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| **Learner:** | | | | | | |
| **Task:** | | | | | | |
| **Glows** | | | **Learning Target** | | **Grows** | |
| READING | * Accurately determine the meaning of words and phrases as they are used in the text * Analyze how an author’s literary techniques contribute to its overall structure and meaning * Abstract meanings of text are described insightfully | **Figurative**  I can identify, analyze, and evaluate literary devices and figurative language that the author uses to express his/her message. | | * Analysis of author’s words and phrases does match the author’s intent or purpose * Analysis of how an author’s literary techniques contribute to its overall structure and meaning is ineffective * Identified meanings are very “surface level” | |
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| READING | * Accurately determine theme of text * Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective | **Text as a Whole**  I can analyze theme and author’s intent to explain the “big picture” of a text. | | * Identified theme is not accurate or is not defended effectively * Does not determine accurately whether the author’s rhetoric is effective | |
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| WRITING | * Use strong textual evidence to support analysis of what the text says explicitly * Effectively shows ATR path * Gives clear answer to question | **How**  I can answer the question with specific “How” strategies and describe the author 🡺 text 🡺 reader path. | | * Does not cite strong textual evidence to support analysis of what the text says explicitly or text evidence is not implemented in an effective way * ATR path is not clear * Does not answer question | |
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| WRITING | * Lack of evidence * Evidence is not helpful * Not clear how evidence supports claim | **Cite Text Evidence**  I can highlight specific, helpful evidence from a text and use it to strength my claim. | | * Abundant evidence * Evidence is literal and inferred * Evidence is cited correctly-MLA * Evidence accurately supports claim | |
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