



PROFICIENCY SCALES

My Path to Success

BENDER ENGLISH 11

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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.
- ❑ I can generate a list of sensory details, figurative language, precise words and phrases that could develop a character's complexities across scenes..
- ❑ I can generate a list of sensory details, figurative language, precise words and phrases that could develop changes in setting to convey mood and add meaning.
- ❑ I can demonstrate strategies for varying the pace and tone to develop different perspectives.
- ❑ 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 allusions, 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 the following vocabulary word: symbol, allusions, hyperbole, paradox, pacing, tone

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:

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 design a structure-specific graphic organizer to plan out a piece of writing with a particular overall structure with purpose and audience in mind.
- I can describe how text structures shift within a text for various purposes
- 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.
- I can use multiple structures to organize the content within the text.
- I can use the following vocabulary word: concept, purpose, complexity

Level 3: I can meet grade level expectations.

IWDOISI ⇒ I can select specific text structures to organize writing (including the parts as well as the whole piece), layering key concepts and information to create a unified whole.

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

- I can evaluate key places in the text that create cohesion and clarity.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

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 design a structure-specific graphic organizer to plan out a piece of writing with a particular overall structure with purpose and audience in mind.
- I can describe how text structures shift within a text for various purposes
- 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.
- I can use multiple structures to organize the content within the text.
- I can use the following vocabulary word: concept, purpose, complexity

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 evaluate key places in the text that create cohesion and clarity.

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
- 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.
- I can use transitions to show the source cited information.
- I can describe how syntax can be used to add emphasis by influencing pace and tone.
- I can use the following vocabulary word: transition, syntax

Level 3: I can meet grade level expectations.

IWDOIS3 ⇒ I can use varied transitions and syntax 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 evaluate key places in the text that create cohesion and clarity.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 11-12 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 and varied syntax 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

11-12.3.2.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.11-12.2)

11-12.3.2.a.i - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (for example: headings), graphics (for example: figures, tables), and multimedia when useful to aiding comprehension. (CCSS W.11-12.2a)

11-12.3.2.a.iii - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (CCSS W.11-12.2c)

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 thesis and related claims.
- I can craft a precise thesis and claims about the topic or issue, listing reasons for the position.
- I can identify strengths and limitations of the claims, adding qualifiers to name the conditions under which the argument holds true to distinguish the argument from others.
- I can suggest several counterclaims to a central claim.
- I can use the following vocabulary word: thesis, claim

Level 3: I can meet grade level expectations.

AWDO11 ⇒ I can clearly state the claim, telling readers how the argument will unfold with clear supporting reasons.

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

- I can examine and employ rhetorical techniques.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

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

- I can closely study mentor texts to envision genre expectations for angling and/or framing evidence.
- 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 refute counterclaim(s) based on relevance, significance, and logical reasoning.
- I can evaluate (sort, rank, and select) evidence, examining the strengths and limitations in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- I can unpack the evidence, pointing out strengths and limitations of the claims and counterclaims.
- I can state how a new claim relates to a claim made in a previous section to reveal the lines of thinking.
- I can relate claims back to the thesis of a text, describing the relationship between claims and the thesis.
- I can use the following vocabulary word: angling evidence, framing evidence, logical fallacies

Level 3: I can meet grade level expectations.

AWDOI2 ⇒ I can include and arrange a variety of trustworthy evidence, explaining how the reasons and evidence provided support the claim(s) and strengthens the argument.

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

- I can examine and employ rhetorical techniques.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 11-12 Argumentative Writing

| | Establishing an argument | Use of evidence |
|--------------------------|---|--|
| 1 Developing | Claim and/or supporting reasoning are present but may be basic or undeveloped. | Incorporates evidence to support a claim. |
| 2 Approaching | Clearly states a claim and supports it with relevant evidence. | Frames the evidence to clearly and fairly represent various perspectives. |
| 3 Proficient | Clearly states a claim, maintains a clear position, and distinguishes that argument from others'. | Includes a variety of trustworthy evidence that strengthens the argument and clearly and fairly represents various perspectives. |
| 4 Advanced | Demonstrates proficiency and may prioritize or evaluate multiple claims or reasoning, critique weaknesses of counterclaims, or employ advanced rhetorical techniques. | Demonstrates proficiency and may include varied and sophisticated evidence, drawing on rhetorical strategies, that clearly strengthens a complex argument. |

