

Power Standard 8.RL.1.A Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Targets	Common Misconceptions	Mastery of the Standard	Approaching the Standard	Beginning to Learn
<ul style="list-style-type: none"> • I can draw a conclusion after reading a literary text. • I can make an inference from a literary text. • I can analyze a literary text. • I can cite textual evidence to support a conclusion about a literary text. • I can cite textual evidence to support an inference I have drawn about a literary text. • I can cite textual evidence to support my analysis of a literary text. • I can distinguish between strong 	<p>Confusing what the text says directly vs. what the text implies</p> <p>Drawing a conclusion, inference, or analyzing the text without support from the text</p> <p>Inability to determine which part of the text provides strong support for a position</p>	<p>A student who has mastered this standard can read a grade-level literary text and draw conclusions, make inferences, and provide a logical analysis of that text, and support any of these of clear, strong direct support from the text as well as indirect support from the text, independently and consistently.</p>	<p>A student who is approaching mastery may be able to complete standard goals with a lower-level text, or may be able to draw a conclusion, but struggle to make inferences and analyze text, or may struggle to support contentions about the text with support from the text, or may meet the standard inconsistently or only with teacher assistance.</p>	<p>The Beginning to Learn student may struggle to draw conclusions about the text and to support any analysis or contentions about the text with textual support.</p>

<p>and weak textual support for a conclusion/ inference/ analysis about a literary text.</p> <ul style="list-style-type: none"> • I can read a literary text at grade level. • I can recognize the difference between an inference and what is explicitly stated in a literary text. 				
<p>Examples of Evidence that can show Mastery</p>	<ul style="list-style-type: none"> • Written analysis of the text in multiple formats • Oral analysis of the text (class discussion, debate, Socratic seminar) • Graphic organizers drawing connections between a conclusion, inference, and/or analysis and text 			
<p>Previous Level - what students who are struggling at a 1 might need to revisit</p>	<p><u>7.RL.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <ul style="list-style-type: none"> • Practice with a lower reading level text • Define textual support and discuss examples from texts read together • Define inference and discuss examples from texts read together 			
<p>Next Level - what students will do if they have consistently mastered the standard</p>	<p><u>9-10.RL.1.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <ul style="list-style-type: none"> • Work on strengthening textual support with higher level texts • Make predictions about texts and author's purpose 			

Power Standard 8.RI.1.A Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Targets	Common Misconceptions	Mastery of the Standard	Approaching the Standard	Beginning to Learn
<ul style="list-style-type: none"> • I can draw conclusions from an informational text. • I can make inferences from an informational text. • I can cite evidence from an informational text by using quotations and paraphrasing. • I can analyze an informational text and support it by citing textual evidence. • I can read a grade level informational text. • I can distinguish between fact and opinion in an informational text. • I can use text features to help me understand an informational text. • I can distinguish between strong 	<ul style="list-style-type: none"> • May be able to draw an appropriate conclusion, inference, or analysis but cannot support it with textual evidence. • May be able to support an “incorrect” answer with appropriate/logical evidence. • Uses insufficient evidence to back up claims. • Cannot explain how evidence backs up response. • May not be able to distinguish between fact and opinion. • Fails to recognize the significance of text features in an informational text. 	<p>A student who has mastered this standard can read a grade-level informational text and draw conclusions, make inferences, and provide a logical analysis of that text, and support any of these of clear, strong direct support from the text as well as inferences from the text, independently and consistently.</p>	<p>A student who is approaching mastery may be able to complete standard goals with a lower-level text, or may be able to draw a conclusion, but struggle to make inferences and analyze text, or may struggle to support contentions about the text with support from the text, or may meet the standard inconsistently or only with teacher assistance.</p>	<p>The Beginning to Learn student may struggle to draw conclusions about the text and to support any analysis or contentions about the text with textual support.</p>

<p>and weak textual support for a conclusion/ inference/ analysis of an informational text.</p>				
<p>Examples of Evidence that can show Mastery</p>	<p>Written analysis of an informational text; Oral analysis of the text (class discussion, debate, Socratic seminar); Graphic organizer connecting conclusions, analysis, and/or inferences with evidence; Annotated informational text</p>			
<p>Previous Level - what students who are struggling at a 1 might need to revisit</p>	<p><u>7.RI.1.A Draw conclusions, infer, and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <ul style="list-style-type: none"> • Read more grade level informational texts to increase reading level • Annotate the text for evidence to support conclusions, analysis, and inferences • Review the process of drawing conclusions, analyzing, and inferring • Work on defining inference vs. explicit or direct textual support, difference between fact and opinion • Review text features of an informational text. 			
<p>Next Level - what students will do if they have consistently mastered the standard</p>	<p><u>9-10.RI.A Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <ul style="list-style-type: none"> • Increase rigor of text provided • Ask student to make connections from text-to-text, text-to-world, text-to-self. 			

