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| **Assignment** | **Standard** | **Assessment Score**  **5 4 3 2 1** | **“I Can” Statement** |
| **Study Guide:**  Academic Vocabulary  **Student Notes** | L6  Acquire/use academic domain specific vocabulary |  | \_\_\_I can define the characteristics of realistic fiction |
| **BookNotes sheet:**  Character Development  \*Main Character  \*Secondary Characters | RL1  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  RL3  Describe/analyze how the characters respond or change as the plot moves toward a resolution |  | \_\_\_I can contrast two characters. |
| **BookNotes sheet:**  Character Growth | RL3  Describe/analyze how the characters respond or change as the plot moves toward a resolution |  | \_\_\_\_\_I can use text evidence to show how a character grows and changes. |
| **BookNotes sheet:**  Plot | RL1  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  RL2  Provide a summary of the text distinct from personal opinions or judgments  RL3  Describe/analyze how story or plot unfolds |  | \_\_\_\_\_I can distinguish the main idea from smaller, less important details. |
| **BookNotes sheet:**  Central Themes | RL1  Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text  RL2  Determine a theme or central idea of a text and how it is conveyed through particular details  RL5  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot |  | \_\_\_\_\_As the story comes to a close, I can use evidence from the text to determine the central time (author’s message). |
| **BookNotes sheet:**  Setting | RL5  Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot |  | \_\_\_\_\_I can craft a sequence of events.  \_\_\_\_\_I can explain different time structures. |
| **BookNotes sheet:**  Tone/Style | RL4  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone |  | \_\_\_\_\_I can use text evidence to examples of an author’s style of writing. (Example: powerfu nouns and verbs, figurative language, conventions, slang) |
| **BookNotes sheet:**  Point of View | RL6  Explain how an author develops the point of view of the narrator or speaker in a text |  | \_\_\_\_I can explain point of view in literature and determine in shared examples. |
| **Post Test**  Academic Vocabulary  Character Development  Tone/Style  Point of View | RL1, RL3, RL4, RL5, RL10, L6  multiple choice, short answer |  | \_\_\_\_I have developed a proficient understanding of the Acceptance Unit 2 learning standards. |