Referenced Standards

11-12.3.1.a - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCSS W.11-12.1)

11-12.3.1.a.i - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (CCSS W.11-12.1a)

11-12.3.1.a.ii - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. (CCSS W.11-12.1b)

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.
- I can use the following vocabulary word: perspective, feasibility, scope

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 assess the implications of historical research on 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 weigh and evaluate a source's date of publication, place of publication, and perspective on a topic to determine strengths and weaknesses.
- I can determine the scope of the source by studying the source's task, purpose, and audience.
- I can cross-reference citations in texts to check for authenticity and level of expertise.
- I can describe qualities that typically appear in credible sources
- I can describe whether the content in a particular source aligns with background knowledge and other expert sources.
- I can use the following vocabulary word: credible, evaluate

Level 3: I can meet grade level expectations.

SR2 ⇒ I can assess the strengths and limitations of each source in terms of the task, purpose, and audience.

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

- I can assess the implications of historical research on 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.
- I can weigh and evaluate sources and perspectives represented in a body of research.
- I can use the following vocabulary word: recurring, contradictions

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, avoiding overreliance on any one source or point of view.

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

- I can assess the implications of historical research on 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), 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.
- I can use the following vocabulary word: recurring, contradictions

Level 3: I can meet grade level expectations.

SR4 ⇒ I can synthesize information from various sources, fairly representing a range of perspectives on a topic.

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

- I can assess the implications of historical research on a self-generated research question.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 11-12 Sources and Research

| | Assess the Source | Synthesizing sources | Representing a range of perspectives |
|--------------------------|--|---|--|
| 1 Developing | The strengths and/or limitations of the source are not evaluated. | The author does not show connections between sources. | The author does not include information from various sources. |
| 2 Approaching | The strengths and/or limitations of the source are not fully evaluated or analyzed in terms of task, purpose, and audience. | Compares and contrasts or shows the connections among sources, but does not synthesize to create new meaning. | Integrates information from various sources, but point of view may be limited. |
| 3 Proficient | Assesses the strengths and limitations of each source in terms of the task, purpose, and audience. | Synthesizes information from various sources. | Integrates information from various sources in different media and formats, avoiding overreliance on any one source or point of view. |
| 4 Advanced | Demonstrates proficiency and the strengths and limitations of sources may be assessed and future implications or other applications of the research may be included. | Demonstrates proficiency and the synthesis may provide unique or novel understandings of source material. | Demonstrates proficiency and may integrate information with multiple points of view and consider the implications of various perspectives. |

Referenced Standards

11-12.4.1.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.11-12.7)

11-12.4.1.b - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS: W.11-12.8)

MY EVIDENCE:

Analyzing Themes in Fiction

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

- I can annotate important details (e.g., characters, settings, plots, conflicts, resolutions, literary techniques and language) related to themes.
- I can explain how specific words and phrases 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 nonlinear plotlines have on the development of nuanced themes.
- I can describe understanding of a theme at different stages of reading across a text.
- I can use the following vocabulary word: theme, nuanced

Level 3: I can meet grade level expectations.

ATF1 ⇒ I can explain how multiple themes that may be more hidden are developed through specific details across a text.

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

- I can evaluate multiple themes within a text and describe how they relate to a cultural or literary movement of that time.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

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

- I can annotate specific details, tracking multiple themes across a text.
- I can describe the relationship between multiple themes, noticing how themes refine and build on one another.
- I can describe how each theme changes or clarifies the purposes in a text.
- I can use the following vocabulary word: theme, purpose

Level 3: I can meet grade level expectations.

ATF2 ⇒ I can analyze the interaction among themes, considering how themes build on another across a text.

