



South Sioux City Community School District

Subject Area and Standard/Indicator Number: Short Story -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,

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 12.3.1.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>	



Language Arts

Analyzing the Narrative Text (LA 12.1.6.b)

Short Story

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.		Students can write and respond to interpretive questions based on their personal evaluation of a text
	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 evaluate the purpose of a grade-appropriate narrative text and analyze how the text’s literary elements work together to achieve the purpose. (LA 12.1.6.b)</p> <ul style="list-style-type: none"> Examine and explain how complex characters (e.g., those with multiple or conflicting motivations) develop throughout a narrative text, interact with other characters, and advance the plot or develop the theme. Compare the impact of a particular point of view (1st person, 3rd person omniscient, and 3rd person limited) in a text and its impact toward developing a theme Examine the impact the setting and conflict have toward developing theme. Identify a thematic statement and select textual evidence to describe/defend the development of this theme Generate and explain text connections (text to self, text-to-text, text-to-society) 		<p>Sample Activities: Use Socratic seminar to discuss the different literary elements and the development of the literary elements over the course of the narrative; for instance, looking at the development of the theme in “How Far She Went” and how the author uses characterization techniques to develop this theme.</p> <p>Completion of response questions related to the stories read in class.</p> <p>Completion of Extended Response Questions on Schoology CFAs.</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 recall specific vocabulary such as literary element, plot (exposition, rising action, climax, falling action, resolution); character (flat, round, static, dynamic, stock), characterization (indirect and direct), setting, theme, thematic statements, conflict, point of view, symbol, foreshadowing, tone, mood, analyze (to break apart), evaluate (to make a judgment), sequence, diction, voice, allegory, fable, unreliable narrator</p> <p>The student will be able perform basic tasks such as</p> <ul style="list-style-type: none"> Define literary elements within a narrative text Identify and label elements of a narrative text 		<p>Sample Activities: Can identify all elements in a text by annotation</p> <p>Define and apply terms on a formative assessment</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>	