



# English I

## 2020-2021

1.0 English credit.

English I develops basic structures of reading and writing, using a variety of works from diverse authors to increase student interest, awareness, appreciation, and understanding of a variety of genres as well as opportunities to apply the writing process to promote communication through written expression. There should be a focus on the study of identity and how that is influenced by society and culture. First semester focuses heavily on identity of self, while second semester focuses on identity of others through literary study, reflective writing, research writing, and character analysis.

**The scope of this course should address the topic of IDENTITY through many lenses. Consider the following guiding questions to guide your text choices and topics for discussion.**

- What is changeable within ourselves?
- How does what we know about the world shape the way we view ourselves?
- How do our personal experiences shape our view of others?
- How do we form and shape our identities?
- In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic for her/him/they self?
- What turning points determine our individual pathways to adulthood?
- In a culture where we are bombarded with other people trying to define us, how do we make decisions for ourselves?

\*\*\*A work of Shakespeare must be incorporated in this course, although it does not need to be a full-length play. It can support the construction of narrative in Unit 1 or be the basis of study for Unit 3.

<http://secondaryliteracy.dmschools.org/>  
<http://grading.dmschools.org>

### Course Numbers

- LA103/104
- LA103IB/104IB
- LA103F/104F
- LA1030/1040
- LA1030IB/1040IB
- LA929/930 (ELL)

Version: 1.0

## 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 inform 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.

### **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.**

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

### **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 (see information in [SRG Handbook](#)) 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
Demonstrate all learning targets from Level 3 and Level 4	4.0
Demonstrate all learning targets from Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 3	3.0
Demonstrate at least half of the Level 3 learning targets	2.5
Demonstrate foundational* knowledge toward level 3 (could include Level 2 learning targets or success criteria)	2.0
Demonstrate some foundational* knowledge of Level 2 learning targets	1.5
Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets	1.0
Produce no evidence appropriate to the learning targets at any level	0
<small>*“foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2”</small>	

### **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.

## Extended Topic Overview

### **Organizing Principles:**

Some skills are so fundamental to the function and organization of a course that they persist throughout the course instead of being limited to a specific unit. These skills are described in this section of the curriculum guide and should be taught in tandem with unit-based instruction throughout the year.

### **Considerations**

#### **Comprehending Text**

Evidence for this topic is collected three times per year using the MAP test. The Lexile score that results from this test should be translated to an SRG score using this scale. Teachers should assign a Topic Score based on the highest Lexile score earned on the MAP over the course of the year. In the first semester, this score does not contribute to the letter grade; it factors into the grade at the end of semester two only.

#### **Mastering Vocabulary**

This topic is collected and reported in both semesters. Activities used to collect evidence for this topic should be rooted in text-based vocabulary, not the vocabulary words associated with the academic scales in this curriculum guide. Pay careful attention to what the Level 3 requires on this scale—this is often overlooked.

#### **Applying Grammar and Mechanics**

This scale has a tight vertical alignment with other courses. Be advised that the instruction of isolated skills, such as the basics of parts of speech, should be provided only when absolutely required—the emphasis in each grade level should be only those supporting skills required to help students access and achieve the Level 3 Learning Targets assigned to each semester.

#### **Constructing Writing**

This topic is used specifically when either revising work generated by a different writing standard or when assessing writing that is not covered by the course's other writing topics.

#### **Collaborating in Discussions**

Use this scale when students are working in groups to process reading topics throughout the course. Strategies such as defined student roles and Socratic seminars help facilitate the collection of this evidence.

#### **Utilizing Text Evidence**

The use of text evidence is vital for the success of all topics. This topic will be reported in both semesters and allow teachers to capture evidence and learning of strong use of textual evidence throughout all topics of instruction.

## English I 2020-2021

### Developing Core Proficiencies: Making evidence Based Claims

#### Instructional Expectations

- All classrooms will utilize the attached materials as the first unit in grades 9-11.
- Post common evidence using the pacing schedule located below.
- Teachers and PLC should work to develop a text set that utilizes the grade level anchor texts that plays off of an essential question or theme.
- Anchor texts should be used as a component of the unit, but may be embedded into a PLC constructed text set. Assessments should be based off of the anchor texts.
- During the 2020-2021 school year, District PLC's will continue to develop common text set options that will connect all buildings around common materials.