Power Standard 8.W.3.A.C Review, revise, and edit writing with consideration for the task, purpose, and audience: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

Learning Targets	Common Misconceptions	Mastery of the Standard	Approaching the Standard	Beginning to Learn
<ul style="list-style-type: none"> I can differentiate between revising writing and editing writing. I can edit my writing for a specific type of error in usage or grammar. I can apply a variety of editing strategies to my own writing. 	<ul style="list-style-type: none"> Confuse revision with editing Misusing words Run-on sentences Fragments Vague pronouns Pronoun/Antecedent Agreement Capitalization errors Punctuation errors Spelling errors Subject/verb agreement Incorrect verb tense Passive Voice Misplaced and dangling modifiers Parallel structure 	<p>A student who has mastered this standard can distinguish between revising and editing writing, effectively apply revision and editing strategies to produce writing that follows the conventions of standard English usage and grammar, including spelling and punctuation, independently and consistently.</p>	<p>A student who is approaching mastery may understand that the writing process is a continuous process, or has multiple mistakes in conventions of English usage, grammar, spelling and punctuation or may meet the standard inconsistently or with teacher assistance.</p>	<p>The Beginning to Learn student may fail to follow the writing process or it may be unclear that the student followed the process. There are many errors in the conventions of English usage, grammar, spelling and punctuation that confuse the reader.</p>
<p>Examples of Evidence that can show Mastery</p>	<ul style="list-style-type: none"> Produce written products that have been correctly edited for usage and grammar; Practice grammar and usage exercises that require the student to identify and fix errors in writing; Complete systematic editing exercises (such as editing stations or highlighting mistakes) that focus on specific, common errors in grade-level writing. 			
<p>Previous Level - what students who are struggling at a 1 might need to revisit</p>	<p>7.W.3.A.C Review, revise, and edit writing with consideration for the task, purpose, and audience: <u>Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.</u></p> <ul style="list-style-type: none"> Review common usage and grammar errors, such as capitalization rules, basic punctuation rules Review grammar concepts on Holt textbook website (my.hrw.com) Practice strategies for identifying spelling errors (such as using spell and grammar checks on the computer) Practice specific grammar skills that student may be struggling with on chompchomp.com, ixl.com, or noredink.com, owl.english.purdue.edu/exercises. 			

Next Level - what students will do if they have consistently mastered the standard

9-10.W.3.A.C Review, revise, and edit writing with consideration for the task, purpose, and audience: Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.

- Work on using grammar to add stylistic components to writing.
- Take risks with deliberate grammatical errors for stylistic effect.

Resources for this standard:

- [Grammar Alive! - Teacher Guide PDF](#)
- [How to Revise and Edit - Parent Resource](#)
- [ChompChomp](#)
- [IXL](#)
- [NoRedInk](#)
- [Purdue Online Writing Lab](#)
- [Holt Online Textbook](#)

Power Standard 8.W.3.A.B Review, revise, and edit writing with consideration for the task, purpose, and audience; Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.

Learning Targets	Common Misconceptions	Mastery of the Standard	Approaching the Standard	Beginning to Learn
<ul style="list-style-type: none"> • I can vary my sentence structure in my writing. • I can focus my writing toward an intended audience. • I can revise my word choice so that it is appropriate for the type of writing and intended audience. • I can revise my writing for succinctness. 	<ul style="list-style-type: none"> • Over reliance on a single type of sentence structure. • Failure to recognize and write to the intended audience. • Use of unacademic language in academic writing. • Confusing the revision process (overhaul of ideas and phrasing) with the editing process (grammar fixes). • Misuse of sophisticated vocabulary. • Overly simplistic vocabulary in the writing. • May not be concise or succinct, or be too repetitive. 	<p>A student who has mastered this standard understands what revision and editing are, writes with the intended audience in mind, and applies those skills to his/her writing with a particular focus on word choice and sentence structure independently and consistently.</p>	<p>A student who is approaching mastery understands the revision and editing process but may not always apply effective strategies. He/she may attempt to use sophisticated language and varied sentence structure, but lacks precision, or may meet the standard inconsistently or with teacher assistance.</p>	<p>The Beginning to Learn student relies heavily on a single sentence type, or needs scaffolding for sentence construction. They may skip the revision process, or have overly simplistic word choice. The author may lack awareness of the audience.</p>

