RL.9-10.2

		Suggested Activities/Assessment (Quarter & Unit):
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: • Analyze the development of a theme over the course of a grade-appropriate text, including how it emerges and is shaped and refined by specific details (RL.9-10.2) • Provide an objective summary of a grade-appropriate text (RL.9-10.2)	
	Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content	
Score 2.0	The student will recognize or recall specific vocabulary, such as: • Analyze, central idea, detail, development, emerge, objective, refine, shape, summarize, summary, text, theme The student will perform basic processes, such as: • Determine a theme of a grade-appropriate text (RL.9-10.2) • Summarize a grade-appropriate text using a teacher-provided graphic organizer	
	Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RL.9-10.3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: • Analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a grade-appropriate text, interact with other characters, and advance the plot or develop the theme (RL.9-10.3)	
	Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content	
Score 2.0	The student will recognize or recall specific vocabulary, such as: • Analyze, character, complex, conflict, develop, interact, motivation, plot, text, theme The student will perform basic processes, such as: • Describe the characters in a grade-appropriate text	
	Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RL.9-10.5

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: • Analyze how an author's choices concerning how to structure a grade-appropriate text, order events within it (for example, parallel plots), and manipulate time (for example, pacing, flashbacks) create such effects as mystery, tension, or surprise (RL.9-10.5)	
	Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content	
Score 2.0	The student will recognize or recall specific vocabulary, such as: • Analysis, analyze, author, chapter, detail, develop, event, flashback, idea, manipulate, mystery, pacing, paragraph, parallel, plot, refine, section, sentence, series, structure, surprise, tension, text The student will perform basic processes, such as: • Describe how an author chooses to structure a grade-appropriate text, order events, and manipulate time	
	Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RI.9-10.1

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/ Assessment (Quarter & Unit):
	Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: •**Cite textual evidence to support analysis of what a grade-appropriate text says explicitly, as well as to support inferences drawn from the text** (Rl.9-10.1)	
	Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content	
Score 2.0	The student will recognize or recall specific vocabulary, such as: •<u>Analysis, cite, explicit, inference, logical, support, text, textual evidence</u> The student will perform basic processes, such as: •<u>Describe what a grade-appropriate text says explicitly and draw logical inferences</u>	
	Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RI.9-10.2

		Suggested Activities/Assessment (Quarter & Unit):
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: •　Analyze the development of a central idea over the course of a grade-appropriate text, including how it emerges and is shaped and refined by specific details (Rl.9-10.2) •　Provide an objective summary of a grade-appropriate text (Rl.9-10.2)	
	Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content	
Score 2.0	The student will recognize or recall specific vocabulary, such as: •　Analyze, central idea, detail, development, emerge, objective, refine, shape, summarize, summary, text, theme The student will perform basic processes, such as: •　Determine a central idea of a grade-appropriate text (Rl.9-10.2) •　Summarize a grade-appropriate text using a teacher-provided graphic organizer	
	Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RI.9-10.3

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: • **Analyze how the author unfolds an analysis or series of ideas or events in a grade-appropriate text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them** (Rl.9-10.3)	
	Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content	
Score 2.0	The student will recognize or recall specific vocabulary, such as: • *Analysis, analyze, author, connection, develop, event, idea, introduce, point, series* The student will perform basic processes, such as: • Describe how the author unfolds the analysis or series of ideas or events in a grade-appropriate text	
	Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

RI.9-10.4

		Suggested Activities/Assessment (Quarter & Unit):
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: • Analyze the cumulative impact of specific word choices on meaning and tone in a grade-appropriate text (for example, how the language evokes a sense of time and place; how it sets a formal or informal tone) (Rl.9-10.4) • Analyze the role of figures of speech (for example, euphemism, oxymoron) in a grade-appropriate text (L.9-10.5a) • Analyze nuances in the meaning of words with similar denotations in a grade-appropriate text (L.9-10.5b)	
	Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content	
Score 2.0	The student will recognize or recall specific vocabulary, such as: • Analyze, connotative, cumulative, denotation, euphemism, evoke, figurative, figure of speech, formal tone, impact, informal tone, interpret, language, meaning, nuance, oxymoron, place, role, similar text, time, tone The student will perform basic processes, such as: • Identify specific words that impact meaning and tone in a grade-appropriate text • Interpret figures of speech (for example, euphemism, oxymoron) in context in a grade-appropriate text (L.9-10.5a) • Determine the meaning of words and phrases as they are used in a grade-appropriate text, including figurative and connotative meanings (Rl.9-10.4)	
	Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

W.9-10.1a-e

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Suggested Activities/Assessment (Quarter & Unit):
	Score 3.5, in addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will write grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.9-10.1): ● Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence (W.9-10.1a) ● Develop claims 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 (W.9-10.1b) ● Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims (W.9-10.1c) ● Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing (W.9-10.1d) ● Provide a concluding statement or section that follows from and supports the argument presented (W.9-10.1e)	
	Score 2.5, in addition to score 3.0 performance, partial success at score 3.0 content	
Score 2.0	The student will recognize or recall specific vocabulary, such as: ● Alternate, anticipate, argument, audience, claim, clarify, clause, cohesion, concluding statement, convention, counterclaim, discipline, evidence, fair, formal style, introduce, limitation, link, norm, objective tone, opposing, organization, phrase, precise, reason, reasoning, relationship, relevant, strength, support, text, topic, valid The student will perform basic processes, such as: ● Identify claims and counterclaims from teacher-provided examples	

	● Establish a claim and provide relevant evidence for the claim ● Write arguments using a teacher-provided template (which includes all of the 3.0 elements)	
	Score 1.5, in addition to score 1.0 performance, partial success at score 2.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	