SEMESTER I	Core Proficiency Unit Making Evidence Based Claims		Unit 1 Narrative Elements		Unit 2 Constructing Narratives	
<b>Topic Scales to Be Reported in IC</b>	Utilizing Text Evidence	CCSS ELA RL.9-10.1 CCSS ELA RI.9-10.1	Analyzing Text Structure (2 LTs)	CCSS ELA RL.9-10.5	Analyzing Theme & Central Idea (3 LTs)	CCSS ELA RI.9-10.2 CCSS ELA RL.9-10.2 CCSS ELA RL.9-10.6
	Constructing Writing	CCSS ELA W.9-10.4 CCSS ELA W.9-10.9	Analyzing Complex Characters (2 LTs)	CCSS ELA RL.9-10.3	Writing Narratives	CCSS ELA W.9-10.3
	Collaborating in Discussions	CCSS ELA SL.9-10.1				
	Supported Topics: ATS, ACC, ATCI					
<b>Approximate Beginning/End Dates for Unit</b>	8/26-9/18		9/22-10/30		11/2-1/15	
<b>Reporting Frequency of Topic Scores</b>	Total: 2-3 weeks UTE – 2-3 weeks (aim to post by 9/18) CW – 2-3 weeks (aim to post by 9/18) CD – 2-3 weeks (aim to post by 9/18)		Total: 6-7 weeks ATS – 6-7 weeks (aim to post by 10/30) ACC – 6-7 weeks (aim to post by 10/30)		Total: 8-9 weeks ATCI – 4-5 weeks (aim to post by 11/30) WN – 4-5 weeks (aim to post by 1/15)	

## Constructing Writing

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><b><i>Students demonstrate they have the ability to engage in the writing process to produce clear and coherent writing for multiples purposes.</i></b></p> </div> <ul style="list-style-type: none"> <li>➤ Develop a plan for writing, focusing on what is most significant for a specific purpose and audience</li> <li>➤ Create an organizational structure that logically sequences claims and helps accomplish the purpose</li> <li>➤ Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience.</li> <li>➤ Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.</li> <li>➤ Apply the stylistic conventions and expectations of the task or genre</li> <li>➤ Use technology to produce, publish, and present individual or shared writing products in response to ongoing feedback, including new arguments or information</li> </ul>
<p><b>Standard Language: CCSS ELA W.9-10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Standard Language: CCSS ELA W.9-10.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>Standard Language: CCSS.ELA-LITERACY.W.9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	

<p><b>Multiple Opportunities:</b></p> <p>Any time a student response is provided in written form and expectations have been outlined to account for task, audience, and purpose, it can be collected to show development of writing skills. Students should be exposed to a variety of writing prompts to explore expository, narrative, argumentative, and informative text structure. Students should engage in the writing process of revision and creating multiple drafts of a response at least once per semester.</p>	<p><b>Teacher Clarifications</b></p> <p><b>While evidence for constructing writing may take many forms, length expectations for 9<sup>th</sup> grade are 2+ pages for full length papers.</b></p> <p><i>Development:</i> Is able to support all paragraphs with sufficient detail, evidence, or explanation that is well-chosen to support the overall direction of the writing.</p> <p><i>Organization:</i> Is able to craft introduction and conclusions that strongly relate to one another in addition to arranging ideas and details throughout the piece and using strong transitions to create flow.</p> <p><i>Style:</i> Is able to make effective word choices suited to the situation while also employing a variety of sentence structures.</p>
<p><b>Academic Vocabulary</b></p> <p>Development, Organization, Style, Task, Purpose, Audience</p>	<p><b>Additional Resources</b></p> <p>No Red Ink Premium: Writing Coach</p>

## Applying Grammar and Mechanics

	<b>4</b>	<b>3</b> <b>LEARNING GOAL</b>	<b>2</b>
<b>Semester 1</b>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>A. Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items)</li> <li>B. Use punctuation to set off a nonessential appositive or clause</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>A. Delete commas in long or involved sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)</li> <li>B. Recognize and correct inappropriate uses of colons and semicolons</li> <li>C. Recognize and correct errors in sentence structure in phrases and clauses</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>A. Delete apostrophes used incorrectly to form plural nouns</li> <li>B. Use commas to avoid misunderstandings (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible, to set off simple parenthetical elements)</li> <li>C. Use appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to)</li> </ul>
<b>Semester 2</b>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>A. Recognize and correct awkward phrasing in sentence structure (e.g., clauses where the intended meaning is clear but the sentence is ungrammatical, incorrect use of clauses in complex sentences)</li> <li>B. Maintain consistent and logical verb tense, voice, and pronoun person in writing</li> <li>C. Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>A. Recognize and correct errors in sentence structure; parallelism</li> <li>B. Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence</li> <li>C. Form simple and compound verb tenses, both regular and irregular, including forming verbs by using <i>have</i> rather than <i>of</i> (e.g., <i>would have gone</i>, not <i>would of gone</i>)</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>A. Recognize and correct major problems in sentence structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)</li> <li>B. Use the correct comparative or superlative adjective or adverb form depending on context (e.g., “He is the oldest of my three brothers”)</li> <li>C. Ensure subject-verb agreement when there is some text between the subject and verb</li> </ul>

*These standards are derived from both the Core (CCSS ELA L 1 and CCSS ELA L 2) and the ACT College and Career Readiness Standards for English.*

