

Common Core Standards and Learning Targets	Initial Check for Understanding	Self Assessment after Formative Practice 1	Self Assessment after Formative Practice 2	Final Check after Summative Assessment
Reading Standards for Literature 2				
1. Determine a theme or central ideas of a literary text.				
2. Identify specific supporting details within a text which shape the development of the theme (<i>literature</i>).				
3. Analyze how the theme or central idea emerges and is strengthened by specific details over the course of the text (<i>literature</i>).				
4. Form an objective summary of the text that concisely conveys how the theme is developed by the specific details in a text (<i>literature</i>).				
5. Determine a theme or central idea of a literary text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text (<i>literature</i>).				

Reading Standards for Informational Text 2				
6. Determine central ideas in an informational text (<i>informational</i>).				
7. Discuss how the central ideas are shaped and refined by specific details at different junctures throughout the text (<i>informational</i>).				
8. Analyze how these central ideas emerge and are strengthened over the course of the text (<i>informational</i>).				
9. Develop a concise and objective summary of the text that encompasses a central idea and integral details (<i>informational</i>).				
10. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text (<i>informational</i>).				

Reading Standards for Literature 3				
11. Describe how the plot of a story or drama unfolds and identify the theme (<i>literature</i>).				
12. Define the attributes of a complex character (<i>literature</i>).				
13. Identify the complex characters in a literary text (<i>literature</i>).				
14. Provide textual evidence that demonstrates the complexity of the character (<i>literature</i>).				
15. Analyze how the complex characters change over the course of the text (<i>literature</i>).				
16. Analyze how the complex characters interact with and influence other characters over the course of the text (<i>literature</i>).				
17. Describe the traits, conflicts, and motivations of a complex character (<i>literature</i>).				

<p>18. Analyze how the complex characters' conflicts, motivations, and interactions advance the plot or develop the theme (<i>literature</i>).</p>				
<p>Reading Standards for Informational Text 6</p>				
<p>19. Determine the author's point of view or purpose in an informational text (<i>informational</i>).</p>				
<p>20. Define rhetoric (<i>informational</i>).</p>				
<p>21. Identify rhetorical techniques the author uses to support their point of view (<i>informational</i>).</p>				
<p>22. Analyze how an author's use of rhetorical techniques expresses his/her point of view (<i>informational</i>).</p>				
<p>23. Analyze the credibility, logic, and bias of the rhetorical techniques used in a text (<i>informational</i>).</p>				
<p>24. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose (<i>informational</i>).</p>				

Reading Standards for Literature 6				
25. Examine how authors from outside the United States treat a particular culture, experience, or perspective (<i>literature</i>).				
26. Discuss how the narrator's culture, experience, or status affects his or her point of view and attitude toward the subject (<i>literature</i>).				
27. Explain why the author chose to tell the story from this particular point of view (<i>literature</i>).				
28. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature (<i>literature</i>).				
Reading Standards for Informational Text 9				
29. Identify the purpose and theme (e.g., liberty, justice, independence) of seminal U.S. documents of historical and literacy significance (<i>informational</i>).				

30. Discuss how thematic elements are developed throughout a seminal U.S. document, including choices the authors made in light of the occasion and the audience (<i>informational</i>).				
31. Analyze how seminal U.S. documents of historical and literary significance address related themes and concepts (<i>informational</i>).				
<i>Language Standards 4a</i>				
32. Use context (e.g. the overall meaning of the sentence, paragraph, or text; a word’s position or function in a sentence as a clue to the meaning of a word or phrase).				