text that evoke effects such as mystery, tension, or surprise.	Minimal citation of textual evidence.
2 Approaching	Identifies parts of a text that evoke effects such as mystery, tension, or surprise.	Cites basic textual evidence that may summarize or not directly support analysis of structure.
3 Proficient	Analyzes the structures within a text that create such effects as mystery, tension, or surprise.	Cites strong, persuasive, and specific textual evidence in analysis of structure and theme.
4 Advanced	Demonstrates proficiency and may evaluate the structures (such as parallel stories, shifts in pacing or time) that the author uses to create effects such as mystery, tension, or surprise.	Demonstrates proficiency and may cite strong, persuasive, and specific textual evidence connecting structure and theme.

Referenced Standards

9-10.2.1.b.ii - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (CCSS.RL.9-10.5)

9-10.2.1.a.i - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.RL.9-10.1)

MY EVIDENCE:

Analyzing Point of View and Perspective Fiction

Level 2: I'm taking steps towards grade level expectations.

- I can use background knowledge (e.g., scientific, historical, mathematical, cultural, and literary) to draw comparisons between the real world and the world of a text.
- I can annotate references, tracking how the author introduces, illustrates, and develops comparisons across the texts.
- I can identify traits, perspectives, and power imbalances that may cause clashes between characters and groups, considering cultural values and understandings underpinning perspectives.
- I can examine how each character contributes to conflicts, noticing actions and reactions.
- I can identify places where characters and/or groups face not only personal and external obstacles, but also systemic obstacles.
- I can notice when a text is reinforcing common assumptions about a group or idea, and when it is challenging them.

Level 3: I can meet grade level expectations.

APVPF1 ⇒ I can analyze a particular point of view or scientific, historical, mathematical, technical, literary and/or cultural references in a text in order to determine a theme or central idea.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can evaluate the implications of a point of view and use of references (scientific, historical, mathematical, technical, literary and/or cultural) and/or the extent to which they develop a theme or central idea

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grades 9-10 Analyzing Perspective in Fiction

	Analyzing Perspective	Use of Evidence
1 Developing	Identifies or partially identifies references in a text to cultural experiences or points of view.	Minimal citation of textual evidence or summary.
2 Approaching	Explains how a cultural experience or point of view is developed in a work of literature.	Cites basic textual evidence of the development of cultural experiences or points of view.
3 Proficient	Analyzes how the cultural experience or point of view reflected in a work of literature forms or impacts the theme.	Cites strong, persuasive, and specific textual evidence in support of how an author uses cultural experiences or point of view to impact the theme.
4 Advanced	Demonstrates proficiency and may evaluate the implications of a point of view, use of references, or use of allusions and the extent to which they develop the theme.	Demonstrates proficiency and may cite strong, persuasive, and specific textual evidence of how an author uses cultural experiences or point of view to develop the theme.

Referenced Standards

9-10.2.1.b.iii - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (CCSS: RL.9-10.6)

9-10.2.1.a.i - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.9-10.1)

MY EVIDENCE:

Analyzing Elements in Nonfiction

Level 2: I'm taking steps towards grade level expectations.

- I can annotate the evidence over the course of the text that the author uses to introduce and develop central ideas and/or claims.
- I can determine central ideas or claims in a text.
- I can explain the relationship between a series of ideas in a text, analyzing connections, patterns, and outliers.
- I can examine the order and placement of ideas within a text, considering how the sequence and arrangement builds towards a central idea or argument.
- I can describe how the structure of a text supports the development of a central idea or argument as it increases in complexity.
- I can revise initial thinking about a central idea and/or claims after noticing new details, examining what the end of a text says or concludes about repeated ideas.
- I can use vocabulary: patterns, outliers, sequence, arrangement.
- I can cite strong and thorough text evidence, linking details, images, and descriptions from separate parts of the text.

Level 3: I can meet grade level expectations.

AENF1 ⇒ I can describe how the author sequences or arranges a series of ideas and/or events.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can evaluate the effectiveness of an argument based on the claims, counterclaims, evidence, and reasoning presented drawing a connection among ideas.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

Level 2: I'm taking steps towards grade level expectations.

- I can describe common fallacies (e.g., ad hominem attack, argument from authority, straw man argument).
- I can identify counterclaims and conflicting evidence as well as claims that are lacking sufficient evidence.
- I can evaluate the validity and relevance of evidence by weighing the argument against background knowledge and other expert sources.
- I can demonstrate strategies for evaluating author's viewpoint (e.g., identify qualifiers, identify details or language the author uses to reveal affiliations, position and biases; identify stereotypes or generalizations (gender, race, ethnicity, language, religion, socioeconomic status, disability, or geographic region); determine author's level of expertise, evaluate author's citations and bibliography).
- I can evaluate the logic of the author's reasoning.
- I can use vocabulary: fallacies, validity, logic.
- I can cite strong and thorough text evidence, linking details, images, and descriptions from separate parts of the text.

Level 3: I can meet grade level expectations.