<p style="text-align: center;"><b>Ideal Student Experience:</b></p> <p>Students should be able to demonstrate mastery of a skill in their own writing. Isolated practice and assessment of grammar skills is acceptable if students are also provided authentic opportunities to apply these skills. No Red Ink or other grammar tools should be used in conjunction with quality teacher led instruction and authentic assessment.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>The design of this scale is to demonstrate vertical articulation. The level 2’s indicate the skills required to meet proficiency at the grade below. The level 4’s indicate the skills required to meet proficiency in the grade following.</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p>	<p style="text-align: center;"><b>Additional Resources</b></p> <p style="text-align: center;">No Red Ink Premium  <a href="#">NRI &amp; DMPS Pacing Guide</a>  <i>Writing With Power</i> textbook  <i>The Common Core Grammar Toolkit</i>, Sean Ruday</p>

## Mastering Vocabulary

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p> <p><b>Possible Level 4 Guidance:</b></p> <p>A. Investigate the evolution of form and meaning of an unusual word in a text</p> <p>B. Analyze examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p>	
	<p><b>Semester 1</b> <i>Students demonstrate they have the ability to:</i></p> <p><b>A. Determine</b> figurative, connotative, and technical meanings of words</p> <p><b>B. Identify</b> and correctly use patterns of word changes that indicate different meanings or parts of speech</p>	<p><b>Semester 2</b> <i>Students demonstrate they have the ability to:</i></p> <p><b>C. Use</b> context as a clue to the meaning of a word or phrase</p> <p><b>D. Analyze</b> the cumulative impact of specific word choices on meaning and tone in a text</p>

**Standard Language: CCSS ELA RL.9.4**  
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**Standard Language: CCSS ELA RI.9.4**  
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**Standard Language: CCSS ELA L.9.4**  
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 9 reading and content*, choosing flexibly from a range of strategies.

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>Students being taught and assessed using the A STUDY OF WORD FAMILIES materials can be assessed multiple times throughout the semester (particularly using Exercise V (for 3C) and VI (for 3B) in each unit). To account for the ongoing nature of this process, grades can be determined using the three most recent assessments—this sort of Process-Based grading is a way to pull a grade at any given time while also requiring students to continuously work to keep up with vocabulary acquisition.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>Instructional materials and word lists can be found at the link to the right, which connects to the A STUDY OF WORD FAMILIES materials assigned to this grade level. When using these materials, Exercises I-IV are best viewed as practice. These materials are <b>OPTIONAL</b> but could be a powerful routine homework assignment for your class. In such a case, consider assigning one unit per week and connecting students to materials either through print-outs or an online platform such as Canvas.</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p>Technical, Context, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Evolution, Form, Cumulative</p>	<p style="text-align: center;"><b>Additional Resources</b></p> <p>If using A STUDY OF WORD FAMILIES, some Quizlet materials have been prepared by the publisher. Access them by clicking <a href="#">HERE</a>.</p> <p><i>Note: Grade 9 uses Book IV (the Quizlet page labels that book as Grade 10)</i></p>

## Comprehending Text

<p><b>4</b></p> <ul style="list-style-type: none"> <li>Read text at the <b>1267+</b> Lexile level (Advanced)</li> </ul> <p>RIT Range <b>237+</b></p>	<p><b>3.5</b></p> <ul style="list-style-type: none"> <li>Read text at the <b>1177-1266</b> Lexile level (Proficient)</li> </ul> <p>RIT Range <b>232-236</b></p>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Read text at the <b>1087-1176</b> Lexile level (Proficient)</li> </ul> <p>RIT Range <b>227-231</b></p>	<p><b>2.5</b></p> <ul style="list-style-type: none"> <li>Read text at the <b>997-1086</b> Lexile level (Basic)</li> </ul> <p>RIT Range <b>222-226</b></p>	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Read text at the <b>907-996</b> Lexile level (Basic)</li> </ul> <p>RIT Range <b>217-221</b></p>	<p><b>1.5</b></p> <ul style="list-style-type: none"> <li>Read text at the <b>511-906</b> Lexile level (Below Basic)</li> </ul> <p>RIT Range <b>195-216</b></p>	<p><b>1</b></p> <ul style="list-style-type: none"> <li>Read text at the <b>BR-510</b> Lexile level (Below Basic)</li> </ul> <p>RIT Range <b>100-194</b></p>
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**Standard Language: CCSS ELA RL.9-10.10**

By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Standard Language: CCSS ELA RI.9-10.10**

By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>This topic should be assessed three times over the course of the year. Students will always be given a score based on their best performance among those three tests (even if the best result is the first one).</p> <p><b><i>Reading comprehension increases only by continued exposure to grade-level complex texts in both fiction and non-fiction formats. Students should be responsible for individual reading of texts, avoiding teacher read-aloud for extended lengths.</i></b></p> <p style="text-align: center;"><a href="#">High School Assessment Calendar</a></p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>This topic is posted in Semester 1 (where it does not factor into the grade) and in Semester 2 (where it <b>does</b> factor into the grade). To determine a student's final grade, use the highest of the 3 scores, regardless of when that score was achieved. To see a student's Lexile score in MAP, log into the MAP system and look at the <i>Class Report</i>. Another way to see the scores (which will show all scores earned for the year) is to use the MAP Student Detail report in Tableau.</p> <p>But why are we grading MAP? Why aren't we using any other BOE's? We must assess a student's ability to read. We must clearly communicate through their grade their ability to perform on grade level. Keeping it in a separate category provides opportunities for students to demonstrate other skills to mastery, even if reading ability is not proficient. MAP is our objective measurement tool that eliminates the variability of teacher created comprehension assessments.</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p>	<p style="text-align: center;"><b>Additional Resources</b></p> <p>As you select all texts for instruction, determine the level of complexity in conversation with your PLC. Norming around what grade-level complex texts are will be the way to make progress in this standard.</p> <p style="text-align: center;"><a href="#">Rubric to Assess Fiction</a> <a href="#">Rubric to Assess Non-Fiction</a></p>



## Collaborating in Discussions

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><b><i>Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly and persuasively:</i></b></p> <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions</li> <li>➤ Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</li> </ul>
<p style="text-align: center;"><b>Standard Language: CCSS ELA SL.9-10.1</b></p> <p style="text-align: center;">Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	

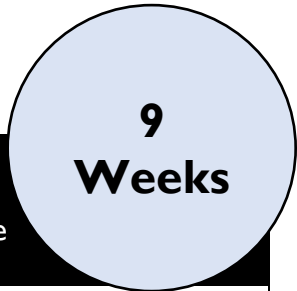
<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic and the associated reading topic.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>This topic is posted in both Semester 1 and Semester 2. Discussions can take many formats. Socratic circles, debates, partner conversations, silent conversations, even formal speeches may live here if a content standard is not aligned in the semester. Develop opportunities for students to speak formally and informally as often as possible.</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p style="text-align: center;">Posing, Clarify, Verify, Challenge, Collegial, Prepare</p>	<p style="text-align: center;"><b>Additional Resources</b></p> <p style="text-align: center;"><a href="#">Silent Conversations</a> <a href="#">Structured Academic Controversy</a></p>

## Utilizing Text Evidence

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><i>Students demonstrate they have the ability to utilize textual evidence to support analysis in both written and verbal communication.</i></p> <ul style="list-style-type: none"> <li>➤ Distinguish between relevant and irrelevant evidence in a text</li> <li>➤ Support analysis with inferences and evidence paraphrased from text</li> <li>➤ Support analysis with inferences and evidence cited directly from text</li> </ul>
<p style="text-align: center;"><b>Standard Language: CCSS ELA RL.9-10.1</b></p> <p style="text-align: center;">Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p style="text-align: center;"><b>Standard Language: CCSS ELA RI.9-10.1</b></p> <p style="text-align: center;">Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>	

<p style="text-align: center;"><b>Multiple Opportunities:</b></p> <p style="text-align: center;">Students should be able to circle back throughout the year. <b>Collaborating in Discussions</b> explicitly builds on these skills, and inferences and evidence are an essential part of the context-dependent portions of <b>Mastering Vocabulary</b>.</p> <p style="text-align: center;">This topic establishes the baseline for the way that argumentative claims can and will be supported with evidence (and commentary/explanation) in Unit 3, and it may be wise to emphasize this early on to set the proper tone for students.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p style="text-align: center;">Target 3B requires students to use MLA in-line citation format (following the quote with author name and page number or setting up the quote with author name and then following with page number in parentheses). Single page or website sources do not require the page number, though the root of the URL may be appropriate (ex: CNN.com)</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p style="text-align: center;">Cite, Explicit, Inference, Textual Evidence, Paraphrase, Relevant, Irrelevant</p>	<p style="text-align: center;"><b>Additional Resources</b></p>

**Unit I: Narrative Elements**



**Organizing Principles**

A unit focused on the ways authors choose to structure texts and infuse them with layers of meaning. Students will read a variety of texts, both fiction and non-fiction, throughout this unit, giving teachers ample opportunity to engage with short stories and modest-duration novels.

**Commonly Used Materials**

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 9<sup>th</sup> grader should be exceeding I050L to be proficient in comprehending texts.

**Full-Length Texts**

- Speak*, Laurie Hales Anderson (690L)
- Freedom Writer’s Diary*, Erin Gruwell (900L)
- Of Mice and Men*, John Steinbeck (630L)
- Before We Were Free*, Julia Alvarez (890L)
- Five People You Meet in Heaven*, Mitch Albom (780L)
- The House on Mango Street*, Sandra Cisneros (870L)
- The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie (600L)

**Short Texts**

- The Elevator* (p.27)
- Raymond’s Run* (p.32)
- The Tell-Tale Heart* (p.76)
- The Treasure of Lemon Brown* (p.168)
- The Monkey’s Paw* (p. 358)
- Abuela Invents the Zero* (p.445)
- Pandora’s Box* (p.454)
- The Old Grandfather and His Little Grandson* (p.462)
- The Wise Old Woman* (p.466)
- The Ransom of Red Chief* (p.46)

**District Assessments**

District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment.

**Analyzing Text Structure**

[ELAI-ATSv8](#)

**Analyzing Complex Characters**

[ELAI-ACCv8](#)

## Analyzing Text Structure

### LEVEL 4: (ET)

A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.

### LEVEL 3 LEARNING GOAL: (AT)

**Students demonstrate they have the ability to:**

**A. Analyze** an author’s choices concerning how to structure a text and order events within it (e.g., parallel plots)

- Identify the dominant structure of the text (parallel plot, in media res, or flashback)
- Explain why the author chose to use the structure
- Explain how the structure impacts the whole

**B. Analyze** how an author manipulates time (e.g., pacing, flashbacks) to create such effects as mystery, tension, or surprise

- Identify how an author manipulates time through pacing (dialogue, flashback or incidents that interrupt the storyline)
- Explain how the time manipulation creates mystery, suspense, or surprise

### Standard Language: CCSS ELA RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

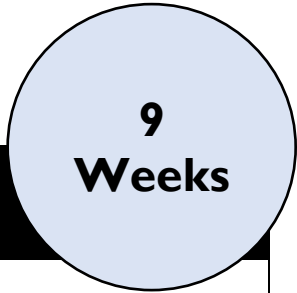
<p><b>Multiple Opportunities:</b> Students should be able to circle back to this topic in Unit 2 as well (particularly in their <b>Writing Narratives</b> experiences). Short analysis papers regarding structural choices might be ideal evidence for the <b>Constructing Writing</b> topic.</p>	<p><b>Teacher Clarifications</b> While a study of plot is implicit in this topic, avoid dwelling on the Plot Diagram—this technique is heavily employed at the lower grade levels.</p>
<p><b>Academic Vocabulary</b> Structure, Narrative Tension</p>	<p><b>Additional Resources</b></p>

## Analyzing Complex Characters

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><b>Students demonstrate they have the ability to:</b></p> <p><b>A. Analyze</b> how complex characters develop over the course of a text and advance the plot</p> <ul style="list-style-type: none"> <li>➤ Identify the main/complex character</li> <li>➤ Explain how the main character changes from the beginning to the middle to the end of the story</li> <li>➤ Explain how the character’s actions or changes create the story elements of the plot</li> </ul> <p><b>B. Analyze</b> how complex characters interact with other characters in a text</p> <ul style="list-style-type: none"> <li>➤ Identify character relationships</li> <li>➤ Describe the effect the main character’s actions or changes have on other key characters in the story</li> </ul>
<p style="text-align: center;"><b>Standard Language: CCSS ELA RL.9-10.3</b></p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	

<p><b>Multiple Opportunities:</b></p> <p>Students should be able to circle back to this topic in Unit 2 as well (alongside their study of <b>Analyzing Theme</b> or in their <b>Writing Narratives</b> experiences).</p> <p>Comparing multiple stories is an ideal subject of <b>Collaborating in Discussions</b>, and each story could provide opportunities for students to demonstrate <b>Mastering Vocabulary</b>.</p>	<p><b>Teacher Clarifications</b></p> <p>To effectively measure this topic (especially 3A) requires that a number of pieces of literature be studied that are inclusive of perspectives beyond the US and England.</p>
<p><b>Academic Vocabulary</b></p> <p>Cite, Analyze, Cultural Experience, Point of View, Complex Character, Interact, Plot, Conflict, Motivation</p>	<p><b>Additional Resources</b></p>

**Unit 2: Constructing Narratives**



**Organizing Principles**

A unit focused on complex fiction, there is ample room for poetry and supplemental texts. Students practice their own skills with constructing narrative writing, beyond simpler personal narratives.

**Commonly Used Materials**

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 9<sup>th</sup> grader should be exceeding I050L to be proficient in comprehending texts.

**Full-Length Texts**

- Romeo & Juliet*, Shakespeare (NP)
- Midsummer Nights Dream*, Shakespeare (NP)
- West Side Story*, Arthur Laurents (NP)
- Romiette and Julio*, Sharon Draper (610L)
- Night*, Elie Wiesel (590L)
- Speak*, Laurie Halse Anderson (690L)

**Short Pieces**

- Shakespearean Sonnets*

**District Assessments**

District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment.

**Analyzing Theme & Central Idea**

[ELAI-ATv8](#)

**Writing Narratives**

[ELAI-WNv8](#)

## Analyzing Theme & Central Idea

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><b>Students demonstrate they have the ability to:</b></p> <p><b>A. Analyze</b> the development of a theme over the course of a text, including how it is shaped and refined by specific details</p> <ul style="list-style-type: none"> <li>➤ Construct a theme statement for a fictional text</li> <li>➤ Explain how specific details influence how a theme is developed</li> <li>➤ Analyze the connection between specific details and how a theme is developed over time</li> </ul> <p><b>B. Analyze</b> the development of a central idea over the course of a text, including how it is shaped and refined by specific details</p> <ul style="list-style-type: none"> <li>➤ Identify the central idea of a non-fiction text</li> <li>➤ Explain how specific details influence how a Central Idea is developed</li> <li>➤ Analyze the connection between specific details and how a Central Idea is developed over time</li> </ul> <p><b>C. Analyze</b> a particular point of view or cultural experience <i>from outside the United States</i> reflected in a work of literature, drawing on a wide reading of world literature</p> <ul style="list-style-type: none"> <li>➤ Identify a point of view or cultural experience that reflect a culture outside of the U.S.</li> <li>➤ Analyze how a point of view of cultural experience is reflected in a work of literature</li> </ul>
<p style="text-align: center;"><b>Standard Language: CCSS ELA RI/RL.9-10.2</b></p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p style="text-align: center;"><b>Standard Language: CCSS ELA RL.9-10.6</b></p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>It might be an effective strategy to have students analyze the themes presented when they are <b>Writing Narratives</b>. Theme, and the evidence supporting its depiction and evolution, are ideal topics for <b>Collaborating in Discussions</b>.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>Note the increased focus on the idea of a theme statement—single-word themes are not sufficient to the level of analysis required by this topic. Poetry can be a very helpful text type for teaching this topic.</p> <p>This topic includes both fiction and non-fiction text analysis. Expose students to a wide variety of perspectives and explore how those perspectives may help shape the theme or central idea. Be careful to examine the differences and nuances between theme and central idea, merging them into one concept.</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p style="text-align: center;">Theme, Central Idea, Refined, Motif</p>	<p style="text-align: center;"><b>Additional Resources</b></p>

## Writing Narratives

### LEVEL 4: (ET)

A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.

### LEVEL 3 LEARNING GOAL: (AT)

**Students demonstrate they have the ability to write 2+ page narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences that:**

- Engage the reader by setting out a problem, situation, or observation
- Orient the reader by establishing one or multiple points of view and introducing a narrator and/or character
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters
- Use a variety of techniques to sequence events so they build on one another to create a coherent whole
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

**Standard Language: CCSS ELA W.9-10.3**

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### Multiple Opportunities

There should be several opportunities to connect to revision (which can support the **Constructing Writing** topic) and use of literary elements from **Analyzing Complex Characters**, **Analyzing Text Structure**, and **Analyzing Themes**

#### Teacher Clarifications

Students should complete several drafts of this paper if at all possible—each draft can count as a piece of evidence.

Students should be exposed to multiple forms of narrative, not simply personal narratives – that was covered in 6<sup>th</sup> grade. This is an opportunity to discuss theme vs. central idea through the lens that narratives can be either fiction or non-fiction. The development of the narrative structure blurs the lines of the genre and students should have an opportunity to engage in both kinds of writing.

#### Academic Vocabulary

Coherent, Narrative, Organize, Reflection, Sensory Detail

#### Additional Resources

[5 Narrative Types with Examples](#)



## English I 2020-2021

Evidence should be collected for every learning target and reported in the Body of Evidence. Post grades as soon as a reasonable Topic Score has been issued for any topic, even if the entire unit is not yet complete. Every effort should be made to update Topic Scores for lengthy assignments such as essays and speeches with interim assessments on each learning target.

SEMESTER 2	Unit 3 Exploring Interpretations of Literature		Unit 4 Arguments of Others		Unit 5 Research	
<b>Topic Scales To Be Reported In IC</b>	Analyzing Literary Interpretations (2 LTs)	CCSS ELA RI.9-10.9 CCSS ELA RL.9-10-7	Evaluating Arguments and Purpose (3 LTs)	CCSS ELA RI.0-10.8	Researching Information (3LTs) Writing Research (3 LTs)	CCSS ELA W.9-10.7 CCSS ELA W9-10.8 CCSS ELA W.9-10.8 CCSS ELA L.9-10.3
<b>Approximate Beginning/End Dates For Unit</b>	1/21-2/28		3/2-3/27		3/30-5/29	
<b>Reporting Frequency Of Topic Scores</b>	6 weeks While a complete work of Shakespeare can live in this unit, posting should not be reliant on finishing the full text.		3 weeks		9 weeks RI – This can be reported prior to finishing the final research paper. Aim for 5/1	

### Unit 3: Exploring Interpretations of Literature



#### Organizing Principles

A unit comparing several texts (fiction and non-fiction) that have elements in common and the ways in which authors transform and reveal ideas.

#### Commonly Used Materials

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 9<sup>th</sup> grader should be exceeding 1050L to be proficient in comprehending texts.

#### Full Length Texts

*Imani, All Mine*, Connie Porter (580L)  
*Speak*, Laurie Halse Anderson (690L)  
*Romeo & Juliet*, Shakespeare  
*The Odyssey* (textbook page 1202) (1050L)

#### Short Texts

#### District Assessments

District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment.

#### Analyzing Literary Interpretation

[ELA I-ALiv8](#)

## Analyzing Literary Interpretations

**LEVEL 4: (ET)**

A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.

**LEVEL 3 LEARNING GOAL: (AT)**

**Students demonstrate they have the ability to:**

**A. Analyze** how an author’s work interprets and transforms source material (for example, how a later author draws on a play by Shakespeare)

- Identify the universal theme in two stories
- Identify and explain how the content, context, language, structure, technique, or style were changed and why
- Compare and contrast (similarities and differences) how the universal theme was developed in each text
- Evaluate which version presented the universal theme better and explain your reasoning

**B. Analyze** the representation of a subject or key scene in two different artistic mediums (for example, what is emphasized or absent in each version)

- Identify the subject or key scene being represented
- Examine what is emphasized in each version
- Examine what is absent in each version
- Evaluate which version presented the subject or key scene better and explain your reasoning

**Standard Language: CCSS ELA RL.9-10.9**

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

**Standard Language: CCSS.ELA-LITERACY.RL.9-10.7**

Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

**Multiple Opportunities**

As the beginning of the semester, draw on understandings from the previous unit as a baseline for analysis. This is an excellent opportunity to dive into the writing process for **Constructing Writing**, or engage in classroom debate or Socratic circles to be reported in **Collaborating in Discussions**. Whatever full length texts are used can also be anchor texts for **Grammar and Mechanics**

**Teacher Clarifications**

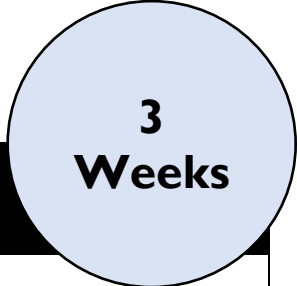
Some teachers prefer to look at variations on the *Romeo & Juliet* story (since that is often read by students in Semester 1), while others look to things like the Hero’s Journey as the backbone of this topic. This is another topic where poetry can be extremely helpful! When looking for different artistic mediums, consider the full range of genres including drama/reader’s theatre, artwork, dance, historical accounts, adaptations, fan fiction, contemporary allusions in movies or television etc. Do not limit yourself to simply comparing the book to the movie.  
Explore the treatment of symbols, motifs, themes, characters, setting, or tone as communicated through the artists rendition.

**Academic Vocabulary**

Interprets (Uses), Source, Theme, Transforms (Changes)

**Additional Resources**

**Unit 4: Arguments of Others**



<b>Organizing Principles</b> An exploration into argumentative analysis and how bias presents itself through a source.	
<b>Commonly Used Materials</b> Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 9 <sup>th</sup> grader should be exceeding I050L to be proficient in comprehending texts.	
<b>Full Length Texts</b> <i>A Long Way Gone</i> , Ishmael Beah (920L) <i>First They Killed my Father</i> , Loung Ung (920L) <i>Night</i> , Elie Wiesel (590L)	<b>Short Texts</b> <i>The Lady or the Tiger</i>
<b>District Assessments</b> District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment.	
<b>Evaluating Arguments and Purpose</b>  <a href="#">ELAI-EAPv8</a>	

**Recommended Academic Literature:** Looking for professional reading to support your own understanding of argumentative writing and analysis? Check out these great resources.

*They Say / I Say: The Moves That Matter in Academic Writing* by Cathy Birkenstein & Gerald Graff  
 (There are 4 editions of this. All are excellent extensions to the conversation)

*Models for Writers: Short Essays for Composition* by Alfred Rosa & Paul Eschholz  
 (There are at least 13 editions of this. All offer excellent exemplars of short essays that could serve as investigation for what high level writing looks like, including going beyond formulaic writing for Level 4)

## Evaluating Arguments and Purpose

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b>  <i>Students demonstrate they have the ability to:</i></p> <p><b>A. Evaluate</b> the argument and specific claims in a text by assessing whether the reasoning is valid</p> <ul style="list-style-type: none"> <li>➤ Identify the author’s argument (thesis)</li> <li>➤ Identify the author’s stance and purpose presented in support of the argument</li> <li>➤ Explain the author’s reasoning</li> <li>➤ Evaluate whether the reasoning is valid</li> </ul> <p><b>B. Evaluate</b> the argument and specific claims in a text by assessing whether the evidence is relevant and sufficient</p> <ul style="list-style-type: none"> <li>➤ Identify the author’s argument (thesis)</li> <li>➤ Identify the author’s stance and purpose presented in support of the argument</li> <li>➤ Identify the evidence used to support the argument</li> <li>➤ Evaluate whether the reasoning is relevant</li> <li>➤ Evaluate whether the reasoning is sufficient</li> </ul> <p><b>C. Analyze</b> fallacious reasoning used in an argument</p> <ul style="list-style-type: none"> <li>➤ Identify false statements used in an argument</li> <li>➤ Identify any gaps within the reasoning</li> <li>➤ Explain the author’s overall effectiveness</li> </ul>
<p style="text-align: center;"><b>Standard Language: CCSS ELA RI.9-10.8</b></p> <p style="text-align: center;">Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>Any argumentative writing done in support of this topic could be recorded in <b>Constructing Writing</b>. Additionally, the skills of this topic are essential to the evaluation and selection of evidence for the research project or paper conducted as part of <b>Researching Information</b> and <b>Writing Research</b>.</p> <p>Discussion amongst students answering related research questions is an excellent place to connect to <b>Collaborating in Discussions</b>.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>The new elements of this topic (compared to Grade 8) are introduction of the idea of validity (which relates to the logical quality of reasoning) and focus on the relevance of evidence. The purpose of this topic is to evaluate the author’s bias, how that bias presents itself, and its effect on the reader. Any instruction around argumentative writing should be done carefully as the vertical articulation of that standard has implications at each grade level.</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p style="text-align: center;">Argument, Claim, Fallacious, Reasoning, Relevant, Valid, Sufficient</p> <p>Note that a piece will have just one argument (thesis) and often several claims (reasons).</p>	<p style="text-align: center;"><b>Additional Resources</b></p>

**Unit 5: Research**



**Organizing Principles**

This unit is an opportunity for students to develop a research question and construct quality informative writing to communicate their findings.

**Commonly Used Materials**

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 9<sup>th</sup> grader should be exceeding I050L to be proficient in comprehending texts.

**Full Length Texts**

*A Long Way Gone*, Ishmael Beah (920L)  
*First They Killed my Father*, Loung Ung (920L)  
*Night*, Elie Wiesel (590L)

**Short Texts**

*The Lady or the Tiger*

**District Assessments**

District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment.

**Writing Research**

**NA**

**Researching Information**

**NA**

## Researching Information

### LEVEL 4: (ET)

A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.

### LEVEL 3 LEARNING GOAL: (AT)

**Students demonstrate they have the ability to:**

**A. Gather** relevant information from multiple credible print and digital sources, using advanced searches effectively

- Identify credible news and digital sources
- Identify relevant information from news and digital sources
- Utilize academic search engines

**B. Evaluate** the usefulness of each source in answering a research question

- Identify a passage or passages that can be cited from a source to support a research question
- Explain the usefulness of a source based on questions from the CRAPP test (8 out of 11 = useful)

**C. Organize** information collected from multiple sources

- Gather passages from sources and put in a logical order using a graphic organizer or outline
- Gather information necessary for a works cited page according to an approved writing format (MLA, APA, Chicago)

**Standard Language: CCSS ELA W.9-10.7**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Standard Language: CCSS ELA W.9-10.8**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

#### Multiple Opportunities

Discussion amongst students answering related research questions is an excellent place to connect to **Collaborating in Discussions**. Topics covered could also be a rich opportunity to apply **Mastering Vocabulary** to content specific texts.

#### Teacher Clarifications

This topic's evidence is primarily collected during the reading and researching phase of a research project. While the corresponding paper can be structured in many ways, research should be balanced and shy away from biases to an argument.

#### Academic Vocabulary

Annotate, Credible, Effective Source

#### Additional Resources

[Developing a Research Question](#)

## Writing Research

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><b>Students demonstrate they have the ability to:</b></p> <p><b>A. Synthesize</b> multiple sources on a subject in support of the creation of an original claim</p> <ul style="list-style-type: none"> <li>➤ Construct a research question</li> <li>➤ Create an original claim based on the research question</li> <li>➤ Address three or more credible and relevant sources to support the original claim</li> <li>➤ Write a 5-7 sentence summary of each source, selecting ideas and information from each source that best allows you to achieve your purpose</li> <li>➤ Determine/infer relationships among sources</li> </ul> <p><b>B. Integrate</b> information into the text selectively to maintain the flow of ideas, avoiding plagiarism</p> <ul style="list-style-type: none"> <li>➤ Identify relevant information</li> <li>➤ Utilize lead-ins to introduce evidence presented</li> <li>➤ Connect evidence to claim</li> <li>➤ Use citations for evidence</li> <li>➤ Develop a works cited page that adheres to the requirements of an approved writing format</li> </ul>
<p><b>Standard Language: CCSS ELA W.9-10.8</b></p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>Standard Language: CCSS ELA L.9-10.3</b></p> <p>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p>	

<p><b>Multiple Opportunities</b></p> <p>Revision of the research writing can provide evidence for <b>Constructing Writing</b>. Writing should showcase a student's best grammar and mechanics, creating opportunities to measure the <b>Applying Grammar and Mechanics</b> topic as well.</p>	<p><b>Teacher Clarifications</b></p> <p>This topic can cover either a traditional research paper or a more blended research project/presentation approach. <b>If the product is entirely written, keep the 2+ page</b> requirement for English I writing in mind. This is not intended to serve as an argumentative essay. Students should construct a problem statement or research question and document findings. Any presentation that accompanies this paper could capture the opinion or argument of the student.</p>
<p><b>Academic Vocabulary</b></p> <p>Citation, Integrate, Research Question, Synthesize</p>	<p><b>Additional Resources</b></p> <p><a href="#">OWL at Purdue Research Paper Guidance</a></p>