

Grade 10 ELA 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 the development of two or more central ideas, including how they interact over the course of the text (ELAGSE11-12RI2)</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

Grade 10 ELA Learning Map

Prioritized Standard: ELAGSE9-10RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). *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 uses and refines the meaning of a key term or terms over the course of a text (ELAGSE11-12RI4)</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 a text, including figurative, connotative, and technical meanings <u>Learning Target 2:</u> Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)</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, technical meaning, 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

Grade 10 ELA Learning Map

Prioritized Standard: ELAGSE9-10RI8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. *Reading Informational - Integration of Knowledge and Ideas*

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 arguments of two authors with similar claims, assessing which author's evidence is more relevant and sufficient.</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> Delineate the argument and specific claims in a text <u>Learning Target 2:</u> Evaluate the argument and specific claims made in a text, assessing whether the reasoning is valid <u>Learning Target 3:</u> Evaluate the argument and specific claims made in a text, assessing whether the evidence is relevant and sufficient <u>Learning Target 4:</u> Identify false statements and fallacious reasoning</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> delineate, evaluate, argument, claim, evidence, valid reasoning, false statements, fallacious reasoning</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine the argument and specific claims in a text <u>Learning Target 3:</u> Identify evidence the author uses to support the argument or specific claims 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

Grade 10 ELA Learning Map

Prioritized Standard: ELAGSE9-10RI9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts. *Reading Informational - Integration of Knowledge and Ideas*

	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 seminal U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.</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 seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail, Nelson Mandel's Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts</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, concepts, primary source, secondary source</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine the theme(s) or concepts present in seminal U.S. documents <u>Learning Target 3:</u> Identify supporting evidence of theme(s) or concepts present in seminal U.S. documents</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

Grade 10 ELA 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 the development of two or more themes, including how they emerge (ELAGSE11-12RL2)</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 the text, including how it emerges <u>Learning Target 3:</u> Analyze the development of the theme 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> 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

Grade 10 ELA 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 a 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 a character's 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

Grade 10 ELA Learning Map

Prioritized Standard: ELAGSE9-10RL5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. *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> Compare and contrast authors' choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise across 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> Analyze how an author's choices concerning how to structure text create such effects as mystery, tension, or surprise</p> <p><u>Learning Target 2:</u> Analyze how an author's choices concerning how to order events (e.g., parallel plots) create such effects as mystery, tension, or surprise</p> <p><u>Learning Target 3:</u> Analyze how an author's choice to manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise</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> structure, order of events, manipulate time</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe different plot structures used in a text</p> <p><u>Learning Target 3:</u> Determine where the author manipulates time (e.g. pacing, flashbacks)</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

Grade 10 ELA 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 claims(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 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 claims(s) and reasons, between reasons and evidence, and between claims(s) and counterclaim(s) <u>Learning Target 5:</u> Use and maintain a formal style and objective tone that is appropriate for task, purpose, and audience <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 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
0.0	Even with help, no success

Grade 10 ELA 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

Grade 10 ELA 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 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

Grade 10 ELA 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