<p>Examples of Evidence that can show Mastery</p>	<ul style="list-style-type: none"> • Complete a systematic revision/editing activity (such as ratiocination) on a piece of writing. • Engage in an editing activity in which students identify unacademic language such as personal pronouns, contractions, symbols (&, +, etc.), text talk (bc, ur, lol, etc.), vague words (“a lot”, “lots”, “very”, “thing”, “stuff”, “really,” “good,” “bad”, etc.), slang (gonna, G.O.A.T., yeah, for real, etc.), and cliches, and find opportunities to use more precise/sophisticated word choices. (Use the “find and replace” feature to eliminate forbidden words.) • Using a highlighter, color code different sentence structures (simple, compound, complex, compound-complex) in writing. • During the revision process, mimic the techniques of a mentor text that experiments with word choice and sentence variety.
<p>Previous Level - what students who are struggling at a 1 might need to revisit</p>	<p><u>7.W.3.A.B Review, revise, and edit writing with consideration for the task, purpose, and audience: Word choice, syntax, and style: Choose appropriate, precise language for the style, task, and audience; convey the relationship among ideas through varied sentence structures.</u></p> <ul style="list-style-type: none"> • Review/model a variety of sentence structures or the components of a complete sentence. • Read more to develop a stronger vocabulary and awareness of sentence variety. • Practice using a dictionary or thesaurus to identify stronger word choices. • Read mentor texts that experiment with word choice and sentence variety and mimic those techniques.
<p>Next Level - what students will do if they have consistently mastered the standard</p>	<p><u>9-10.W.3.A B Review, revise, and edit writing with consideration for the task, purpose, and audience: Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language contributes to meaning.</u></p> <ul style="list-style-type: none"> • Discuss/identify stylistic choices when revising for language and syntax (the arrangement of words and phrases to create well-formed sentences in a language). • Take risks in composing sophisticated sentence structures or linking multiple ideas in a way that may occasionally result in minor error.

Priority Standard 8.SL.1.B Delineate a speaker’s argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

Learning Targets	Common Misconceptions	Mastery of the Standard	Approaching the Standard	Beginning to Learn
<ul style="list-style-type: none"> I can prepare for a discussion by reading and/or studying material prior to participating in group discussions. I can follow rules for having a conversation discussion with a partner or group. I can respond appropriately to others with evidence, observations, and ideas relevant to the topic. I can use relevant evidence to respond to others. I can pose questions that connect to the topic or the ideas of others. I can acknowledge the contributions of others in a conversation or discussion. 	<ul style="list-style-type: none"> Student does not come prepared to the discussion Student “parrots” other students’ ideas without providing additional content to the conversation. Student does not follow along with the conversation Interrupting others during a conversation or discussion Student dominates the conversation and does not allow others to contribute Student does not participate in the conversation Student does not fully understand the speaker’s argument/ claims. Student poses questions 	<p>A student who has mastered this standard can...</p> <p>Discussion- Student actively participates in the discussion by responding appropriately to others with evidence observations, and ideas relevant to the topic; posing questions that connect to the topic or ideas of others; acknowledging the contributions of others; acknowledging new information expressed by others, and, when warranted, qualifying or justifying their own views in light of the evidence presented</p> <p>Listening- Student can demonstrate that they understand a speaker’s arguments and claims; can evaluate the speaker’s reasoning and evidence for credibility and logical fallacies.</p>	<p>A student who is approaching mastery can...</p> <p>Discussion - Student participates in the discussion but may not contribute relevant evidence, ideas, or observations; may pose questions that do not connect to the topic or ideas of others; may only insert their own ideas in the conversation without acknowledging the contributions of others.</p> <p>Listening - Student can demonstrate that they understand some of a speaker’s arguments and claims. Student may not be able to evaluate the speaker’s reasoning and evidence for credibility and logical fallacies.</p>	<p>The Beginning to Learn student...</p> <p>Discussion- Student does not actively participate in the discussion, or simply “parrots” the ideas of others.</p> <p>Listening - Student cannot demonstrate that they understand the speaker’s arguments / claims; cannot evaluate speaker’s reasoning and evidence.</p>

