

## Rigorous Learning Goal/Scale (Reading: Literature and Nonfiction)

Course:	
<b>Score 4</b> Additional success with complex content and concepts.	<b>In addition to score 3.0 performance, the student will seek out opportunities to read and comprehend complex literary and informational texts independently and proficiently, independently of what is assigned in the classroom, and bring reports of experiences and learning back to the classroom.</b>
<b>Score 3 (Target Goal)</b> Mastery of complex content and concepts.	The student will read and explain a broad range of high-quality, increasingly challenging literary and informational texts to gain literary and cultural knowledge and be familiar with text structures and elements. The student will: <ul style="list-style-type: none"> <li>• Analyze major themes and sub-themes</li> <li>• Cite evidence from text to explain key ideas and details (explicit and inferred)</li> <li>• Recognize author’s choices in developing meaning for a range of genres</li> <li>• Determine meanings of words/phrases, structure, and point-of-view</li> <li>• Explain the relationship between texts and cultural/historical context</li> <li>• Compare connections among texts and other media</li> <li>• Discuss author purpose and text relevance/value</li> </ul>
<b>Score 2</b>	<b>The student will recognize or recall specific vocabulary, such as:</b> <i>Analyze, argument, evaluate, connotative, denotation, engaging, figurative, inference, explicit, figure of speech, hyperbole, impact, interpret, language, meaning, nuance, paradox, rhetoric, role, text, character, setting, theme, central idea, tone, irony, satire, genre, novel, play, poem, poetry, informational text, essay, article, etc.</i>  <b>The student will perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>• Identify specific words that impact meaning and tone in a grade-appropriate text; identify rhetorical features,</li> <li>• Interpret figures of speech in context in a grade-appropriate text</li> <li>• Determine the meaning of words and phrases as they are used in a grade-appropriate text, including figurative and connotative meanings</li> <li>• Locate information from a variety of sources</li> <li>• Compare multiple interpretations of story</li> <li>• Describe series of events/details</li> <li>• Determine an author’s point of view or purpose in a grade-appropriate text</li> </ul>
<b>Score 1</b>	With scaffolding, the student will read and explain less challenging texts and identify simple text features.
<b>Score 0</b>	Even with help, the student does not read or cannot comprehend or explain what is read.

**\*\*Sources: Adapted from CCSS Anchor Standards, Marzano Research: Proficiency Scale Bank, & EHS Curriculum Maps (Rev. 1/26/2015)**