AENF2 ⇒ I can evaluate the relevance, sufficiency, credibility, accuracy and logic of sources and evidence presented.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can evaluate the effectiveness of an argument based on the claims, counterclaims, evidence, and reasoning presented drawing a connection among ideas.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grades 9-10 Analyzing Elements in Nonfiction

	Elements in Nonfiction	Use of Evidence
1 Developing	Partially identifies claims, evidence, or reasoning in a text.	Minimal citation of textual evidence or summary.
2 Approaching	Identifies an author's reasoning and evaluates the supporting evidence.	Cites basic textual evidence of an author's claims, evidence, and reasoning.
3 Proficient	Evaluates the soundness of an author's reasoning and the relevance, sufficiency, credibility, accuracy, and logic of the evidence.	Cites strong, persuasive, and specific textual evidence in support of how the author develops and supports a claim.
4 Advanced	Demonstrates proficiency and may evaluate the effectiveness of an argument based on claims, counterclaims, connections, and reasoning.	Demonstrates proficiency and may cite strong, persuasive, and specific textual evidence of evaluating an author's argument.

Referenced Standards

9-10.2.2.a.iii - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (CCSS: RI.9-10.3)

9-10.2.2.c.ii - 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. (CCSS: RI.9-10-8)

9-10.2.2.a.i - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)

MY EVIDENCE:

Analyzing Structure in Nonfiction

Level 2: I'm taking steps towards grade level expectations.

- I can describe different text structures.
- I can anticipate a variety of text structures may intricately and subtly connect an extensive range of ideas, processes, or events.
- I can identify the main and subordinate text structures within a text.
- I can annotate different text features, identifying where they are essential to understanding of incidents, voices, issues, and stories.
- I can annotate words and phrases which indicate description, sequence, causation, problem/solution, and/or comparison (e.g., *the properties of, there are times when, building from, struggle, nevertheless*).
- I can explain the relationship between the content and structure of specific sentences, paragraphs, and/or larger portions to the content and structure of another considering how the parts help develop claims and/or central ideas.

Level 3: I can meet grade level expectations.

ASNFI ⇒ I can analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can evaluate the structures in particular sentences, paragraphs, or larger portions of the text (e.g., description, sequence, causation, problem/solution, comparison, subordinate) the author used to achieve a central idea or claim.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 9-10 Analyzing Structures in Nonfiction

	Analysis of Structure	Use of Evidence
1 Developing	Partially identifies text structures used.	Minimal citation of textual evidence.
2 Approaching	Identifies the structures the author used to develop an idea or claim.	Cites basic textual evidence that may summarize or not directly support analysis of the author's claims as they relate to structure.
3 Proficient	Analyzes how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or sections.	Cites strong, persuasive, and specific textual evidence in support of how the author developed ideas or claims through particular sections or structures.
4 Advanced	Demonstrates proficiency and may evaluate the structures the author used to achieve a central idea or claim.	Demonstrates proficiency and may cite strong, persuasive, and specific textual evidence evaluating the structures of the text or multiple texts.

Referenced Standards

9-10.2.2.b.ii - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (CCSS.RI.9-10.5)

9-10.2.2.a.i - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.RI.9-10.1)

MY EVIDENCE:

Analyzing Point of View and Perspective in Nonfiction

Level 2: I'm taking steps towards grade level expectations.

- I can anticipate the way nonfiction authors purport to tell readers about the real world, real people, real experiences, ideas, or beliefs.
- I can anticipate author's purposes may be implied, containing many theoretical or abstract elements and complex subtle arguments.
- I can anticipate the way the author's motivations are more ambiguous and concealed through the use of multiple perspectives that carry different weights (e.g., studying the amount of detail, the amount of time, the amount of strong loaded language within multiple perspectives).
- I can explain how context can provide insight into an author's point of view (e.g., author's vested roles, interests, and/or motivations).
- I can identify places in a text that highlight similar and different perspectives about a topic or issue.
- I can describe how an author's perspective is both similar and different from other perspectives in text.

Level 3: I can meet grade level expectations.

APVPNF1 ⇒ I can analyze an author's point of view.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can explain how an author's rhetorical strategies, point of view, and tone enhance the purpose of a text.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

Level 2: I'm taking steps towards grade level expectations.

- I can explain how word choice can indicate an author's point of view about a topic.
- I can annotate important words or phrases, including literary techniques and language (e.g., allusions, analogies, euphemisms, and oxymoron) that are repeated throughout a text.
- I can annotate the use of ethos, logos, and pathos in a text.
- I can describe possible purposes for employing different literary techniques and language as well as rhetorical devices.
- I can describe how an author introduces, illustrates, and develops a point of view by using particular rhetorical devices.

Level 3: I can meet grade level expectations.

APVPNF2 ⇒ I can identify rhetorical strategies used to advance a particular point of view or purpose.

Level 4: I have all the 2s and 3s mastered and am ready for more.

- I can explain how an author's rhetorical strategies, point of view, and tone enhance the purpose of a text.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 9-10 Analyzing POV and Perspectives in Nonfiction

	Author's Perspective	Use of Evidence
1 Developing	Identifies an author's point of view or purpose.	Cites basic textual evidence of authors' points of view or purposes.
2 Approaching	Identifies an author's use of rhetorical techniques.	Cites basic textual evidence of rhetorical techniques.
3 Proficient	Analyzes an author's point of view or purpose and identifies the author's use of rhetoric.	Cites strong, persuasive, and specific textual evidence in support of how authors' points of view and rhetorical techniques are conveyed in a text.
4 Advanced	Demonstrates proficiency and may evaluate how an author uses rhetorical techniques to challenge expectations or common practices of the text's time.	Demonstrates proficiency and may cite strong, persuasive, and specific textual evidence of how an author's rhetorical techniques challenge expectations or common practices of the time.

Referenced Standards

9-10.2.2.b.iii - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (CCSS.RI.9-10.6)

9-10.2.2.a.i - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RI.9-10.1)

MY EVIDENCE:

