



Course Numbers

LA 503/504

LA529/530 (Dual-credit)

AP English Literature & Composition

<http://grading.dmschools.org>

<http://dmschools.org>

<https://apcentral.collegeboard.org/media/pdf/ap-english-literature-and-composition-course-and-exam-description>

1.0 English credit.

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

AP English Literature and Composition – Course Objectives:

Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study.

- Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style, and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone
- Composing in several forms (e.g., narrative, expository, analytical, and argumentative essays) based on students' analyses of literary texts
- Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
- Writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading
- Revising their work to develop a wide-ranging vocabulary used appropriately and effectively; a variety of sentence structures, including appropriate use of subordination and coordination; logical organization, enhanced by techniques such as repetition, transitions, and emphasis; a balance of generalization and specific, illustrative detail; and an effective use of rhetoric, including tone, voice, diction, and sentence structure.

How to use this document:

This curriculum guide is *not*...

- A lock-step instructional guide detailing exactly when and how you teach.
- Meant to restrict your creativity as a teacher.
- A ceiling of what your students can learn, nor a set of unattainable goals.

Instead, the curriculum guide *is* meant to be a common vision for student learning and a set of targets and success criteria directed related to grade-level standards by which to measure and report student progress and provide meaningful feedback.

The curriculum guide outlines the learning that is **most essential** for student success; it is our district's guaranteed and viable curriculum. The expectation is that every student in our district, regardless of school or classroom, will have access to and learn these targets. As the classroom teacher, you should use the curriculum guide to help you to decide how to scaffold up to the learning targets and extend your students' learning beyond them.

Within this document, you will find a foundational structure for planning sequential instruction in the classroom which can be supplemented with materials from any number of the linked resources.

Please consider this guide a living and dynamic document, subject to change and a part of a continuous feedback loop.

| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 | Topic 7 |
|--|---|--|---|--|----------------------------------|--|--|
| | Poetry Interpretation | Poetry Analysis Writing | Prose Interpretation | Prose Analysis Writing | Theme Interpretation | Theme Analysis Writing | Collaborating in Discussions |
| Content Standards/AP Classroom Skills | <u>AP Targets</u> SET2.A SET2.B SET2.C STR3.A STR3.B STR3.C STR3.D STR3.E STR3.F NAR4.A NAR4.B NAR4.C NAR4.D FLI5.A FLI5.B FLI5.C FLI5.D FLII6.A FLII6.B FLII6.C FLII6.D | W.11-12.2 W.11-12.9 <u>AP Targets</u> LARG7.A LARG7.B LARG7.C LARG7.D LARG7.E | <u>AP Targets</u> CHR1.A CHR1.B CHR1.C CHR1.D CHR1.E SET2.A SET2.B SET2.C STR3.A STR3.B STR3.C STR3.D STR3.E STR3.F NAR4.A NAR4.B NAR4.C NAR4.D FLI5.A FLI5.B FLI5.C FLI5.D FLII6.A FLII6.B FLII6.C FLII6.D | W.11-12.2 W.11-12.9 <u>AP Targets</u> LARG7.A LARG7.B LARG7.C LARG7.D LARG7.E | | W.11-12.1 W.11-12.9 <u>AP Targets</u> LARG7.A LARG7.B LARG7.C LARG7.D LARG7.E | SL.11-12.1 SL.11-12.2 SL.11-12.3 |
| DMACC Competencies | Lit101.1 Lit101.2 Lit101.3 | LIT101.5 LIT101.6 | Lit101.1 Lit101.2 Lit101.3 | LIT101.5 LIT101.6 | Lit101.1 Lit101.2 Lit101.3 | LIT101.5 LIT101.6 | |

* All seven learning topics will be reported in both semesters.

Six-Point Conversion

| AP | AP Score | DMPS Grade | 4-Pt Composite |
|------------------------------|----------|------------|----------------|
| Sophisticated | 6 | ET | 4 |
| | 5 | ET | 3.5 |
| Accurate | 4 | AT | 3 |
| Plausible | 3 | AT | 2.5 |
| Incomplete/Inaccurate | 2 | PT | 2 |
| Little Success | 1 | PT | 1 |
| | 0 | NM | 0 |

Multiple-Choice Conversion

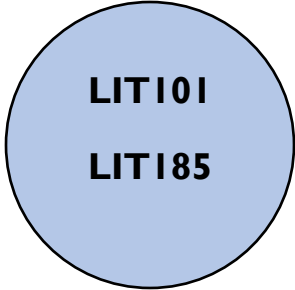
| Score % | Proficiency | AP Exam Composite |
|----------|--------------|-------------------|
| 70%+ | Advanced ++ | 4 |
| 60% -69% | High + | 3.5 |
| 50%-59% | Proficient | 3 |
| 40%-49% | Developing - | 2.5 |
| 20%-39% | Beginning -- | 2 |
| 1%-19 | Not Met | 1 |
| 0% | | 0 |

| |
|--|
| <p>OVERALL SCORE</p> <p>_____ / 55 = _____ %</p> <p>Overall SCORE _____</p> |
|--|

DMACC Partnership Information

Mission Statement

In order to better support students in their preparation for post-secondary education, many AP programs offer their courses for dual-credit, meaning that the course confers both high school and college credit at the same time. These arrangements require courses to be built in accordance with DMACC competencies and require students to enroll in the course, a process overseen by DMACC personnel working in conjunction with DMPS teachers.



Alignment: LIT 101

The following list indicates the Course Competencies required for DMACC's LIT 101, "Intro. to Literature" course.

1. **Apply college level reading skills to poetry, fiction, and drama.**
2. **Analyze literature by focusing on textual, structural, and thematic elements.**
3. **Interpret poetry, fiction, and drama using elements of literary criticism.**
4. **Evaluate literature's continuing relevance to the human condition.**
5. **Create effective writing to demonstrate understanding of course goals.**
6. **Integrate standard college-level documentation practices.**

Alignment: LIT 185

The following list indicates the Course Competencies required for DMACC's LIT 185 "Contemporary Literature" course.

1. **Apply college-level reading skills to literary texts written by a diverse collection of contemporary authors.**
2. **Interpret contemporary literature by focusing on textual, structural, cultural, and thematic elements.**
3. **Analyze contemporary literature using elements of literary criticism.**
4. **Evaluate literature's continuing relevance to the human condition.**
5. **Produce effective writing to demonstrate an understanding of course goals.**
6. **Integrate standard college-level documentation practices.**



Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

- Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.
- Clearly communicate where a student’s learning is based on a topic scale to instructional decisions and push student growth.
- Show student learning of Level 3 targets through multiple and varying points of data
- Provide opportunities for feedback between student and teacher.

Start at Level 3 when determining a topic → score.

Scoring

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

*****Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.**

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning.

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

| Evidence shows the student can... | Topic Score |
|--|-------------|
| Demonstrates proficiency (AT) in all learning targets from Level 3 & Level 4 | 4.0 |
| Demonstrates proficiency (AT) in all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrates proficiency (AT) in <u>all</u> learning targets from Level 3 | 3.0 |
| Demonstrates proficiency (AT) in <u>at least half</u> of the Level 3 learning targets | 2.5 |
| Demonstrates some foundational knowledge (PT) toward <u>all</u> Level 3 targets | 2.0 |
| Demonstrates some foundational knowledge (PT) of <u>some</u> of the Level 3 learning target or standard | 1.5 |
| Does not meet minimum criteria for the standard or target. | 1.0 |
| Produces no evidence appropriate to the learning targets at any level (Is missing for one or more targets) | 0 |
| * foundational knowledge is defined by the success criteria for the learning targets or standards. | |

Guiding Practices of Standards-Referenced Grading

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

Anatomy of a Scale

Unit Narrative:
 Provide an overview and context of the unit, big understandings, and student experience—including by not limited to vocabulary, inquiry-based questions/concepts, pacing and number of lessons

Topic Title:
 Named topic in infinite campus, with approximate number of paced weeks

Exceeding Grade Level (ET):
 Possible level four task listed including prior learning, cognitive complexity, integrated skills, real world relevance: authentic application beyond the classroom.

Achieving Grade Level (AT):
 Level 3 targets are listed within the topic scale and are the grade level expectation for students in all classes.

Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.

Item Bank:
 Linked resources for each learning target. Guiding/Inquiry questions, ideas, and/or concepts are below the base line examples to ensure district wide coherence.

| Unit 1: | | |
|--|---|--|
| Unit Narrative: In this unit, students | | |
| Topic | Exceeding Grade Level (ET) | Achieving Grade Level (AT) |
| When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus. | | The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets. Guiding Question to complete this process: * What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)? |
| Topic Title (... weeks) | Possible Task: * *A 1-hour task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | LT1- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | | LT2- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| | | LT3- Learning that shows evidence of progressing towards the grade level learning target: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| Item Bank: | | |
|---|---------------------------------------|---------------------------------------|
| Target: Resources to teach: | Target: Resources to teach: | Target: Resources to teach: |
| Standard Language | Standard Language | Standard Language |
| Guiding Questions, Ideas, and/or Concepts Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities. | | |
| | | |

Topic 1: Poetry Interpretation

Topic Narrative/Overview: *In this topic, students read and analyze poetry by examining the speaker, the structure, the setting, and figurative language. Students will develop skills and strategies for poetry analysis that will support their writing about poetry.*

| Topic | Achieving Grade Level (AT) |
|---|---|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process: <i>What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</i></p> |
| <p>Poetry Interpretation</p> | <p>LT1A- Analyze the speaker of a poem.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the narrator or speaker and the tone or tones they use. (AP4.A) <input type="checkbox"/> Explain the function of perspective in the narrative. (AP4.C) <input type="checkbox"/> Explore how the narrator’s reliability affects the narrative. (AP4.D) |
| | <p>LT1B- Analyze the structure of a poem.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the function of structure in a poem (stanza, line, enjambment, shifts, volta, free verse, etc). (AP3.C) |
| | <p>LT1C- Analyze the setting of a poem.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe specific textual details that convey or reveal a setting. (AP2.A) <input type="checkbox"/> Explain the function of setting in the poem. (AP2.B) <input type="checkbox"/> Describe the relationship between a character and a setting. (AP2.C) |
| | <p>LT1D- Analyze figurative language in a poem.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain the function of specific words and phrases including their literal and figurative meaning. (AP5.A, AP5.B) <input type="checkbox"/> Explain the function of syntax (sentence structure, repetition, etc.) <input type="checkbox"/> Explain the function of imagery. (AP5.D) <input type="checkbox"/> Explain the function of comparisons (metaphor, simile, personification, etc.). (AP6.A, AP6.B, AP6.C) <input type="checkbox"/> Explain the function of irony (contrasts, symbol, allusion, etc.). (AP5.C, 6.D) |

Item Bank:


| 1ATarget: Resources to teach: | 1BTarget: Resources to teach: | 1CTarget: Resources to teach: | 1DTarget: Resources to teach: |
|--|---|--|--|
| CCSS Standard Language RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. | CCSS Standard Language RL.11-12.5 Analyze how the author’s choices concerning how to structure parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. | CCSS Standard Language RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. | CCSS Standard Language L.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. |

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Topic 2: Poetry Analysis Writing

Topic Narrative/Overview: *In this topic, students are presented with a question about a passage of poetry.*

| Topic | Achieving Grade Level (AT) |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</i></p> |
| <p>Poetry Analysis Writing</p> | <p>LT2A- Create a thoughtful, substantive, and sustained interpretation of poetry, weaving together effective reasoning with apt, specific evidence from the text.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. (AP7.A) <input type="checkbox"/> Develop a thesis statement that conveys a defensible claim about an interpretation of literature, the universal meaning, and that may establish a line of reasoning. (AP7.B) <input type="checkbox"/> Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. (AP7.C) <input type="checkbox"/> Select and use relevant and sufficient evidence to both develop and support a line of reasoning. (AP7.D) |
| | <p>LT2B- Respond to all aspects of the task or prompt and express ideas in a clear and organized fashion.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan for writing, focusing on what is most significant for a specific purpose and audience. <input type="checkbox"/> Create an organizational structure that logically sequences claims and helps accomplish the purpose. <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience. <input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. |
| | <p>LT2C- Incorporate varied syntax, precise language, and fluid style.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate control over the elements of composition to communicate clearly. (AP7.E) <input type="checkbox"/> Apply the stylistic conventions and expectations of the task or genre. |

Item Bank:

1ATarget:
Resources to teach:

1BTarget:
Resources to teach:

1CTarget:
Resources to teach:

CCSS Standard Language
W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS Standard Language
CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS Standard Language
RL.11-12.3


Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Topic 3: Prose Interpretation

Topic Narrative/Overview: *In this topic, students read and analyze prose by examining the characters, structure, setting, and narration. Students will develop skills and strategies for prose analysis that will support their writing about prose.*

| Topic | Achieving Grade Level (AT) |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets. Guiding Question to complete this process:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p> |
| <p>Prose Interpretation</p> | <p>LT3A- Analyze the development of a character over the course of a text.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives. (AP1.A) <input type="checkbox"/> Explain the function of a character changing or remaining unchanged. (AP1.B) <input type="checkbox"/> Explain the function of contrasting characters. (AP1.C) <input type="checkbox"/> Describe how textual details reveal nuances and complexities in characters’ relationships with one another. (AP1.D) <input type="checkbox"/> Explain how a character’s own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. (AP1.E) |
| | <p>LT3B- Analyze the development of the setting over the course of a text.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe specific textual details that convey or reveal a setting. (AP2.A) <input type="checkbox"/> Explain the function of setting in a narrative. (AP2.B) <input type="checkbox"/> Describe the relationship between a character and a setting. (AP2.C) |
| | <p>LT3C- Analyze the development of the structure of a text.</p> |
| <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe how plot orders events in a narrative. (AP3.A) <input type="checkbox"/> Explain the function of a particular sequence of events in a plot. (AP3.B) <input type="checkbox"/> Explain the function of structure in a text. (AP3.C) <input type="checkbox"/> Explain the function of contrasts within a text. (AP3.D) <input type="checkbox"/> Explain the function of a significant event or related set of significant events in a plot. (AP3.E) <input type="checkbox"/> Explain the function of conflict in a text. (AP3.F) | |
| <p>LT3D- Analyze the impact of the author’s choices regarding the use of narration.</p> | |
| <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and describe the narrator or speaker of a text. (AP4.A) <input type="checkbox"/> Identify and explain the function of point of view in a narrative. (AP4.B) <input type="checkbox"/> Identify and describe details, diction, or syntax in a text that reveals a narrator’s or speaker’s perspective. (AP4.C) <input type="checkbox"/> Explain how a narrator’s reliability affects a narrative. (AP4.D) | |

Item Bank:


| 3ATarget: Resources to teach: | 3BTarget: Resources to teach: | 3CTarget: Resources to teach: | 3DTarget: Resources to teach: |
|--|--|---|---|
| <p style="text-align: center;">CCSS Standard Language RL.11-12.3</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> | <p style="text-align: center;">CCSS Standard Language RL.11-12.3</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p> | <p style="text-align: center;">CCSS Standard Language RL.11-12.5</p> <p>Analyze how the author’s choices concerning how to structure parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> | <p style="text-align: center;">CCSS Standard Language RL.11-12.5</p> <p>Analyze how the author’s choices concerning how to structure parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p style="text-align: center;">CCSS Standard Language RL.11-12.6</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> |

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Topic 4: Prose Analysis Writing

Topic Narrative/Overview: *In this topic, students are presented with a question about a passage of prose fiction.*

| Topic | Achieving Grade Level (AT) |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p> |
| <p>Prose Analysis Writing</p> | <p>LT4A- Create a thoughtful, substantive, and sustained interpretation of prose, weaving together effective reasoning with apt, specific evidence from the text.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. <input type="checkbox"/> Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. <input type="checkbox"/> Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. <input type="checkbox"/> Select and use relevant and sufficient evidence to both develop and support a line of reasoning. |
| | <p>LT4B- Respond to all aspects of the task or prompt and express ideas in a clear and organized fashion.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan for writing, focusing on what is most significant for a specific purpose and audience. <input type="checkbox"/> Create an organizational structure that logically sequences claims and helps accomplish the purpose. <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience. <input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. |
| | <p>LT4C- Incorporate varied syntax, precise language, and fluid style.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate control over the elements of composition to communicate clearly. <input type="checkbox"/> Apply the stylistic conventions and expectations of the task or genre. |

Item Bank:

4ATarget:
Resources to teach:

4BTarget:
Resources to teach:

4CTarget:
Resources to teach:

CCSS Standard Language
W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS Standard Language
W.11-12.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS Standard Language
W.11-12.1


Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Guiding Questions, Ideas, and/or Concepts

Ideas and concepts in the spaces below are base line examples for all to use to ensure district wide coherence. Please add to these as you see instructional opportunities.

Topic 5: Theme Interpretation

Topic Narrative/Overview: *In this topic, students read and develop interpretations about various texts as a whole by analyzing thematic concepts.*

| Topic | Achieving Grade Level (AT) |
|---|---|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The Level 3 Targets are the grade level expectation for students in all classes. <i>Success Criteria (listed below the target) should be clarified/revised by the building level PLC as they collaborate to unpack the Level 3 targets.</i></p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</i></p> |
| <p>Theme Interpretation</p> | <p>LT5A- Develop an interpretation based on a thematic concept.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a thematic concept or topic. <input type="checkbox"/> Identify an overarching theme/universal meaning/meaning of the work as a whole. |
| | <p>LT5B- Analyze how different elements of a text work together to support an interpretation based on a thematic concept.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consider characterization, setting, narration, and/or structure. <input type="checkbox"/> Explain the function of character(s) and how they develop the theme. <input type="checkbox"/> Explain the function of setting and how it develops the theme. <input type="checkbox"/> Explain the function of plot and structure and how it impacts the theme. <input type="checkbox"/> Explain the function of the narrator/speaker and how they develop the theme. |
| | <p>LT5C- Select sufficient evidence to both develop and support a line of reasoning about a thematic interpretation of a text.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide evidence and reasoning to support your interpretation of a thematic concept. |

Item Bank:

| 5ATarget: Resources to teach: | 5BTarget: Resources to teach: | 5CTarget: Resources to teach: |
|--|--|--|
| CCSS Standard Language RL.11-12.2 Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | CCSS Standard Language RL.11-12.2 Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | CCSS Standard Language RL.11-12.1 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. |


Guiding Questions, Ideas, and/or Concepts

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* Remember that the AP Argument Writing prompt does not require quoted/cited text evidence. Additionally, first person writing is not necessarily prohibited in this writing type, but it should be used sparingly.

Topic 6: Theme Analysis Writing

Topic Narrative/Overview: *In this topic, students are presented with a question about a literary concept or idea and must analyze how the literary concept or idea described in the question contributes to an interpretation of the work as a whole.*

| Topic | Achieving Grade Level (AT) |
|---|---|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The Level 3 Targets are the grade level expectation for students in all classes. Success Criteria (listed below the target) should be clarified/ revised by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</i></p> |
| <p>Theme Analysis Writing</p> | <p>LT6A- Create a thoughtful, substantive, and sustained interpretation of prose, weaving together effective reasoning with apt, specific evidence from the text.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. <input type="checkbox"/> Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. <input type="checkbox"/> Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. <input type="checkbox"/> Select and use relevant and sufficient evidence to both develop and support a line of reasoning. |
| | <p>LT6B- Respond to all aspects of the task or prompt and express ideas in a clear and organized fashion.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan for writing, focusing on what is most significant for a specific purpose and audience <input type="checkbox"/> Create an organizational structure that logically sequences claims and helps accomplish the purpose <input type="checkbox"/> Produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience <input type="checkbox"/> Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material |
| | <p>LT6C- Incorporate varied syntax, precise language, and fluid style.</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate control over the elements of composition to communicate clearly. <input type="checkbox"/> Apply the stylistic conventions and expectations of the task or genre. |

Item Bank:

| 6ATarget: Resources to teach: | 6BTarget: Resources to teach: | 6CTarget: Resources to teach: |
|--|--|--|
| CCSS Standard Language W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | CCSS Standard Language W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | CCSS Standard Language W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. |


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Topic 7: Collaborating in Discussions

Topic Narrative/Overview: *In this topic, students engage in collaborative discussion with peers, sharing understanding from studied texts.*

| Topic | Achieving Grade Level (AT) |
|---|--|
| <p>When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.</p> | <p>The Level 3 Targets are the grade-level expectation for students in all classes. These are directly related to State of Iowa standards. Success Criteria (listed below the target) should be clarified/revise by the building level PLC as they collaborate to unpack the Level 3 targets.</p> <p>Guiding Question to complete this process:  <i>What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</i></p> |
| <p>Collaborating in Discussions</p> | <p>LT7A-Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Synthesize reading material prior to preparing for discussion. <input type="checkbox"/> Provide textual evidence and reasoning to support ideas. |
| | <p>LT7B- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop open-ended questions based on the text(s) studied. <input type="checkbox"/> Develop open-ended questions in response to your peers' ideas. <input type="checkbox"/> Provide textual evidence to either challenge or clarify a stance discussed. |
| | <p>LT7C- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on other sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task.</p> |
| | <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Elaborate in response to a chosen perspective. <input type="checkbox"/> Prepare to synthesize various interpretations of the group. <input type="checkbox"/> Provide claims and evidence for one stance. <input type="checkbox"/> Pose additional questions determining what additional research may be needed to answer the questions. |

Item Bank:

7ATarget:
Resources to teach:

7BTarget:
Resources to teach:

7CTarget:
Resources to teach:

CCSS Standard Language **SL.11-12.1**

Initiate and participate effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched materials under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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