



South Sioux City Community School District

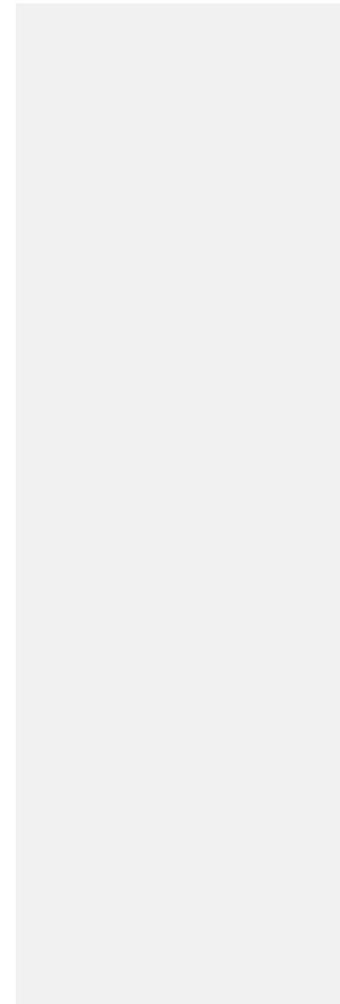
Subject Area and Standard/Indicator Number: English 3 LA 12.1.5.a, LA 12.1.5.c, LA 12.3.1.a

Topic: Vocabulary

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	<p>Sample Activities: Students will be able to define unfamiliar words in the context of the reading passages with no assistance.</p> <p>Students will be able to use a variety of forms of a word, changing a word's form for the circumstance</p>
Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> Identify parts of a word (roots/affixes) and apply knowledge to define unknown words Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing. Recognize and use appropriate academic vocabulary pertaining to elements of literature in discussions and responses. Use new vocabulary words commonly found on standardized tests in writing 	<p>Sample Activities:</p> <ul style="list-style-type: none"> -Students will participate in activities such as word completion, deconstruction of words, and formulation of their own sentences using the roots, etc. with minimal errors. -Students will be able to define words by analyzing the parts of the word on a quiz with proficient results (80%). -Recognize and use appropriate academic vocabulary pertaining to elements of literature when discussing in Socratic Seminars or response journals/post-reading assignments. -Write sentences or give examples of a word used in a sentence.

Comment [1]: Recognize and use appropriate literary and composition academic vocabulary to participate in content-related academic conversation. (something to include all disciplines of academic vocabulary required). What do you think? I highlighted this for review.

Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as:</p> <p>Latin Roots as identified on lists (<i>Everyday Words from Class Origins</i> - Perfection Learning). Define vocabulary commonly found on standardized tests Classify the part of speech of vocabulary words found on standardized test</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student: -Quizzes in which students match the root with the definition -Quizzes in which students define, classify parts of speech, and use words in sentences</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes and need teacher assistance with the following:</p> <ul style="list-style-type: none"> Identifying parts of a word (roots/affixes) and apply knowledge to define unknown words Acquiring new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations. Using semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing. Recognize and use appropriate academic vocabulary pertaining to elements of literature in discussions and responses Classifying words by their part of speech 	<p>Sample Activities: Students will be able to identify the given words and match them to their proper definitions on a quiz with occasional error.</p> <p>Students will participate in activities such as word completion, deconstruction of words, and formulation of their own sentences using the roots, etc. with occasional errors.</p> <p>Students will be able to define words by analyzing the parts of the word on a quiz with results of less than (80%).</p> <p>Recognize and use appropriate academic vocabulary pertaining to elements of literature when discussing in Socratic Seminars or response journals/post-reading assignments with occasional errors (below 80%).</p> <p>Define and classify words commonly found on standardized tests</p>
Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	





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Subject Area and Standard/Indicator Number: English 3 -LA 12.1.6.b, LA 12.1.6.c, LA 12.1.6.g, LA 12.1.6.i, LA 12.1.6.n, LA 12.2.2.b

Topic: Analyzing Fiction Text

<p>Score 4.0</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>	<p>Sample Activities: Use multiple pieces of evidence to support a claim Create high-level inferential questions that encourage critical thinking among peers.</p>
<p>Score 3.5</p>	<p><i>In addition to score 3.0 performance, partial success at score 4.0 content</i></p>	
<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Read fiction texts and create appropriate grade-level responses to teacher and peer generated questions regarding an author's use of literary devices and stylistic choices ● Create text-to-self, text-to-text, and/or text-to-society connections ● Use evidence from text, as well as historical, cultural, biographical, and political evidence to support claims about a text 	<p>Sample Activities: Complete study guides responding to analysis questions. Participate in Socratic Seminars by asking questions and responding to the questions of others.</p>
<p>Score 2.5</p>	<p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	
<p>Score 2.0</p>	<p>Student will recognize or recall specific vocabulary, such as: characterization, setting, plot development, internal and external conflict, theme, point of view, tone, mood, analyze, evaluate, textual evidence, allusion, symbolism, metaphor, personification, epiphany, oxymoron, inference,</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student: Reads grade-appropriate texts for basic comprehension and for the purpose of identifying literary elements and devices</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>Sample Activities: Identify and define literary elements within a piece of literature. Demonstrates comprehension and understanding by utilizing annotating skills.</p>
<p>Score 1.5</p>	<p><i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i></p>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