<ul style="list-style-type: none"> • I can acknowledge new information expressed by others, and, when warranted, qualify or justify my own views in light of the evidence presented. • I can interpret a speaker's message • I can understand a speaker's argument and claims • I can evaluate a speaker's reasoning for logical fallacies • I can evaluate a speaker's evidence for credibility 	<p>unrelated to the argument.</p>			
<p>Examples of Evidence that can show Mastery</p>	<ul style="list-style-type: none"> • Class Discussions/Socratic Seminars/Book Study/Literature Circles • Analyzing written or recorded arguments/persuasive texts. • In class presentations • Filmed presentations • Podcasts • Flipgrids 			
<p>Previous Level - what students who are struggling at a 1 might need to revisit</p>	<p><u>7.SL.1.B- Delineate a speaker's argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed</u></p> <ul style="list-style-type: none"> • Write open ended questions related to the discussion topic • Find thesis/central idea in argument writing/speech • Identify evidence that supports a thesis 			
<p>Next Level - what students will do if they have consistently mastered the standard</p>	<p><u>9-10.SL.1.B- Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence</u></p> <ul style="list-style-type: none"> • Expand beyond the initial focus of the presentation/discussion • Add evidence from additional sources 			

Priority Standard 8.RI.1.D Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

Learning Targets	Common Misconceptions	Mastery of the Standard	Approaching the Standard	Beginning to Learn
<ul style="list-style-type: none"> I can summarize the key aspects of an informational text. I can determine the main idea of an informational text I can identify supporting evidence of the main idea in an informational text. I can analyze the development of the main idea over the course of an informational text. I can summarize an informational text without including 	<ul style="list-style-type: none"> Oversimplifying the main idea of the text Not being able to ascertain supporting details/evidence for a main idea Not being able to distinguish between supporting evidence and main idea Writing a summary that is biased or opinionated Summarizing using every minor detail in the summary 	<p>A student who has mastered this standard can identify the main idea of an informational text with evidence that supports his or her reasoning. Student can track the development of the main idea over the course of the text. Summaries are concise, cover the key aspects of the text, and are devoid of personal opinions.</p> <p>The student meets this standard independently and consistently.</p>	<p>A student who is approaching mastery may find a reasonable main idea of an informational text, but lacks evidence that supports it. Student may be able to provide evidence of the main idea of the text, but may not be able to track its development comprehensively throughout the text. Summaries cover key aspects of the text, but may either be incomplete or biased.</p> <p>The student may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may incorrectly identify the main idea of an informational text or confuse supporting details/evidence for a main idea. He or she may also struggle to provide reasoning and evidence for the main idea. Student may struggle to track the development of the main idea over the course of a text. Summary may be too concise, too vague, missing key aspects, or opinionated.</p> <p>The student may need frequent teacher assistance with this standard.</p>

personal opinions.				
Examples of Evidence that can show Mastery	<ul style="list-style-type: none"> • A written or verbal analysis of the main/central idea of an informational piece with supporting evidence. • A written or verbal summary of an informational text. • A graphic organizer that identifies the main idea, supporting evidence, and tracks its development over the course of an informational text. 			
Previous Level - what students who are struggling at a 1 might need to revisit	<p><u>7.RI.1.D Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.</u></p> <p>Review strategies over how to determine main idea. Review summarizing strategies. Use a graphic organizer to identify evidence for the main idea or track the development of the main idea throughout the course of the text. Use lower level reading passages.</p>			
Next Level - what students will do if they have consistently mastered the standard	<p><u>9-10 RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and explain the significance of the central ideas; provide an objective and concise summary of the text.</u></p> <p>Students use higher level passages to determine main idea or summarize without personal opinion.</p>			

Priority Standard 8.W.2.A.C Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques; **Argumentative:** Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships among claims, counterclaims, and supporting evidence.

