

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10RI2 Determine a central idea of a text and analyze 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. *Reading Informational - Key Ideas and Details*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze how different authors develop a similar central idea over the course of several texts</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Determine a central idea of a text <u>Learning Target 2:</u> Analyze the development of the central idea over the course of the text, including how it emerges <u>Learning Target 3:</u> Analyze the development of the central idea over the course of the text, including how it is shaped and refined by specific details <u>Learning Target 4:</u> Provide an objective summary of the text</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> central idea, evidence, analyze, development, emerge, objective summary</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify significant topics throughout the text <u>Learning Target 3:</u> Identify relevant details that support significant topics throughout the text <u>Learning Target 4:</u> Determine connections between ideas or events in the text <u>Learning Target 5:</u> Determine key details and events throughout the text to include in an objective summary</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10RI3 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. *Reading Informational - Key Ideas and Details*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> 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 (ELAGSE11-12RI3)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made <u>Learning Target 2:</u> Analyze how the author unfolds an analysis or series of ideas or events, including how they are introduced and developed <u>Learning Target 3:</u> Analyze how the author unfolds an analysis or series of ideas or events, including the connections that are drawn between them</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> unfold, organizational structure, chronological order, cause/effect, problem/solution, compare/contrast</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine the overall organizational structure of the text (chronological order, cause/effect, problem/solution, compare/contrast) <u>Learning Target 3:</u> Identify the major points made in a text</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10RI5 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). *Reading Informational - Craft and Structure*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> 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 (ELAGSE11-12RI5)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Analyze how an author's ideas or claims are developed and refined by particular sentences <u>Learning Target 2:</u> Analyze how an author's ideas or claims are developed and refined by particular paragraphs <u>Learning Target 3:</u> Analyze how an author's ideas or claims are developed and refined by particular larger portions of a text (e.g., a section or chapter)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> claims, text structure</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify an author's ideas and claims <u>Learning Target 3:</u> Identify significant sentences, paragraphs, or portions of a text</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10RI6 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. *Reading Informational - Craft and Structure*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze how an author's style and content contribute to the power, persuasiveness, or beauty of the text (ELAGSE11-12RI6)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Determine an author's point of view or purpose in a text <u>Learning Target 2:</u> Analyze how an author uses rhetoric to advance his or her point of view or purpose</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> author's point of view, author's purpose, claim, rhetoric, appeals</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify significant topics throughout the text <u>Learning Target 3:</u> Identify an author's feeling towards the topic or topics within the text <u>Learning Target 4:</u> Identify rhetorical strategies used in the text</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10RL2 Determine a theme or central idea of text and closely analyze 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. *Reading Literary - Key Ideas and Details*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze how different authors develop a similar theme over the course of several texts</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Determine a theme of a text <u>Learning Target 2:</u> Analyze the development of the theme over the course of a text, including how it emerges <u>Learning Target 3:</u> Analyze the development of the theme over the course of a text, including how it is shaped and refined by specific details <u>Learning Target 4:</u> Provide an objective summary of the text</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> theme, analyze, development, emerge, objective summary</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine significant internal and/or external character conflicts throughout the text <u>Learning Target 3:</u> Determine the significance of settings in the text <u>Learning Target 4:</u> Determine significant plot developments throughout the course of the text <u>Learning Target 5:</u> Determine key details and events throughout the text to include in an objective summary</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10RL3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. *Reading Literary - Key Ideas and Details*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed) (ELAGSE11-12RL3)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text <u>Learning Target 2:</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) interact with other characters <u>Learning Target 3:</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) advance the plot <u>Learning Target 4:</u> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop the theme</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> complex characters, characterization, theme, plot, multiple/conflicting motivations</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine complex characters through the characters' words, thoughts, or actions <u>Learning Target 3:</u> Determine the multiple or conflicting motivations of complex characters <u>Learning Target 4:</u> Determine how characters respond to conflict or change <u>Learning Target 5:</u> Determine significant plot developments, including major turning points or the problem/resolution</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone.) *Reading Literary - Craft and Structure*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (ELAGSE11-12RL4)</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings <u>Learning Target 2:</u> Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> figurative meaning, connotative meaning, cumulative impact, tone</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine the tone of the text <u>Learning Target 3:</u> Identify words that contribute to meaning and tone</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. *Writing - Text Types and Purpose*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Effectively introduce claim(s), acknowledge and counter opposing claim(s), and engage the audience <u>Learning Target 2:</u> Use an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons and relevant evidence <u>Learning Target 3:</u> Use specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience's knowledge and concerns <u>Learning Target 4:</u> Use words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) <u>Learning Target 5:</u> Use words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s) <u>Learning Target 6:</u> Provide a strong concluding statement or section that follows from and supports the argument presented</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Clearly introduce claim(s) and attempt to acknowledge and counter opposing claim(s) <u>Learning Target 2:</u> Use an organizational strategy to present claim(s), reasons, and evidence <u>Learning Target 3:</u> Use multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience's knowledge or concerns <u>Learning Target 4:</u> Use words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence <u>Learning Target 5:</u> Use an appropriate tone and style fairly consistently for task, purpose, and audience <u>Learning Target 6:</u> Provide a concluding statement or section that follows from the argument presented</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 1:</u> Attempt to introduce claim(s), but claim(s) may be unclear; make reference to opposing claim(s) <u>Learning Target 2:</u> Attempt to use an organizational structure, which may be formulaic <u>Learning Target 3:</u> Develop, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but show little awareness of the audience's knowledge or concerns <u>Learning Target 4:</u> Attempt to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak <u>Learning Target 5:</u> Attempt to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience <u>Learning Target 6:</u> Provide a weak concluding statement or section that may not follow the argument presented</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. *Writing - Text Types and Purpose*

