**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period/Block: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Success Tracker**

**Directions:** As your teacher gives you feedback on your work, track your progress through each benchmark. The white areas are “targets”, meaning that they are focused tasks to help you be successful. Once you master those, it’s full speed ahead into the gray area; this means you are working at the level that you will be tested on during the FAST assessment: keep working hard! Keep this tracker safe, and include it in each of your Focused Notes uploads as the final sheet(s) of the scan.

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|  | **Reading Across Genres & Vocabulary Benchmarks & Targets** | **Text 1:** | **Text 2:** | **Text 3:** | **Text 4:** |
|  | **R.3.1 Interpreting Figurative Language** |  |  |  |  |
| 3.1z | Determine the figurative language used in a text; note any figurative language (e.g., metaphor, simile, alliteration, onomatopoeia, personification, hyperbole, meiosis, allusion, idiom) with which you struggled. |  |  |  |  |
| 3.1y | Determine the mood of a text. |  |  |  |  |
| 3.1A | Analyze how figurative language creates mood in a text. |  |  |  |  |
|  | **R.3.3 Comparative Reading** |  |  |  |  |
| 3.3z | Determine which key elements have been adapted from a mythical, classical, or religious text. |  |  |  |  |
| 3.3y | Compare the elements in the original work to the elements in the adapted text. |  |  |  |  |
| 3.3A | Analyze how a literary element has been adapted from a mythical, classical, or religious text. |  |  |  |  |
|  | **R.3.4 Understanding Rhetoric** |  |  |  |  |
| 3.4z | Determine the rhetorical devices (e.g., all figurative language terms listed above, irony, rhetorical question, antithesis, zeugma, metonymy, synecdoche, asyndeton) used in a text; note any rhetorical devices you struggled with here. |  |  |  |  |
| 3.4y | Determine the rhetorical appeals (i.e., ethos=credibility, logos=logic, pathos=emotion) used in the text; note any rhetorical appeals you with which you struggled. |  |  |  |  |
| 3.4x | Analyze the effectiveness of the rhetorical devices. |  |  |  |  |
| 3.4w | Analyze the appropriateness of the rhetorical appeals. |  |  |  |  |
| 3.4A | Analyze how a rhetorical device or rhetorical appeal is used in a text and evaluate its effectiveness or appropriateness. |  |  |  |  |
|  | **V.1.2 Morphology** |  |  |  |  |
| V.1.2z | Understand etymology (i.e., word origins) and common Latin root words. |  |  |  |  |
| V.1.2y | Understand how common affixes (i.e., suffixes, prefixes) change the meanings of words. |  |  |  |  |
| V.1.2A | Apply knowledge of etymology and derivations to determine meanings of words and phrases. |  |  |  |  |
|  | **V.1.3 Context and Connotation** |  |  |  |  |
| V.1.3z | Understand the difference between the connotative and denotative meanings of words. |  |  |  |  |
| V.1.3y | Understand how context and figurative language can shift the meaning of words. |  |  |  |  |
| V.1.3x | Understand how to use context clues, word relationships, and background knowledge to determine the meaning of unknown words. |  |  |  |  |
| V.1.3A | Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases. |  |  |  |  |

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|  | **Reading Poetry and Prose Benchmarks & Targets** | **Text 1:** | **Text 2:** | **Text 3:** | **Text 4:** |
|  | **R.1.1 Literary Elements** |  |  |  |  |
| 1.1z | Determine the mood in a literary text. |  |  |  |  |
| 1.1y | Determine the tone in a literary text. |  |  |  |  |
| 1.1x | Determine the purpose of a literary text. |  |  |  |  |
| 1.1w | Determine the key elements (e.g., setting, plot, characterization, conflict, point of view, theme, and tone) of a literary text; note here any elements that you had a difficult time figuring out: |  |  |  |  |
| 1.1v | Explain what stylistic choices the author makes. |  |  |  |  |
| 1.1A | Analyze how key elements work together to add to the style of the text. |  |  |  |  |
| 1.1B | Analyze how a key element adds to or creates meaning beyond the obvious meaning. |  |  |  |  |
| 1.1C | Analyze how key elements work together to add to the tone, mood, or purpose. |  |  |  |  |
|  | **R.1.2 Theme** |  |  |  |  |
| 1.2z | Determine two or more themes in a text. |  |  |  |  |
| 1.2y | Track/log places where each theme is addressed in the text. |  |  |  |  |
| 1.2x | Denote which parts of the text really add to understanding the theme. |  |  |  |  |
| 1.2A | Analyze the development of themes in a text. (9) |  |  |  |  |
| 1.2B | Compare the development of two universal themes in text. (9 &10) |  |  |  |  |
|  | **R.1.3 Perspective and Point of View** |  |  |  |  |
| 1.3z | Determine the narrative point of view the author uses in the text. |  |  |  |  |
| 1.3y | Determine the perspective of each main character in the text. |  |  |  |  |
| 1.3x | Determine any use of irony or satire in the text (9); look for figurative language/rhetoric common in irony/satire. |  |  |  |  |
| 1.3w | Track/log how the perspective of each character changes or shifts throughout the text (10). |  |  |  |  |
| 1.3A | Analyze how the author uses narrative perspective to create irony or satire. (9) |  |  |  |  |
| 1.3B | Analyze how characters are affected differently by the same literary element. (10) |  |  |  |  |
| 1.3C | Analyze how one character’s perspective is represented differently from another’s. (10) |  |  |  |  |
|  | **R.1.4 Poetry** |  |  |  |  |
| 1.4z | Determine the structures of poems — including epic poems. (9) |  |  |  |  |
| 1.4y | Track the characters in poems — including epic poems. (9) |  |  |  |  |
| 1.4x | Track the development of the themes of epic poems. (9) |  |  |  |  |
| 1.4A | Analyze the characters, structures, or themes of epic poems (9); note any with which you struggled: |  |  |  |  |
| 1.4w | Determine poetic devices (e.g., figurative language) the author uses in a poem; note any struggles: |  |  |  |  |
| 1.4v | Discuss how poetic devices work together to make something bigger like a symbol or a theme in a poem. |  |  |  |  |
| 1.4u | Determine any areas where the author leaves the meaning unclear/ambiguous. (10) |  |  |  |  |
| 1.4B | Analyze how the author uses poetic devices to develop a given meaning, mood, or tone. (10) |  |  |  |  |
| 1.4C | Analyze how an idea is left unresolved or intentionally ambiguous. (10) |  |  |  |  |