Learning Targets	Common Misconceptions	Mastery of the Standard	Approaching the Standard	Beginning to Learn
<ul style="list-style-type: none"> I can complete the prewriting/ drafting, revision/ editing/ publishing stage of the writing process. I can create a clear, arguable claim. I can support my claim with credible and relevant evidence. I can elaborate on facts and details from a resource. I can provide reasoning to connect my evidence back to my claim. I can write with my audience and purpose in mind. I can acknowledge and refute 	<ul style="list-style-type: none"> Fails to follow the writing process to a final, polished piece Lacks thesis/controlling idea May confuse the statement of opinions with argument or may make an unsubstantiated claim Restates claim - no evidence Fails to connect evidence back to the claim Assumes the claim is proven Fails to recognize the intended audience Fails to refute obvious counterclaims. Facts and details from source materials are minimal, irrelevant, or incorrectly used 	<p>A student who has mastered this standard can follow all stages of the writing process.</p> <p>Claim - Writing includes a clear and arguable claim</p> <p>Evidence - Writing integrates relevant facts, examples, and/or details to support the claim.</p> <p>Reasoning - Writing connects the evidence back to the claim by explaining and elaborating on evidence and relationships among claims.</p> <p>Counterclaim - Writing acknowledges and refutes counterclaim(s).</p> <p>Organization & General Writing Skills - Writer has identified an audience and purpose and writes with them in mind, produces clear and coherent argumentative writing that</p>	<p>A student who is approaching mastery can follow some parts of the writing process.</p> <p>Claim- Writing includes a thesis.</p> <p>Evidence- Writing includes facts, examples, and details from source materials but they may not be well-integrated.</p> <p>Reasoning- Uses reasoning but may not clearly connect evidence back to the claim.</p> <p>Counterclaim- Writing may acknowledge a counterclaim but does not refute it.</p> <p>Organization & General Writing Skills - Writer may need to focus more on</p>	<p>The Beginning to Learn student skips steps of the writing process.</p> <p>Claim - Writing is missing a clear and arguable claim.</p> <p>Evidence - Writing is missing facts, examples, and/or details to support the claim. Evidence may be irrelevant or insufficient.</p> <p>Reasoning - Writing does not connect the evidence back to the claim. Explanations may focus only on summarizing evidence.</p> <p>Counterclaim - Writing does not acknowledge counterclaim(s).</p> <p>Organization & General Writing Skills - Writing does not show acknowledgement of audience or purpose. Weak or uneven progression of ideas and few organizational techniques or transitions are used; and writing is missing an</p>

<p>counterclaims to my argument.</p> <ul style="list-style-type: none"> I can organize my writing in a logical progression. I can use appropriate and varied transitions to flow smoothly from one idea to another. 	<ul style="list-style-type: none"> Minimal, if any, use of elaborative techniques Response may be too brief or lack focus 	<p>follows a logical progression of ideas and employs effective organization; uses a variety of transitional strategies; and includes an effective opening and closing independently and consistently.</p>	<p>audience or purpose; many transitions may be repetitive or basic; may have missed obvious counterclaims; or may meet the standard inconsistently or with teacher assistance.</p>	<p>effective opening and closing. Writer may need significant assistance to select a topic, ideas or support; developing a claim; writing may lack development or awareness of audience or purpose</p>
<p>Examples of Evidence that can show Mastery</p>	<ul style="list-style-type: none"> Completes prewriting activities, such as outlines, freewriting, brainstorming Graphic organizers connecting claims to evidence Graphic organizers connecting evidence to elaboration Written argument that goes through the entire drafting process, including prewriting, drafting, editing, revision, and publication Graphic organizer or discussion to identify and refute counterclaims Highlight the components of an argumentative essay (thesis, claim, counterclaim, rebuttal, clincher, etc.) Accurately paraphrased and cited sources in an essay, presentation, or report 			
<p>Previous Level - what students who are struggling at a 1 might need to revisit</p>	<p><u>7.W.2.A.B</u> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques; Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence, acknowledging counterclaims, and establishing relationships between claims and supporting evidence.</p> <p>Develop a graphic organizer connecting claims and counterclaims. Begin to research other topics of interest to create claims and counterclaims and supporting evidence. Review basic research skills, practice taking notes from sources, practice paraphrasing/ define paraphrasing, review types of plagiarism. Complete an outline or graphic organizer to better organize writing.</p>			
<p>Next Level - what students will do if they have consistently mastered the standard</p>	<p><u>9-10 W.2.A.A</u> Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p> <p>Develop independent research topics and research questions. Analyze a piece of argumentative writing and delineate the rhetorical strategies that the author employs.</p>			

Priority Standard 8.W.1.A.1 Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.

Learning Targets	Common Misconceptions	Mastery of the Standard	Approaching the Standard	Beginning to Learn
<ul style="list-style-type: none"> • I can develop a question or questions to guide my research about a topic. • I can use a question to guide my research. • I can determine if a resource for my topic is relevant, credible, and accurate. • I can search for and use both print and digital sources. • I can use search terms effectively to conduct research. • I can paraphrase a resource in my own style and structure. • I can quote a resource using standard 	<ul style="list-style-type: none"> • May not understand the importance of using a question to guide research about a topic • Using only one source when multiple sources are needed • Using the first source that pops up on Google • Misquoting sources • Paraphrasing by only substituting words rather than rewriting in own words • Facts and details from source materials are minimal, irrelevant, absent, incorrectly used, or predominantly copied • Leaving off bibliographic citations 	<p>A student who has mastered this standard can follow the research process to use a question to guide his or her research; find relevant, credible, and accurate print and digital source(s); correctly quote and paraphrase without plagiarising; and provide a basic bibliography of sources independently and consistently.</p>	<p>A student who is approaching mastery may follow parts of the research process; uses a question to partially guide the research; uses sources that may not be entirely relevant, credible, or accurate; may not use a variety of print and digital sources; the student also may struggle with quoting and paraphrasing sources and citing them correctly. Student may be able to complete the standard goals inconsistently and/or with teacher support.</p>	<p>The Beginning to Learn student may struggle to follow the research process; may not use a question to focus the research; overly relies on a single source; may use irrelevant, biased, or inaccurate sources; may lack an understanding of original work vs. plagiarism. May rely heavily on teacher support to complete the standard.</p>

<p>citation format to support my topic.</p> <ul style="list-style-type: none"> • I can recognize and avoid plagiarism. • I can provide bibliographic information for a source using a standard citation system. 				
<p>Examples of Evidence that can show Mastery</p>	<ul style="list-style-type: none"> • A comprehensive works cited page showing a variety of sources • Written or oral reasoning for why sources are relevant, credible, and accurate • Correctly formatted parenthetical (in-text) citations for quotes and/or paraphrased information in a written response or presentation 			
<p>Previous Level - what students who are struggling at a 1 might need to revisit</p>	<p><u>7.W.1.A.1 Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system.</u></p> <ul style="list-style-type: none"> • Review basic research skills, practice taking notes from sources, practice paraphrasing, revisit plagiarism. • Use of a citation generator such as easybib.com, citationmachine.net, bibme.org, etc to aid in proper citation of resources. 			
<p>Next Level - what students will do if they have consistently mastered the standard</p>	<p><u>9-10.W.1.A.1 Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.</u></p> <ul style="list-style-type: none"> • Develop independent research topics and research questions. • Revise writing to develop more sophisticated word choice 			

Power Standard 8.RL.1.D Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.

Learning Targets	Common Misconceptions	Mastery of the Standard	Approaching the Standard	Beginning to Learn
<ul style="list-style-type: none"> I can summarize the key aspects of a literary text. I can determine the theme of a literary text. I can identify supporting evidence of the theme in a literary text. I can analyze the development of the theme over the course of a literary text. I can summarize a literary text without including personal opinions. 	<ul style="list-style-type: none"> Oversimplifying the theme of the text Not being able to ascertain supporting details/evidence for a theme Not being able to distinguish between supporting evidence and theme Writing a summary that is biased or opinionated Thinking a topic is the theme Only looking for one theme in a text Summarizing using every minor detail in the summary 	<p>A student who has mastered this standard can correctly identify a theme of a literary text with evidence that supports his or her reasoning. Student can track the development of a theme over the course of the text. Summaries are concise, cover the key aspects of the text, and are devoid of personal opinions.</p> <p>The student meets this standard independently and consistently.</p>	<p>A student who is approaching mastery may find a reasonable theme of a literary text, but lacks evidence that supports it. Student may be able to provide evidence of a theme of the text, but may not be able to track its development comprehensively throughout the text. Summaries cover key aspects of the text, but may either be incomplete or biased.</p> <p>The student may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may incorrectly identify a theme of a literary text or confuse supporting details/evidence for a theme. He or she may also struggle to provide reasoning and evidence for their theme. Student may struggle to track the development of a theme over the course of a text. Summary may be too concise, too vague, missing key aspects, or opinionated.</p> <p>The student may need frequent teacher assistance with this standard.</p>
<p>Examples of Evidence that can show Mastery</p>	<ul style="list-style-type: none"> A written or verbal analysis of the theme in a literary text with supporting evidence. A written or verbal summary of a literary text. A graphic organizer that identifies the theme, supporting evidence, and tracks its development over the course of a literary text. 			

<p>Previous Level - what students who are struggling at a 1 might need to revisit</p>	<p><u>7.RL.1.D Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.</u> Review strategies over how to determine theme. Review summarizing strategies. Use a graphic organizer to identify evidence for the theme or track the development of the theme throughout the course of the text. Use lower level reading passages.</p>
<p>Next Level - what students will do if they have consistently mastered the standard</p>	<p><u>9-10.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.</u> Students use higher level passages to determine theme or summarize without personal opinion.</p>

Priority Standard 8.W.2.A.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques; **Expository:** Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.

Learning Targets	Common Misconceptions	Mastery of the Standard	Approaching the Standard	Beginning to Learn
<ul style="list-style-type: none"> I can complete the prewriting/ drafting/ revision/ editing/ publishing stage of the writing process. I can write with my audience and purpose in mind. I can integrate relevant facts, 	<ul style="list-style-type: none"> Paraphrasing by only substituting words Facts and details from source materials are minimal or irrelevant Minimal, if any, use of elaborative techniques Struggles to connect the evidence with the claim 	<p>A student who has mastered this standard can follow all stages of the writing process.</p> <p>Claim- Writing includes a clear thesis</p> <p>Evidence- Writing integrates relevant facts, examples, and details from source materials.</p>	<p>A student who is approaching mastery can follow some parts of the writing process.</p> <p>Claim- Writing includes a thesis.</p> <p>Evidence- Writing includes facts, examples, and details from source materials</p>	<p>The Beginning to Learn student may skip steps/need continuous teacher support of the writing process.</p> <p>Claim- Thesis or claim is unclear.</p> <p>Evidence- Student does not support ideas with evidence; may struggle to incorporate relevant facts,</p>

<p>examples, and details from research.</p> <ul style="list-style-type: none"> • I can elaborate on facts, examples, and details from research. • I can provide reasoning to connect my evidence back to my claim. • I can write a clear thesis statement for my topic. • I can use appropriate and varied transitions to flow smoothly from one idea to another. • I can organize my writing in a logical way that includes an effective opening and closing. 	<ul style="list-style-type: none"> • Weak thesis/controlling idea • Response may be too brief or the focus may drift from the purpose and/or audience • Few/no transitional strategies are evident; uses repetitive or basic transitional words/phrases • Lacks audience awareness 	<p>Reasoning- Writing connects the evidence back to the claim by explaining and elaborating on evidence and relationships among claims.</p> <p>Organization- Writing includes a clear and logical progression of ideas with a variety of transitional strategies, an effective opening and closure for audience and purpose.</p>	<p>but they may not be well-integrated.</p> <p>Reasoning- Uses reasoning but may not clearly connect evidence back to the claim.</p> <p>Organization- Ideas may be underdeveloped and transitions may be repetitive or basic, and an underdeveloped opening and closure for audience and purpose.</p> <p>Student may be able to complete the standard goals inconsistently and/or with teacher support.</p>	<p>examples, and details; source material is not integrated into the writing, or may be plagiarized.</p> <p>Reasoning- Does not connect evidence back to the claim. Explanations may focus only on summarizing evidence.</p> <p>Organization- Writing includes a weak or uneven progression of ideas with few transitional strategies, and a weak opening/closure for audience and purpose.</p>
<p>Examples of Evidence that can show Mastery</p>	<ul style="list-style-type: none"> • Student-written informational writing: essay, blog post, infographic, news article • Oral presentation from student-written notes 			
<p>Previous Level - what students who are struggling at a</p>	<p>7.W.2.A.B Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; develop writing with narrative, expository, and argumentative techniques; Expository: Develop informative/explanatory writing to</p>			

<p>1 might need to revisit</p>	<p><u>examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</u></p> <ul style="list-style-type: none"> • Discuss strategies for paraphrasing information • Review the steps of the writing process • Read drafts out loud to a friendly audience to solicit feedback • Review the definition of plagiarism
<p>Next Level - what students will do if they have consistently mastered the standard</p>	<p><u>9-10 W.2.A.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</u></p> <ul style="list-style-type: none"> • Practice writing using two genres, such as an argument that incorporate narrative techniques • Revise writing to develop more sophisticated word choice