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Subject Area and Standard/Indicator Number: English 3

LA 12.1.6.f, LA 12.1.6.i, LA 12.1.6.n, LA 12.1.6.j, LA 12.1.6.k, LA 12.2.2.b,
LA 12.1.6.a, LA 12.1.6.m, LA 12.1.4.a

Topic: Analyzing Non Fiction Text

<p>Score 4.0</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>	<p>Sample Activities: Use multiple pieces of evidence to support a claim Create high-level inferential questions that encourage critical thinking among peers.</p>
<p>Score 3.5</p>	<p><i>In addition to score 3.0 performance, partial success at score 4.0 content</i></p>	
<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Utilize reading strategies to read and demonstrate comprehension/identify purpose of a nonfiction piece ● Discuss effectiveness of non-fiction pieces by evaluating organizational patterns, appeal, diction, and tone ● Select appropriate texts for a specific purpose by evaluating the bias, validity, and relevancy of non-fiction texts for a topic ● Use evidence from a text to support claims ● Read nonfiction texts and create appropriate grade-level responses to teacher and peer generated questions regarding an author's purpose, effectiveness, and the impact on the reader. 	<p>Sample Activities: Read a nonfiction novel. Give evidence as to how the content supports a claim Explain the organizational pattern of a non-fiction text and determine if it is effective or noneffective in communicating a position</p>
<p>Score 2.5</p>	<p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	
<p>Score 2.0</p>	<p>Student will recognize or recall specific vocabulary, such as: structure, appeal, diction, tone; bias, validity, and relevancy of non-fiction texts; claims, organizational patterns</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student: Reads grade-appropriate texts for basic comprehension with the ability to identify organizational patterns and define the above vocabulary.</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>Sample Activities: Identify and define organizational patterns Define vocabulary on a matching assessment.</p>
<p>Score 1.5</p>	<p><i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i></p>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



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Subject Area and Standard/Indicator Number: English 3 LA 12.2.1.a, LA 12.2.1.b, LA 12.2.1.e, LA 12.2.1.h, LA 12.2.1.j

Topic: Writing Process

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: Revise and edit others' papers, providing useful feedback for improvement.
Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • Use appropriate brainstorming and pre-writing activities • Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas while using effective organizational patterns appropriate for the purpose and audience. • Revise and edit their own papers to improve ideas, organization, fluency, word choice, and conventions. • Publish papers using appropriate formatting structures for assigned purpose 	<p>Sample Activities: Use a rubric to self-assess writing, justifying why a piece should be graded at a specific level</p> <p>Generate and publish a draft that has a specific purpose and audience.</p>
Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>Student will recognize or recall specific vocabulary, such as: writing process, outlining, edit, revise, 6 traits of writing. MLA, organizational patterns.</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student: Can compose sentences and basic essays Can recognize grammar mechanics and correct errors in sample sentences.</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>Sample Activities:</p> <p>Can answer questions on a grammar quiz by identifying where correct punctuation and usage is used or where corrections are needed.</p> <p>Can write a simple 5 paragraph essay.</p>
Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

Score 0.5

With help, partial success at score 2.0 content but not at score 3.0 content



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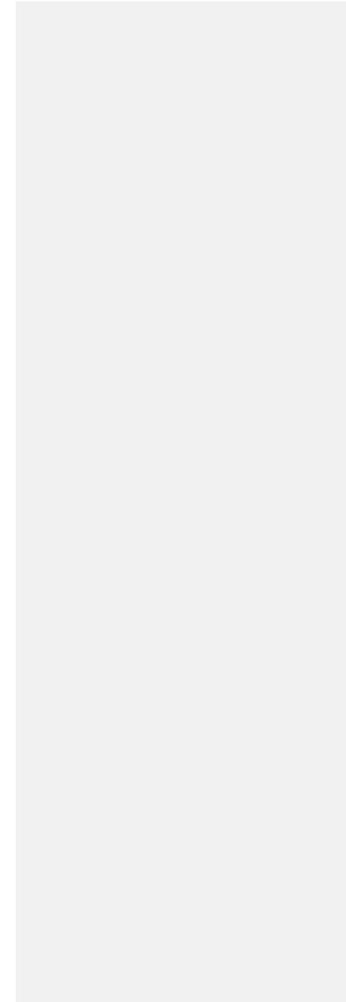
Subject Area and Standard/Indicator Number: English 3

