

# Reader Self-Assessment Rubric/Standards Side-by-Side: Grades 11-12

## Close Reading of Informational Text

STRAND	Check all that apply based on your margin notes in the text(s)	Utah Core Standards Addressed
<b>KEY IDEAS and DETAILS</b>	The Reader: <input type="checkbox"/> cites strong and thorough textual evidence to support analysis of what the text says EXPLICITLY <input type="checkbox"/> cites strong textual evidence to support analysis of inferences drawn from the text <input type="checkbox"/> determines where the text is ambiguous or uncertain <input type="checkbox"/> determines two or more central ideas <input type="checkbox"/> analyzes the development of the ideas over the course of the text <input type="checkbox"/> provides an objective summary of the text	<b>11-12RI1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <b>11-12RI2:</b> Determine two or more central ideas of a text and analyze their development over the course of the text; including how they interact and build on one another to provide a complex analysis; provide an objective summary. <b>11-12RI3:</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals. Ideas or events interact and develop over the course of the text.
<b>CRAFT AND STRUCTURE</b>	The Reader – <input type="checkbox"/> determines the meaning of words and phrases as they are used in the text <input type="checkbox"/> analyzes the effectiveness of the structure an author(s) uses in the argument presented <input type="checkbox"/> determines an author’s viewpoint or purpose in a text <input type="checkbox"/> evaluates the author’s use of rhetoric by analyzing how the style and content contribute to the power and/or beauty of the text.	<b>11-12RI4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No 10). <b>11-12RI5:</b> Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing and engaging. <b>11-12RI6:</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how the style and content contribute to the power, persuasiveness, or beauty of the text.
<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	The Reader– <input type="checkbox"/> integrates multiple sources of information presented in different formats <input type="checkbox"/> evaluates multiple sources of information presented in different formats <input type="checkbox"/> delineates the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning <input type="checkbox"/> analyzes 17 <sup>th</sup> -19 <sup>th</sup> century foundational U.S. documents of historical and literary significance for their themes, purposes and rhetorical features.	<b>11-12RI7:</b> Integrate and evaluate multiple sources of information in different media or formats (e.g., visually, quantitatively) as well as in words in order to address or solve a problem. <b>11-12RI8:</b> Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). <b>11-12RI9:</b> Analyze 17 <sup>th</sup> -19 <sup>th</sup> century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, Preamble to the Constitution, Bill of Rights, Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.



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