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

- I can evaluate multiple themes within a text and describe how they relate to a cultural or literary movement of that time.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

Analyzing Elements in Fiction

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

- I can annotate details that describe or relate to the setting.
- I can annotate character description, dialogue, actions, feelings, behaviors, inner thinking, and reflection that are windows into characters' personality, experiences, roles, pressures, and patterns of behavior, forming theories about what they reveal about characters.
- I can track how character motivations shift or change across a text, explaining how character motivations impact the course of the plot.
- I can annotate critical events in a text, tracking cause and effect relationships between decisions, actions, and events.
- I can examine the relationship among elements (e.g., settings, characters, conflicts, plots), considering how they tie together across a text.
- I can use the following vocabulary word: elements, plot, complex character

Level 3: I can meet grade level expectations.

AEF1 ⇒ I can analyze the impact of the author's choices regarding how to develop and relate elements of a narrative 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 impact of the author's choices regarding how to develop and relate elements of a narrative text and determine what changes were most favorable.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 11-12 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

11-12.2.1.a.iii - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (for example: where a story is set, how the action is ordered, how the characters are introduced and developed). (CCSS: RL.11-12.3)

11-12.2.1.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, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)

Referenced Standards

11-12.2.1.a.ii - Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on another to provide a complex account; provide an objective summary of the text. (CCSS.RL.11-12.2)

11-12.2.1.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, including determining where the text leaves matters uncertain (CCSS.RL.11-12.1)

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 specific parts of a text.

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:

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

- I can anticipate expectations for patterns within a genre based on experiences, evaluating how the text develops characters, conflicts, and themes.
- Identify structures in a text considering how the part helps develop characters, settings, events, and themes (e.g., examine what the part has to do with the rest of the story, how the part develops any established patterns).
- Describe possible purposes for including a particular text structure (e.g., flashback, flashforward, subplot, nonlinear stories).
- I can use the following vocabulary word: structures, patterns, nonlinear stories

Level 3: I can meet grade level expectations.

ASF2 ⇒ I can evaluate the structures within specific parts of a text, considering how they contribute to the text's impact and effectiveness.

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

- I can decide how choices in text structure influence a reader's understanding and reactions to a text.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grades 11-12 Analyzing Structures in Fiction

| | Analyzing Structures | Use of Evidence |
|--------------------------|--|---|
| 1 Developing | Identifies basic text structures. | Minimal citation of textual evidence. |
| 2 Approaching | Identifies multiple, complex text structures. | Cites basic textual evidence that may summarize or not directly support analysis of structure. |
| 3 Proficient | Evaluates the structure of the text, considering how it contributes to the text's impact and effectiveness as a whole. | Cites strong, persuasive, and specific textual evidence in support of analysis of structure and theme. |
| 4 Advanced | Demonstrates proficiency and may evaluate the effectiveness of the author's choices, propose how changes to structure may impact theme, or consider connections among multiple structures. | Demonstrates proficiency and may cite strong, persuasive, and specific textual evidence connecting structure and theme. |

Referenced Standards:

11-12.2.1.b.ii - Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS.RL.11-12.5)

11-12.2.1.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, including determining where the text leaves matters uncertain. (CCSS.RL.11-12.1)

MY EVIDENCE:

Analyzing Point of View and Perspective Fiction

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

- I can anticipate expanding perspectives in the social issues or stereotypes discussed in the narrative, making deeper connections to life.
- I can examine characters' knowledge and interpretation of conflicts, noticing actions as well as reactions and comparing their differences.
- I can annotate places in the text where situations or character behavior seem absurd or unexpected.
- I can notice when a text is reinforcing common assumptions about a group or idea, and when it is challenging them.
- I can annotate literary technique (e.g., irony, hyperbole, understatement, sarcasm) in the text.
- I can describe what the tone of the text reveals about the author's point of view, including events and/or social issues in the world.
- I can use the following vocabulary word: hyperbole, understatement, satire, social commentary

Level 3: I can meet grade level expectations.

APVPF ⇒ I can analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant.