Topic: Writing Modes LA 12.2.2.a, LA 12.2.1.d, LA 12.2.2.d, LA 12.2.2.e, LA 12.2.1.g, LA 12.2.1.j, LA 12.2.1.h, LA 12.2.1.f

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: Write essays effectively using challenging word counts, complex structures, and/or multiple appeals and methods of development.
Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	The student will: <ul style="list-style-type: none"> Choose and use correct organization and formatting structure to effectively communicate a purpose Use appropriate voice and word choice for a task Use standard rules of grammar and paragraph formation Communicate information and ideas effectively in a variety of modes such as analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats. Use the writing process to complete grade-appropriate documents. 	Sample Activities: Write a 5 paragraph persuasive essay Write a resume Write a scholarship essay using narrative techniques Write parallel thesis statements
Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	Student will recognize or recall specific vocabulary, such as: resume, essay, author's purpose, parallel structure, supporting details, transitions, attention getter, thesis, bridge sentence, 6 traits of writing, writing process, restate the thesis, topic sentence, call to action There are no major errors or omissions regarding the simpler details and processes as the student: define and identify key writing terms. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Activities: Define key writing terms on a quiz Identify parts of an essay that correspond with key writing elements.
Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	

Comment [1]: I updated level 2. What do you think?

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	





Subject Area and Standard/Indicator Number: English 3 LA 12.3.1.d, LA 12.3.1.e, LA 12.3.1.f, LA 12.3.3.a, LA 12.3.3.c, LA 12.3.3.d, LA 12.3.3.e, LA 12.2.1.i

Topic: Writing with Textual Evidence

<p>Score 4.0</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p>	<p>Sample Activities: use multiple sources to defend a position. Add argumentative research to strengthen a position.</p>
<p>Score 3.5</p>	<p><i>In addition to score 3.0 performance, partial success at score 4.0 content</i></p>	
<p>Score 3.0</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Gather and use relevant information from a variety of sources to support a claim. ● Use appropriate organizational patterns (ie, claim-data-warrant) to respond to complex ideas, raise relevant questions and evaluate and reflect on a topic. ● Avoid plagiarism by using parenthetical citations and Works Cited appropriately ● Use standard rules of grammar and sentence and paragraph structure in writing. ● Write using textual evidence in both short and more sustained projects including both single and multiple sources to develop a position or claim. 	<p>Sample Activities: Write an analytical response to questions over an assigned reading including evidence to support analysis</p> <p>Independently research a topic and write a response to that topic including information from multiple sources and a Works Cited page.</p>
<p>Score 2.5</p>	<p><i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i></p>	
<p>Score 2.0</p>	<p>Student will recognize or recall specific vocabulary, such as: claim, data, warrant, parenthetical citation, works cited, online database, validity, bias, relevancy, organizational patterns, primary and secondary sources, parallel structure, medium of publication, MLA format, plagiarism, signal phrase, paraphrase.</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student: Defines and identifies terms</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>Sample Activities:</p> <p>Students can define words and identify them in practice activities.</p> <p>Students can articulate what each component does when asked.</p>

Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	



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Subject Area and Standard/Indicator Number: English 3 LA 12.3.1.a, LA 12.3.1.b, LA 12.3.1.c, LA 12.3.1.d, LA 12.3.1.e, LA 12.3.1.f, LA 12.3.3.a, LA 12.3.3.c, LA 12.3.3.d, LA 12.3.3.e

Topic: Speaking and Listening

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	Sample Activities: Encourage others to participate by asking questions that require others to explore their own critical thinking and ultimately contribute meaningfully to a group conversation.
Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>	
Score 3.0	<p>The student will be able to:</p> <ul style="list-style-type: none"> ● Communicate ideas in a clear and concise manner, adapting to the purpose of the task, including tasks such as <ul style="list-style-type: none"> ○ Speaking in front of the class <ul style="list-style-type: none"> ■ Using appropriate eye contact, pacing, nonverbal cues, intonation ■ Making strategic use of appropriate visual and/or digital tools, including ethical use of digital materials ○ Participating in classroom discussions by <ul style="list-style-type: none"> ■ Asking pertinent and probing questions to generate new ideas, challenge assumptions, and confirm information ■ Listening and responding to others with clear perspectives, reasoning, evidence ■ Challenging others perspectives and assumptions using professional and social etiquette 	<p>Sample Activities: Give an oral presentation (independently or in a small group) using digital presentation skills to enhance the oral presentation</p> <p>Participate in Socratic Seminar discussions over literature</p> <p>Work in small groups on an assigned task</p>
Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>	
Score 2.0	<p>The student will recognize or recall specific vocabulary such as: interpretative, evaluative, factual questions, Socratic Seminar, textual evidence, real world connections</p> <p>There are no major errors or omissions regarding the simpler details and processes as the student: Prepare a text for discussion (e.g. applying active reading strategies) and identify the the three types of questions.</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	Sample Activities: During a conversation the student will be able to identify the vocabulary that will be used in a Socratic Seminar.
Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>	

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>	