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|  | **Informational Benchmarks & Targets** | **Text 1:** | **Text 2:** | **Text 3:** | **Text 4:** |
|  | **R.2.1 Structure** |  |  |  |  |
| 2.1z | Determine the author’s purpose in a text. |  |  |  |  |
| 2.1y | Determine the author’s meaning in text. |  |  |  |  |
| 2.1X | Determine text structures used by an author; note any structure you struggled to identify or explain: |  |  |  |  |
| 2.1w | Explain how the writer connects the text structures — paying special attention to when they shift from one text structure to another from section to section. |  |  |  |  |
| 2.1A | Analyze how multiple text structures convey a purpose or add meaning in a text. |  |  |  |  |
| 2.1v | Determine text features used by author; note any features you struggled to identify or explain: |  |  |  |  |
| 2.1u | Explain how the writer uses the features — paying special attention to where a feature is and why it is there. |  |  |  |  |
| 2.1t | Analyze how the author uses features in a text; consider what they clarify or add to the text by asking, “What would be missing if this feature were not there?” |  |  |  |  |
| 2.1B | Analyze how multiple text features convey a purpose or meaning in a text. |  |  |  |  |
| 2.1C | Analyze the impact of multiple text structures and features in a text. |  |  |  |  |
|  | **R.2.2 Central Idea** |  |  |  |  |
| 2.2z | Determine the central idea of a text. |  |  |  |  |
| 2.2y | Compare two or more central ideas including a discussion of how the ideas were developed (i.e., Where in the text do you see clear statements related to the central idea and what can you say about those sentences?). |  |  |  |  |
| 2.2x | Find examples of logos, ethos, and pathos in the text; note any tricky appeals or sentences that were hard to tag to a specific type of appeal: |  |  |  |  |
| 2.2w | Find examples of rhetorical devices; consider using an anchor chart to help you. |  |  |  |  |
| 2.2v | Evaluate (i.e., make a judgment about) the use of appeals (i.e., ethos, pathos, and logos) to support central ideas. |  |  |  |  |
| 2.2u | Evaluate (i.e., make a judgment about) the evidence used to support central ideas: “Is the evidence relevant, recent, and reliable?” |  |  |  |  |
| 2.2A | Evaluate the support an author uses to develop the central idea throughout a text. |  |  |  |  |
| 2.2B | Analyze how a central idea is developed in historical American speeches and essays. |  |  |  |  |
|  | **R.2.3 Author’s Purpose and Perspective** |  |  |  |  |
| 2.3z | Determine the author’s purpose in specific sections and throughout a text. |  |  |  |  |
| 2.3y | Track/log the development of the author’s purpose — especially any rhetoric or figurative language being used. |  |  |  |  |
| 2.3x | Determine when the author’s purpose is explicitly stated and when it is implied. |  |  |  |  |
| 2.3w | Discuss how figurative language (9 & 10), rhetorical appeals (9), and rhetorical devices (10) help to achieve the author’s purpose. |  |  |  |  |
| 2.3A | Analyze how an author establishes and achieves their purpose(s) through rhetorical appeals and/or figurative language (in historical American speeches and essays in 10th grade). |  |  |  |  |
|  | **R.2.4 Argument** |  |  |  |  |
| 2.4z | Track the development of an argument, outlining the types of reasoning used in a text. |  |  |  |  |
| 2.4y | Compare how two opposing arguments on the same topic are developed; focus on how the arguments are different. |  |  |  |  |
| 2.4x | Evaluate (i.e., make a judgement about) the effectiveness of both arguments, specifically the validity of the claims and the credibility of the evidence. |  |  |  |  |
| 2.4A | Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims (9) and analyze the ways in which the authors use the same information to achieve different ends (10). |  |  |  |  |