

Reporting Topic: Writing Construction (WC)

Topic	Skills and Knowledge <small>W.9-10.2, W.9-10.9, W.9-10.4, W.9-10.5, W.9-10.10, L9-10.1, L9-10.2, L9-10.3</small>
4	<i>In addition to level 3 expectations, students demonstrate applications that reach beyond the target</i>
3	<p><i>Students demonstrate they have the ability to construct writing which examines and conveys complex ideas, concepts, and information clearly and accurately to an intended audience</i></p> <p>Organization:</p> <p>A. Organize ideas effectively, including a topic establishing the context and stating a clear thesis, creating cohesion, and clarifying the relationships among ideas and concepts</p> <p>Style:</p> <p>B. Use precise and content specific language, varied sentence patterns, while maintaining a formal style and tone</p> <p>Conventions:</p> <p>C. Demonstrate command of the conventions of standard English, and correct use of MLA.</p> <p>Writing Process:</p> <p>D. Develop and strengthen writing as needed through the writing process</p>
2	<p><i>Students demonstrate they have the ability to</i></p> <p>Organization:</p> <ul style="list-style-type: none"> • Plan ideas before writing <p>Writing Process:</p> <ul style="list-style-type: none"> • Brainstorm writing ideas • Create rough drafts of introductions, body paragraphs, and conclusions • Take part in the writing process by having rough drafts ready, peer editing, rewriting • Collect evidence for support
1	<i>Student performance reflects insufficient progress towards foundations skills and knowledge</i>

Schaffer, Jane. *Teaching the Multi-Paragraph Essay*.
 Hacker, Diana; Summers, Nancy. *The Bedford Handbook*.

Reporting Topic: Theme Analysis (TH)

Topic	Skills and Knowledge <small>RL.1, RI.1, RL.2.</small>
4	<i>Students demonstrate that they have the ability to exceed a 3.0 performance by demonstrating a nuanced approach or understanding of the text</i>
3	<p><i>Students demonstrate that they have the ability to</i></p> <p>A. Describe how the theme or central idea develops over the course of a text</p> <p>B. Explain how elements of the text (character, setting, plot, motif, etc.) shape theme</p> <p>C. Support inferences with several examples of strong textual evidence</p>
2	<p><i>Students can apply specific vocabulary such as</i></p> <ul style="list-style-type: none"> • Theme/Central idea: the central message of a literary work (fiction—theme; nonfiction—central message/idea); it is expressed as a sentence or general statement about life or human nature • Inference: an educated guess based on background knowledge of reader in relationship to text <p><i>Student demonstrate they have the ability to</i></p> <ul style="list-style-type: none"> • Identify the theme or central idea of a text • Support analysis with inferences including several examples of textual evidence
1	<i>Student performance reflects insufficient progress towards foundations skills and knowledge</i>

Reporting Topic: Analysis (LA)

Topic	Skills and Knowledge <small>RL.1, RI.1, RL.4, RL.5</small>
4	<i>Students demonstrate that they have the ability to exceed a 3.0 performance by demonstrating a nuanced approach or understanding of the text</i>
3	<p><i>Students demonstrate that they have the ability to</i></p> <p>A. Analyze cumulative impact of author's language on meaning and tone</p> <p>B. Articulate the development of complex characters over the course of the text using relevant evidence</p> <p>C. Analyze author's structural and organizational choices</p> <p>D. Support analysis with several examples of strong textual evidence</p>
2	<p><i>Students can apply specific vocabulary such as</i></p> <ul style="list-style-type: none"> • Imagery, plot elements, diction, figurative language, motif, literary devices: • Direct characterization: the author states a character's traits

- Indirect characterization: showing character's personality through his/her actions, thoughts, feelings, words, and appearance, or through another character's observation and/or reactions

Students demonstrate they have the ability to

- Identify important characters in a text and describe how they change in the story
- Find examples of characterization in the text
- Find examples of devices

Student performance reflects insufficient progress towards foundations skills and knowledge

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Reporting Topic: Vocabulary Acquisition (VA)

Topic	Skills and Knowledge L.9-10.4
4	Students demonstrate that they have the ability to exceed a 3.0 performance by demonstrating a nuanced approach or understanding of the language. Students will demonstrate 90% or better on <i>Word Within the Word</i> assessments
3	Students demonstrate that they have the ability to A. Uses knowledge of Greek and Latin stems (roots, prefixes, suffixes) and cognate words in different languages to determine the meaning of words. Consistently recognize Greek and Latin stems at 85% or better on <i>Word Within the Word</i> assessments B. Uses context of sentence and larger sections of text to clarify the meaning of unknown or ambiguous words and differentiate among multiple possible meanings of words
2	Students can apply specific vocabulary such as • Stem: commonly used roots, prefixes, or suffixes Student demonstrate they have the ability to • Students will demonstrate 60% or better on <i>Word Within the Word</i> assessments
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*The Word within the Word Vol. 1 Michael Clay Thompson

Reporting Topic: Speaking and Listening (SL)

Topic	Skills and Knowledge SL.9-10.1
4	Students demonstrate that they have the ability to exceed a 3.0 performance by demonstrating abilities above the learning target
3	Students demonstrate that they have the ability to Discussions: A. Draw on prior preparation for discussion by referring to evidence from the reading; reflect on ideas under discussion; pose and respond to specific questions, positions, or topics by making comments that contribute to the discussion. Presentations: B. Demonstrate effective speech delivery such as structure, pacing, volume, fluency, tone, enunciation, eye contact, gestures, stance, and movement
2	Students can apply specific vocabulary such as A. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed B. Participate actively in discussions in a thoughtful and appropriate manner C. Prepare for participation in a discussion Presentations D. Attempt to organize a structure for the situation E. Some attention paid to pacing, volume, fluency, tone, and enunciation F. Some attention paid to eye contact, gestures, stance, and movement G. Some attempt to choose correct diction to engage the audience and find some clarity and power. Student demonstrate they have the ability to • Actively engage in speaking opportunities • Identify characteristics of an effective presentation
1	Student performance reflects insufficient progress towards foundations skills and knowledge