	Proficiency Scale
0.0	Even with help, no success

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10W2 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. *Writing - Text Types and Purpose*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Effectively introduce the topic and main idea(s) to be examined <u>Learning Target 2:</u> Use an organizational strategy to present information effectively and maintain focus and to make important connections and distinctions <u>Learning Target 3:</u> Thoroughly develop the topic with well-chosen, relevant, and enough facts, extended definitions, concrete details, quotations, or other information and examples that are appropriate for the audience <u>Learning Target 4:</u> Use appropriate and varied transitions to create cohesion, to link major sections of the text, and to clarify the relationship among ideas <u>Learning Target 5:</u> Effectively use precise language and domain-specific vocabulary appropriate to the audience and complexity of the topic <u>Learning Target 6:</u> Establish and maintain a formal style and objective tone <u>Learning Target 7:</u> Provide a strong concluding statement or section that logically follows from the ideas presented</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Clearly introduce the topic and main idea(s) to be examined <u>Learning Target 2:</u> Use an organizational strategy to group information and provide focus, but sometimes connections and distinctions are not clear <u>Learning Target 3:</u> Use a few pieces of relevant information from sources to develop topic <u>Learning Target 4:</u> Use some transitions to connect and clarify relationships among ideas, but relationships may not always be clear <u>Learning Target 5:</u> Use some precise language and domain-specific vocabulary to explain the topic <u>Learning Target 6:</u> Usually use a formal style and objective tone <u>Learning Target 7:</u> Provide a concluding statement or section that follows from the ideas presented</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 1:</u> Attempt to introduce a topic or main idea <u>Learning Target 2:</u> Ineffectively organize ideas, concepts, and information <u>Learning Target 3:</u> Develop topic, sometimes unevenly, with little relevant information <u>Learning Target 4:</u> Attempt to link ideas and concepts, but cohesion is inconsistent <u>Learning Target 5:</u> Use limited precise language and/or domain-specific vocabulary to manage the topic <u>Learning Target 6:</u> Attempt to establish formal style and objective tone but struggle to maintain them <u>Learning Target 7:</u> Provide a weak concluding statement or section</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10W2 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. *Writing - Text Types and Purpose*

	Proficiency Scale
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9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *Writing - Text Types and Purpose*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Effectively establish a situation, one or more points of view, and introduce a narrator and/or characters <u>Learning Target 2:</u> Create a smooth progression of events <u>Learning Target 3:</u> Effectively use multiple narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop rich, interesting experiences, events, and/or characters <u>Learning Target 4:</u> Use a variety of techniques consistently to sequence events that build on one another <u>Learning Target 5:</u> Use precise words and phrases, details, and sensory language consistently to convey a vivid picture of the events <u>Learning Target 6:</u> Provide a conclusion that follows from the narrated experiences or events <u>Learning Target 7:</u> Integrate ideas and details from source material effectively</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Establish a situation, a point of view, and introduce one or more characters <u>Learning Target 2:</u> Organize events in a clear, logical order <u>Learning Target 3:</u> Use some narrative techniques, such as dialogue, description, pacing, reflection, and plot to develop experiences, events, and/or characters <u>Learning Target 4:</u> Use words and/or phrases to indicate sequence <u>Learning Target 5:</u> Use words, phrases, and details to convey a picture of the events <u>Learning Target 6:</u> Provide an appropriate conclusion <u>Learning Target 7:</u> Integrate some ideas and/or details from source material</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 1:</u> Introduce a vague situation and at least one character <u>Learning Target 2:</u> Organize events in a sequence but with some gaps or ambiguity <u>Learning Target 3:</u> Attempt to use a narrative technique such as dialogue, description, reflection, and plot to develop experiences, events, and/or characters <u>Learning Target 4:</u> Inconsistently use occasional signal words to indicate sequence <u>Learning Target 5:</u> Inconsistently use some words or phrases to convey a picture of the events <u>Learning Target 6:</u> Provide a weak or ambiguous conclusion <u>Learning Target 7:</u> Attempt to integrate ideas or details from source material</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

9th Grade Literature & Composition Learning Map

Prioritized Standard: ELAGSE9-10W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *Writing - Text Types and Purpose*

	Proficiency Scale