

Assessment #4: Literary Analysis

Reading: Literature 9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<p>4 Cites pieces of relevant and specific text evidence to support analysis of the text.</p> <p>Draws evidence explicitly as well as inferentially.</p> <p>Justifies the text evidence selections to support the analysis.</p>	<p>3 Cites pieces of relevant and specific text evidence to support analysis of the text.</p> <p>Draws evidence explicitly as well as inferentially.</p>	<p>2 Cites relevant text evidence to support what the text says.</p> <p>Draws evidence explicitly.</p>	<p>1 Restates text evidence to support what the text says.</p> <p>Draws evidence explicitly.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Reading: Literature 9-10.2
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.

<p>4 Determines a theme or central idea from the text.</p> <p>Analyzes the development of the central idea over the course of the text, including how it emerges and is shaped by specific details building on one another.</p> <p>Evaluates the effectiveness of the development of the theme or central idea.</p> <p>Summarizes the text objectively.</p>	<p>3 Determines a theme or central idea from the text.</p> <p>Analyzes the development of the central idea over the course of the text, including how it emerges and is shaped by specific details.</p> <p>Summarizes the text objectively.</p>	<p>2 Determines a theme or central idea from the text.</p> <p>Summarizes the text explaining who, what, when, where, why.</p>	<p>1 Determines a theme or central idea from the text.</p> <p>Lists the who, what, when, where, why.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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9th Grade, 1st Semester

Writing: 9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<p>4 Writes a logical argument about a topic/text clarifying why the particular argument is important and valid while evoking the reader to take action.</p> <p>Compares how the position is one of several respecting those who might disagree.</p> <p>Organizes claims, counterclaims, reasons, and evidence into sections to build on each other.</p> <p>Develops using relevant facts, details, and examples.</p> <p>Critiques writing indicating strengths and weaknesses.</p>	<p>3 Writes a logical argument about a topic/text clarifying why the particular argument is important and valid.</p> <p>Compares how the position is one of several.</p> <p>Organizes claims, counterclaims, reasons, and evidence into sections to build on each other.</p> <p>Develops reasons using relevant facts, details, and examples.</p>	<p>2 Writes an argument about a topic/text explaining why it is important.</p> <p>Describes how claim is one of several.</p> <p>Organizes claim, counterclaim, reasons, and evidence into sections.</p> <p>Describes reasons using facts, details, and examples.</p>	<p>1 Writes an argument about a topic/text stating claim.</p> <p>Identifies the claim and reasons.</p> <p>Lists facts, details, and examples.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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9th Grade, 1st Semester

Language: 9-10.C

Demonstrates command of standard English grammar and usage when writing or speaking. Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<p>4 Demonstrates command of standard English grammar and usage when writing or speaking.</p> <p>Uses correct and varied sentence structure with purpose.</p> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Analyzes the function and purpose of grammar and convention choices.</p>	<p>3 Demonstrates command of standard English grammar and usage when writing or speaking.</p> <p>Uses correct and varied sentence structure.</p> <p>Demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2 Shows knowledge of standard English grammar and usage when writing or speaking.</p> <p>Uses varied sentence structure.</p> <p>Shows knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1 Identifies knowledge of standard English grammar and usage when writing or speaking.</p> <p>Uses simple sentences.</p> <p>Identifies knowledge of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>0 There is no, or insufficient, evidence of learning to assess the standard at this time.</p>
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Assessment #4: Literary Analysis “I Can” Statements

Reading Literature - RL 9-10.1

I can define textual evidence.

I can define inference and explain how a reader uses textual evidence to reach a logical conclusion (“based on what I’ve read, it’s most likely true that…”).

I can read closely and find answers explicitly in text (right there answers) and answers that require an inference.

I can analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.

Reading Literature - RL 9-10.2

I can define theme (a central idea of lesson the author is revealing - Honesty is the best policy).

I can analyze plot (the events that happen) to determine a theme (author’s overall message).

I can determine how specific details in the text reveal and continually refine a theme.

I can define summary.

I can compose an objective summary stating the key points of the text without adding my own opinions or feelings.

Writing - W 9-10.1

I can analyze substantive (influential) topics or texts to determine an argument that causes or has caused a debate in society.

I can choose a side of the argument and identify claims that support my choice and claims that oppose my choice.

I can determine the credibility of a source (who wrote it, when it was written, and why it was written) and the accuracy of the details presented in the source.

I can support my claims and counterclaims by pointing out the strengths and limitations of both with textual evidence (“word for word” support) found in credible sources.

I can present my argument in a formal style that includes an introduction, supporting details with transitions that create cohesion and clarify relationships, and provide a concluding statement/section that supports my argument.

Language - L 9-10.C

I can determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence).

I can identify and explain when to use semicolons (to connect closely related independent clauses with or without conjunctive adverbs).

I can use a semicolon with a conjunctive adverb

I can identify and explain when to use a colon

I can use a colon to introduce a list

I can identify misspelled words and use resources to assist me in spelling correctly.