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

- I can evaluate how an author uses literary devices as well as point of view to challenge expectations or common practices of the text's time.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grades 11-12 Analyzing Perspective in Fiction

| | Analyzing Perspective | Use of Evidence |
|--------------------------|---|---|
| 1 Developing | Identifies and separates what is directly stated from what is really meant. | Minimal citation of textual evidence or summary. |
| 2 Approaching | Explains how perspective is linked to distinguishing what is directly stated from what is really meant. | Cites basic textual evidence of inferences required by the text. |
| 3 Proficient | Analyzes a case in which understanding a perspective requires distinguishing what is directly stated from what is really meant in order to determine a theme. | Cites strong, persuasive, and specific textual evidence supporting the role of inference in developing theme. |
| 4 Advanced | Demonstrates proficiency and may evaluate how the author's use of perspective and literary devices challenges expectations or conventions of the text's time. | Demonstrates proficiency and may cite strong, persuasive, and specific textual evidence supporting the connections among inference, perspective, and theme. |

Referenced Standards

11-12.2.1.b.iii - Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) (CCSS: RL.11-12.6)

11-12.2.1.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, including determining where the text leaves matters uncertain. (CCSS: RL.11-12.1)

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 explain the relationship between a complex set of ideas in a text, analyzing interactions, patterns, and outliers.
- I can examine the sequence of a complex set of ideas, considering how the order 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 the following vocabulary word: patterns, outliers

Level 3: I can meet grade level expectations.

AENF1 ⇒ I can describe how a complex set of ideas and/or a sequence of ideas interact and develop over the course of a text.

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

- I can compare how two texts with similar claims use evidence to assert their arguments and combat opposing arguments, using inferences drawn from the texts and context to explain who the two writer's approaches to their claims differ or if one's approach is more effective.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

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

- I can describe types of materials and sources that can serve as appropriate evidence in a text based on genre.
- I can annotate claims and evidence in a text.
- I can identify counterclaims and conflicting evidence as well as claims that are lacking sufficient evidence.
- I can identify a premise(s) and/or evidence might have been overlooked or omitted by the author to advance the argument.
- I can demonstrate strategies for evaluating author's viewpoint
- I can evaluate the author's line of logic, tracking and weighing the validity of the author's reasoning.
- I can use the following vocabulary word: qualifiers, logic

Level 3: I can meet grade level expectations.

AENF2 ⇒ I can evaluate reasoning presented in scientific, historical, political, legal, mathematical, and/or technical texts.

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

- I can compare how two texts with similar claims use evidence to assert their arguments and combat opposing arguments, using inferences drawn from the texts and context to explain who the two writer's approaches to their claims differ or if one's approach is more effective.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grades 11-12 Analyzing Elements in Nonfiction

| | | |
|--|-------------------------------|------------------------|
| | Elements in Nonfiction | Use of Evidence |
|--|-------------------------------|------------------------|

| | | |
|--------------------------|---|---|
| 1 Developing | May identify parts of the author's ideas. | Minimal citation of textual evidence or summary. |
| 2 Approaching | Recognizes the sequence or development of ideas. | Cites basic textual evidence of an author's claims, evidence, and reasoning. |
| 3 Proficient | Evaluates the reasoning, evidence, and sequence of ideas presented over the course of the text. | Cites strong, persuasive, and specific textual evidence in support of how the author develops and supports a claim. |
| 4 Advanced | Demonstrates proficiency and may compare multiple texts or evaluate the author's approach. | Demonstrates proficiency and may cite strong, persuasive, and specific textual evidence of evaluating an author's argument. |

Referenced Standards

11-12.2.2.a.iii - Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (CCSS: RI.11-12.3)

11-12.2.2.c.ii - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (for example: in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (for example: The Federalist Papers, presidential addresses) by the end of 12th grade. (adapted from CCSS: RI.11-12.8)

11-12.2.2.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, including determining where the text leaves matters uncertain. (CCSS: RI.11-12.1)

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 and techniques (e.g., narrative, informational, argumentative) 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 (e.g., endnotes, footnotes, illustrations), identifying where they provide integral background information not otherwise conveyed in the text.
- I can annotate words and phrases which indicate connections or distinctions between ideas, including complex comparisons (e.g., allusions) used to connect unfamiliar concepts to more familiar ideas as well as references to other texts.
- I can describe the overarching text structure that governs a text.
- 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.
- I can use the following vocabulary word: text structure, intertextuality, discipline

Level 3: I can meet grade level expectations.

