

STUDENT NAME \_\_\_\_\_ SUBJECT \_\_\_\_\_

**Literary 11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings of language that is particularly fresh, engaging, or beautiful.

**Informational 11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.

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<b>Analyze use of source material</b>	Student analyzes how the author draws upon or transforms concepts from other authors or texts. Student can find and explain specific details that show how source material is transformed in the newer text.	Student recognizes that the author uses concepts from other texts or authors. Student can find textual details from both texts to show this connection.	Student can make text-to-text connections between given texts, articulating where one text draws on the other.	Student cannot explain how the author draws upon or transforms concepts from other authors.
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Language</b>	Student thoroughly analyzes the use of figurative, non-literal language used in the text and relates back to the author's purpose, including how the language choice reveals the author's purpose and affects the tone and meaning of the text. Students identify and thoroughly analyze how language can have multiple meanings and can be refined throughout the course of a text.	Student can identify and analyze the use of non-literal language in the text, including how the deliberate choice of this language motivates the tone and meaning.  Students identify instances where words or key terms might have different meanings over the course of a text.	Student can identify certain examples of non-literal language throughout the text, but does not do consistently.  Student struggles to connect the author's choice of language on the tone of the text. Students also struggle to identify how language and terms could have	Student cannot tell the difference between literal and figurative language. Student cannot identify examples of figurative language in the text.
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				
<b>Compare and Contrast</b>	Student can compare and contrast findings presented in a text to those from multiple other sources, noting when the findings support or contradict previous explanations or accounts. Student's explanation includes specific evidence and thorough analysis.	Student can compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts. Student includes evidence in their explanation.	Student can make some connections between the original text and its adaptation, but does not connect the ideas to the author's purpose.	Student cannot independently compare and contrast texts or sources.
<b>Week 1</b>				
<b>Week 2</b>				
<b>Week 3</b>				

**INSTRUCTIONAL NEXT STEPS:**