

Grade 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12RI4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). *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 an author's word choice to impact the meaning and tone of a text</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 how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10)</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, key term</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify key term or terms 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

Grade 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12RI5 Analyze and 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. *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 two authors use in their expositions or arguments, including whether the structures make points clear, convincing, and engaging</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 the structure an author uses in his or her exposition or argument</p> <p><u>Learning Target 2:</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</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, argument, exposition, evaluate</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine the structure(s) an author uses in his or her exposition or argument</p> <p><u>Learning Target 3:</u> Determine the points used in the author's exposition or argument</p> <p><u>Learning Target 4:</u> Identify evidence to support the points used in the author's exposition or argument</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 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12RI7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. *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> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to develop multiple solutions to a question or problem</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> Integrate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p><u>Learning Target 2:</u> Evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</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> integrate, media</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine key details and evidence from sources to address a question or solve a problem</p> <p><u>Learning Target 3:</u> Determine connections or similar topics amongst multiple sources of information</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 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12RL3 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). *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> Evaluate the effectiveness of an author's choices regarding how to develop and relate elements of a story or drama when compared to another author's choices in a similar text</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 the impact of the author's choices regarding how to develop and relate elements of a story or drama, including where a story is set</p> <p><u>Learning Target 2:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the action is ordered</p> <p><u>Learning Target 3:</u> Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, including how the characters are introduced and developed</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> characterization, theme, plot, propel the action</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine the characteristics of the setting(s) in the text (e.g., culture, historical period, geography, time, climate)</p> <p><u>Learning Target 3:</u> Determine significant actions in the text</p> <p><u>Learning Target 4:</u> Determine how characters respond to conflict or change through characters' words, thoughts, or actions 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

Grade 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12RL6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). *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> Evaluate the effectiveness of authors' use of satire, sarcasm, irony, or understatement across two 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 a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</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> satire, irony, sarcasm, understatement, pun</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Determine a directly stated point of view <u>Learning Target 3:</u> Identify examples of irony, sarcasm, or understatement in a text <u>Learning Target 4:</u> Explain the purpose of satire, sarcasm, irony, and understatement</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 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12RL7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.) *Reading Literary - 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 how multiple interpretations of a story, drama, or poem are impacted by the historical or cultural context in which they are developed (e.g. variations of the same text from different time periods).</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 multiple interpretations of a story, drama or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source 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> multiple interpretations, versions</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Interpret multiple versions of the source text (including at least one play by Shakespeare and one play an American dramatist)</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 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12RL9 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics. *Reading Literary - 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> Compare and contrast how two or more texts from different time periods or country of origin treat similar themes or topics</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> Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works (of American Literature, British Literature, World Literature, or Multicultural Literature), including how two or more texts from the same period treat similar themes or topics</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> foundational texts, theme, topic</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the characteristics of foundational works of literature <u>Learning Target 3:</u> Determine the author's perspective/ point of view in a foundational text <u>Learning Target 4:</u> Determine the theme of a foundational 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 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12W1 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 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 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12W1 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 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12W2 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 an 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> 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> Maintain a formal style and objective tone, for the most part <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

Grade 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12W2 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

Grade 12 ELA Learning Map

Prioritized Standard: ELAGSE11-12W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. *Writing - Research to Build and Present Knowledge*

	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> Defend the strengths and limitations of each source in terms of the task, purpose, and audience</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> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively</p> <p><u>Learning Target 2:</u> Assess the strengths and limitations of each source in terms of the task, purpose, and audience</p> <p><u>Learning Target 3:</u> Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</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> Credibility, plagerism, intergrate, paraphrase, quote, relevant, citation, annotation, manuscript style/format</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify reliable sources from which to gather information</p> <p><u>Learning Target 3:</u> Integrate information into the text selectively to support a main claim</p> <p><u>Learning Target 4:</u> Demonstrate intergration of multiple sources avoiding plagiarism</p> <p><u>Learning Target 5:</u> Know rules for citing evidence using a standard format</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