ASNFI ⇒ I can analyze and evaluate the effectiveness of an author's use of text structures, including whether the structures make ideas clear, convincing, and engaging.

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

- I can decide how choices in text structure influence a reader's understanding and reactions to a text.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 11-12 Analyzing Structures in Nonfiction

| | Analyzing Structure | Use of Evidence |
|--------------------------|---|--|
| 1 Developing | Minimal identification of author's use of text structures. | Minimal citation of textual evidence. |
| 2 Approaching | Identifies the author's use of text structures. | Cites textual evidence of structures used by the author. |
| 3 Proficient | Analyzes and evaluates the effectiveness of an author's use of text structures. | Cites strong and thorough textual evidence to support analysis and evaluation of the author's choices of structures. |
| 4 Advanced | Demonstrates proficiency and may evaluate how choices in text structure may influence a reader's understanding and reactions to a text. | Demonstrates proficiency and may cite strong, persuasive, and specific textual evidence evaluating the structures of the text or multiple texts. |

Referenced Standards

11-12.2.2.b.ii - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. (CCSS.RI.11-12.5)

11-12.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, including determining where the text leaves matters uncertain. (CCSS.RI.11-12.1)

MY EVIDENCE:

Analyzing Point of View and Perspective in Nonfiction

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

- I can anticipate the 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.
- I can annotate important literary techniques and language, including complex comparisons (e.g., allusions, hyperboles, paradoxes) that are repeated throughout a text, connecting unfamiliar ideas or concepts to more familiar ideas.
- I can annotate the use of rhetorical techniques (e.g., 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 use the following vocabulary word: rhetorical techniques, allusions, hyperboles, paradoxes

Level 3: I can meet grade level expectations.

APVNF1 ⇒ I can analyze how an author's content and rhetorical choices introduce, illustrate, and develop a text's purpose.

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

- I can decide how an author uses rhetorical strategies as well as point of view to challenge expectations or common practice.

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.
- I can weigh and evaluate a source's date of publication, place of publication, and perspective on a topic to determine strengths and weaknesses.
- I can determine the scope of the source by studying the source's task, purpose, and audience.
- I can cross-reference citations in texts to check for authenticity and level of expertise.
- I can describe qualities that typically appear in credible sources.
- I can describe whether the content in a particular source aligns with background knowledge and other expert sources.
- I can use the following vocabulary word: credible, evaluate

Level 3: I can meet grade level expectations.

APVPNF2 ⇒ I can evaluate how an author's stance or use of point of view contributes to the effectiveness of a text as a whole.

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

- I can decide how an author uses rhetorical strategies as well as point of view to challenge expectations or common practice.

WHAT IT LOOKS LIKE:

WHY IT MATTERS:

RUBRIC: Grade 11-12 Analyzing POV and Perspectives in Nonfiction

| | Author's Perspective | Use of Evidence |
|--------------------------|---|--|
| 1 Developing | Minimal identification of rhetorical techniques. | Minimal citation of textual evidence. |
| 2 Approaching | Recognizes the rhetorical techniques being used by the author. | Cites textual evidence of rhetorical techniques used by the author. |
| 3 Proficient | Analyzes how an author's choices of rhetorical techniques support the purpose of the text. | Cites strong and thorough textual evidence to support analysis of the author's rhetorical choices in service of the purpose of the text. |
| 4 Advanced | Demonstrates proficiency as well as considering how the author's choices may challenge expectations or impact readers' understanding. | Demonstrates proficiency and may use textual evidence to consider what the text says explicitly, what is inferred, what is ambiguous, and what impacts readers' understanding. |

Referenced Standards

11-12.2.2.b.iii - Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. (CCSS.RI.11-12.6)
11-12.2.2.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, including determining where the text leaves matters uncertain. (CCSS.RI.11-12.1)

MY EVIDENCE:

