



English 1

Course Numbers

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

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Foreword

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?

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.

Semester I	Unit 1: Narrative Elements		Unit 2: Constructing Narratives <i>The Book of Unknown Americans</i> G9 The Book of Unknown Americans (Word files)		Extended Topics S1	
	Topic 1: Analyzing Text Structure	Topic 2: Analyzing Complex Character	Topic 3: Analyzing Themes	Topic 4: Writing Narratives	Topic 5: Collaborating in Discussions	Topic 6: Constructing Writing
<u>Reporting frequency for Cycle I</u>	3 weeks	3 weeks	12 weeks		Evidence can be collected throughout the semester and topic scores continually updated to reflect increase in complexity.	
<i>Approximate beginning and end dates for the topics</i>	8/24-9/16	9/19-10/14	<ul style="list-style-type: none"> • Section 1 10/17-11/2 • Section 2 11/3-11/22 • Section 3 11/28-12/8 • Section 4 12/12-12/21 • Section 5 1/4-1/13 			
<i>Standards Aligned</i>	RL.9-10.5	RL.9-10.3 RL.9-10.4	RI.9-10.2/ RL.9-10.2 RI.9-10.4/RL.9-10.4 RI.9-10.6/RL.9-10.6	W.9-10.3 W.9-10.4 W.9-10.5	SL.9-10.	W.9-10.4 W.9-10.5 L.9-10.1 L.9-10.2

When to begin Odell HSLP: *Book of Unknown Americans*

Odell provides lesson totals based on 45-minute class periods. There are 32 core lessons, and 9 optional lessons. Keep in mind there are also optional activities throughout core lessons which may impact pacing if included.

In order to absorb the current homework reading expectation into classroom time, pay attention to when sections should start and end. Dates are approximate but align with lesson totals and natural breaks in our school calendar. If students are not able to complete all required reading in that allotted time, we may need to assess what additional scaffolds may be required.

Opportunities to reassess Unit 1 Topics exist throughout the new material. Mastery of Unit 1 topics should not inhibit moving into Unit 2.

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 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 ...	Topic Score
Demonstrates proficiency (AT) in all learning targets and success at Level 4	4.0
Demonstrates proficiency (AT) in all learning targets with partial success at Level 4	3.5
Demonstrates proficiency (AT) in all learning targets	3.0
Demonstrates proficiency (AT) in at least half of the learning targets	2.5
Demonstrates some success criteria (PT) toward all learning targets	2.0
Demonstrates some success criteria (PT) towards some of the learning targets	1.5
Does not yet meet minimum criteria for the targets.	1.0
Produces no evidence appropriate to the learning targets at any level	0

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 level four 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.		

Unit 1: Narrative Elements

Unit Narrative: This unit is comprised of 2 topics, Analyzing Text Structure and Analyzing Complex Character. While these 2 topics can stand alone, it is possible to assess all through the study of the same work. Opportunities in cycle 1 instruction should exist for students to study each element on its own as well as in combination. This unit is intended to provide students exemplars of narrative writing that they will apply in their own narrative writing in Unit 2.

Topic Overview: This topic asks students to explore the many ways authors choose to structure texts and infuse them with layers of meaning. In previous years, students have examined isolated examples of text structure, breaking down its impact on the narrative (or poem as is the focus in 7th grade) as a whole. In the 9-10 grade band, it is critical that students explore how multiple elements interact to create narrative structure.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	<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:  What are the essential pieces of knowledge students need to have to show progression towards the grade-level standard/expectation (level 3)?</p>
Topic 1: Analyzing Text Structure	<p>LTIA- Analyze an author’s choices concerning how to structure a text and order events</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the dominant structure of the text (such as parallel plot, in media res, or flashback) <input type="checkbox"/> Explain why the author chose to use the structure <input type="checkbox"/> Explain how the structure impacts the whole <input type="checkbox"/> Support analysis with evidence from the text
	<p>LTIB- Analyze how an author manipulates time through pacing or flashback to create mystery, tension, and/or surprise</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify how an author manipulates time through pacing, dialogue, flashback, or incidents that disrupt a traditional storyline <input type="checkbox"/> Analyze how the time manipulation creates an effect on the reader such as mystery, suspense, or surprise <input type="checkbox"/> Support analysis with evidence from the text

Item Bank:

IATarget:
Resources to teach:

IBTarget:
Resources to teach:

Aligned Odell Assessment:

- *Book of Unknown Americans* Section 3 diagnostic part I
Additional evidence can be drawn from activities and discussions throughout the learning experience. Section 3 shifts its focus to Point of View, Perspective, and Structure.

Aligned Odell Assessment:

- *Book of Unknown Americans* Section 3 diagnostic part I
Additional evidence can be drawn from activities and discussions throughout the learning experience. Section 3 shifts its focus to Point of View, Perspective, and Structure.

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.


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.

The standard does specifically identify parallel plot. This is not the only text structure that can be addressed but should be included.

The standard does provide some guidance about aspects of time (pacing, flashbacks) and effects (mystery, tension, surprise). These should be included in instruction, but other aspects may be included.

Topic Overview: This topic asks students to explore the many ways authors develop characters and how those characters propel the plot of a narrative. In previous years, students have explored key moments or story elements and singular lines of dialogue or plot events that influenced a character trait. In the 9th grade band, the focus shifts to character motivation and how characters evolve over the course of the text.

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:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 2: Analyzing Complex Character</p>	<p>LT2A- Analyze how complex characters develop over the course of a narrative</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the key characters in a narrative <input type="checkbox"/> Identify the motivation of key characters <input type="checkbox"/> Analyze how a character’s motivation impacts their overall development <input type="checkbox"/> Analyze how key characters change from the beginning to the middle to the end of the narrative. <input type="checkbox"/> Support analysis with evidence from the text
	<p>LT2B- Analyze how complex characters interact with other characters in a narrative</p>
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify relationships between characters <input type="checkbox"/> Explain how one character’s actions or changes impact other key characters. <input type="checkbox"/> Support analysis with evidence from the text 	
<p>LT2C- Analyze the cumulative impact of word choice on the development of characters in a narrative</p>	
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify specific vocabulary an author uses to describe a character <input type="checkbox"/> Identify specific diction, dialect, or patterns of speech a character uses <input type="checkbox"/> Analyze how description or character speech patterns impact their development over the course of a text <input type="checkbox"/> Support analysis with evidence from the text 	


Item Bank:

2ATarget: Resources to teach:	2BTarget: Resources to teach:	2CTarget: Resources to teach:
<p style="text-align: center;">Aligned Odell Assessment:</p> <p><i>While no specific question from a section diagnostic aligns to this learning target, opportunity is ripe to assess character development through repeated student discussion and use of the Literary Elements and Narrative Techniques Note-Taking Tool and Text Dependent Questions. (e.g. SIL3A4, S2LIA1-A3)</i></p>	<p style="text-align: center;">Aligned Odell Assessment:</p> <p><i>While no specific question from a section diagnostic aligns to this learning target, opportunity is ripe to assess character development through repeated student discussion and use of the Literary Elements and Narrative Techniques Note-Taking Tool and Text Dependent Questions. (e.g. SIL3A4, S2LIA1-A3)</i></p>	<p style="text-align: center;">Aligned Odell Assessment:</p> <ul style="list-style-type: none"> • <i>Book of Unknown Americans Section 2 diagnostic part I</i>
<p style="text-align: center;">Standard Language CCSS ELA RL.9-10.3</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 style="text-align: center;">Standard Language CCSS ELA RL.9-10.4</p> <p>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.</p>
<p>Guiding Questions, Ideas, and/or Concepts</p> <p><i>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.</i></p>		

Unit 2: Constructing Narratives

Unit Narrative: There is more than one side to every story. In this unit we will read *The Book of Unknown Americans*, a novel by Cristina Henríquez, and will explore the Central Question: How does perspective shape our understanding of events? We will examine the novel, along with a collection of short stories, memoirs, narrative poetry, and literary non-fiction, to understand how authors use literary elements and narrative techniques to explore meaning and convey themes. We will also analyze constructs that help define character and perspective: culture, ethnicity, gender, life experience, adversities, and triumphs. To synthesize what we have learned about the elements of storytelling, we will rewrite a vignette from *The Book of Unknown Americans* from the perspective of another character.

Topic Overview: In this topic, students explore the link between other literary elements and their impact on the development of a greater meaning in a text. As students examine both fictional narratives and or narratives derived from reality, they should be able to determine how a theme/central idea is introduced and how it unfolds. Students must also be able to construct an objective summary of a text, recounting key details.

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:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 3: Analyzing Themes</p>	<p>LT3A- Analyze the development of a theme or central idea over the course of a text, including how it is shaped and refined by specific details.</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 theme for a fictional text or central idea for an informational text <input type="checkbox"/> Construct a theme statement for an identified theme in a fictional text or construct a statement that succinctly captures the central idea <input type="checkbox"/> Explain how specific details influence how theme or central idea is developed <input type="checkbox"/> Analyze the connection between specific details and how a theme or central idea is developed over time <input type="checkbox"/> Compare how multiple texts present a similar theme <input type="checkbox"/> Support analysis with evidence from the text
	<p>LT3B- Analyze the cumulative impact of word choice on meaning and development of theme in 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"/> Determine figurative, connotative, and/or technical meanings of words or phrases of high impact <input type="checkbox"/> Determine how context may impact or change the meaning of words or phrases <input type="checkbox"/> Analyze how specific diction enhances or helps support the development of meaning or ton in a text <input type="checkbox"/> Support analysis with evidence from the text

Item Bank:

**3ATarget:
Resources to teach:**

**3BTarget:
Resources to teach:**

Aligned Odell Assessment:

- *Book of Unknown Americans* Section 4 diagnostic part 1

Aligned Odell Assessment:

- *Book of Unknown Americans* Section 2 diagnostic part 1
 - Adjust focus of question to specifically analyze Theme
[How does the use of purposeful and descriptive language help authors communicate theme in this story?]
 If additional evidence is needed for Text Structure or Character, the original question may be used.
- *Book of Unknown Americans* Section 4 diagnostic part 1

**Standard Language
CCSS ELA RI/RL.9-10.2**

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.


**Standard Language
CCSS ELA RI/RL.9-10.4**

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.

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 Overview: In this topic, students apply the elements of narrative they've been studying to their own writing. Students should be provided opportunities to engage in the writing process including planning, writing, revising, and workshopping of their finished pieces. Students should be exposed to multiple forms of narrative, not simply personal narratives – that was covered in 6th 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.

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:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 4: Writing Narratives</p>	<p>LT4A- Write a 2+ page narrative to develop a real or imagined experience or event using effective techniques, well-chosen details, and well-structured event sequences</p> <p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage the reader by setting out a problem, situation, or observation <input type="checkbox"/> Orient the reader by establishing one or multiple points of view and introducing a narrator and/or character <input type="checkbox"/> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters <input type="checkbox"/> Use a variety of techniques to sequence events so they build on one another to create a coherent whole <input type="checkbox"/> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters <input type="checkbox"/> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Item Bank:

**4ATarget:
Aligned Odell Assessment**

- *Book of Unknown Americans* Culminating Task
- *Book of Unknown Americans* Section 2 diagnostic part 2
- *Book of Unknown Americans* Section 3 diagnostic part 2
- *Book of Unknown Americans* Section 4 diagnostic part 2

**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.


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.

Extended Topics SI

Unit Narrative: 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.

Topic Overview: This topic is collected and reported in both semesters. Activities used to collect evidence for this topic should be rooted in text-based discussion in a variety of formats. Students may need explicit instruction in academic discussion norms in order to support authentic conversations with peers. Propelling a conversation forward requires more than asking a pre-determined question. Support students in active listening strategies to enhance their ability to respond in thoughtful ways.

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:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 5: Collaborating in Discussions SI</p>	<p>LT5A- Students work productively in various roles with other participants.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus actively on independent and collaborative tasks. <input type="checkbox"/> Change or reinforce ideas or perspectives based on new, credible information and experiences. <input type="checkbox"/> Evaluate personal contributions. <input type="checkbox"/> Evaluate group dynamic.
	<p>LT5B- Students can generate ideas, positions, products, and solutions to problems.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide textual evidence to support ideas. <input type="checkbox"/> Respond thoughtfully to perspectives of others. <input type="checkbox"/> Pose questions to others to clarify, verify, or challenge ideas and conclusions

Item Bank:

**5ATarget:
Resources to Teach**

**5BTarget:
Resources to Teach**

Aligned Odell Assessment

Students participate in discussion **daily**. PLCs can determine which opportunities best serve students in small and large group settings.

Aligned Odell Assessment

Students participate in discussion **daily**. PLCs can determine which opportunities best serve students in small and large group settings.


**Standard Language
CCSS ELA SL.9-10.1**

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.

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 Overview: Instruction around sound principles of English grammar, vocabulary, punctuation, capitalization, and spelling are foundational to the Language Arts classroom. In order to fully assess student’s understanding of these concepts, they must be applied to writing. This topic is intended to assess students work in the writing process as they work to improve their command of written English. While specific instruction may need to live at the success criteria level, assessment of student progress should focus wholistically on the student’s application of skills in writing.

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>Topic 6: Constructing Writing SI</p>	<p>LT6A- Engage in the writing process to produce clear and coherent writing for multiple purposes.</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"/> 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>LT6B- Demonstrate command of conventions of standard English</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate parallel sentence structure in writing <input type="checkbox"/> Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence <input type="checkbox"/> Form simple and compound verb tenses, both regular and irregular, including forming verbs by using have rather than of (e.g., would have gone, not would of gone)
<p>LT6C- Utilize textual evidence to support analysis</p>	
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use parenthetical documentation to integrate quotes and citations (both paraphrased and direct citation) 	

Item Bank:


<p>6ATarget: Resources to teach:</p>	<p>6BTarget: Resources to teach: No Red Ink Premium NRI & DMPS Pacing Guide <i>The Common Core Grammar Toolkit</i>, Sean Ruday</p>	<p>6CTarget: Resources to teach: <i>The Bedford Handbook</i> Purdue Online Writing Lab</p>
<p>Aligned Odell Assessment:</p> <ul style="list-style-type: none"> • <i>Book of Unknown Americans</i> Culminating Task • <i>Book of Unknown Americans</i> Section 1 diagnostic • <i>Book of Unknown Americans</i> Section 2 diagnostic • <i>Book of Unknown Americans</i> Section 3 diagnostic • <i>Book of Unknown Americans</i> Section 4 diagnostic <p>*Section diagnostics can be used here if students develop a plan for writing and/or revise responses as instructed in the curriculum plans</p>	<p>Aligned Odell Assessment:</p> <ul style="list-style-type: none"> • <i>Book of Unknown Americans</i> Culminating Task • <i>Book of Unknown Americans</i> Section 1 diagnostic • <i>Book of Unknown Americans</i> Section 2 diagnostic • <i>Book of Unknown Americans</i> Section 3 diagnostic • <i>Book of Unknown Americans</i> Section 4 diagnostic <p>Opportunities for instruction occur throughout each section. Students engage with Mentor Sentences to practice specific skills and then emulate them in their own writing. Additional practice with mentor sentences can be added by each PLC. (see SIL5A3 for an example)</p>	<p>Aligned Odell Assessment:</p> <ul style="list-style-type: none"> • <i>Book of Unknown Americans</i> Culminating Task • <i>Book of Unknown Americans</i> Section 1 diagnostic • <i>Book of Unknown Americans</i> Section 2 diagnostic • <i>Book of Unknown Americans</i> Section 3 diagnostic • <i>Book of Unknown Americans</i> Section 4 diagnostic
<p>Standard Language CCSS ELA W.9-10.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS ELA W.9-10.5</p> <p>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>Standard Language CCSS ELA L.9-10.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add variety and interest to writing or presentations</p>	<p>Standard Language CCSS ELA R.9-10.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>Guiding Questions, Ideas, and/or Concepts</p> <p><i>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.</i></p>		
	<p>Ideal Student Experience:</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>These success criteria 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 and have been set in a pattern of vertical articulation for cumulative exposure and practice to certain skills.</p>	

Semester 2	Unit 3: Exploring Interpretations of Literature	Unit 4: Arguments of Others	Unit 5: Research		Extended Topics S2	
	Topic 7: Analyzing Literary Interpretations	Topic 8: Evaluating Arguments & Purpose	Topic 9: Researching Information	Topic 10: Writing Research	Topic 11: Collaborating in Discussions	Topic 12: Constructing Writing
<u>Reporting frequency of Cycle I</u>	4 weeks	3 weeks	4 weeks	5 weeks	Evidence can be collected throughout the semester and topic scores continually updated to reflect increase in complexity.	
<i>Approximate beginning and end dates for the topics</i>	1/19-2/17	2/20-3/10	3/22-4/20	4/25-5/31		
<i>Standards Aligned</i>	RI.9-10.9 RL.9-10.7	RI.9-10.8	W.9-10.7 W.9-10.8	W.9-10.3 W.9-10.8 L.9-10.3	SL.9-10.	W.9-10.4 W.9-10.5 L.9-10.1 L.9-10.2

Unit 3: Exploring Interpretations of Literature

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

Topic Overview: In this topic, students explore the connection between multiple texts derived from common source material. This unit is typically the home of Romeo & Juliet or an analysis of how Shakespearean work is often repurposed or reimagined. Others like to explore how the Hero's Journey is repurposed in multiple ways. While film adaptations are absolutely a component of this topic, consider also how historical events, artwork, theatre, fan fiction, poetry, or music may offer room for analysis.

Topic	Achieving Grade Level (AT)
When collecting evidence related to the 3, it will be recorded in these topics in Infinite Campus.	<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:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
Topic 7: Analyzing Literary Interpretations	LT7A- Analyze how an author's work interprets and transforms source materials
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the universal theme in two texts/mediums <input type="checkbox"/> Identify and explain how the content, context, language, structure, technique, or style were changed and why <input type="checkbox"/> Compare and contrast how the universal theme was developed in each text <input type="checkbox"/> Evaluate which version presented the universal theme better and explain your reasoning
	LT7B- Analyze the representation of a subject or key scene in two different artistic mediums
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the subject or key scene being represented <input type="checkbox"/> Examine what is emphasized in each version <input type="checkbox"/> Examine what is absent in each version <input type="checkbox"/> Evaluate which version presented the subject or key scene better and explain your reasoning
LT7C- Analyze the variation in word choice between the different artistic mediums	
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the key vocabulary or diction employed in each version <input type="checkbox"/> Analyze how vocabulary impacts or reflects meaning in the adaptation <input type="checkbox"/> Support analysis with evidence from the text 	


Item Bank:

7ATarget: Resources to teach:	7BTarget: Resources to teach:	7CTarget: Resources to teach
<p style="text-align: center;">Standard Language CCSS ELA RL.9-10.9</p> <p>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).</p>	<p style="text-align: center;">Standard Language CCSS.ELA-LITERACY.RL.9-10.7</p> <p>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).</p>	<p style="text-align: center;">Standard Language CCSS ELA RL.9-10.4</p> <p>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.</p>
<p>Guiding Questions, Ideas, and/or Concepts</p> <p><i>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.</i></p>		

Unit 4: Arguments of Others

Unit Narrative: An exploration into argumentative analysis and how bias presents itself through a source.

Topic Overview: 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.

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:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 8: Evaluating Arguments & Purpose</p>	<p>LT8A- Evaluate the argument and specific claims in a text by assessing whether the reasoning is valid.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the author’s argument (thesis) <input type="checkbox"/> Identify the author’s stance and purpose presented in support of the argument <input type="checkbox"/> Explain the author’s reasoning <input type="checkbox"/> Evaluate whether the reasoning is valid
	<p>LT8B- Evaluate the argument and specific claims in a text by assessing whether the evidence is relevant and sufficient</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the author’s argument (thesis) <input type="checkbox"/> Identify the author’s stance and purpose presented in support of the argument <input type="checkbox"/> Identify the evidence used to support the argument <input type="checkbox"/> Evaluate whether the reasoning is relevant <input type="checkbox"/> Evaluate whether the reasoning is sufficient
<p>LT9C- Analyze fallacious reasoning used in an argument</p>	
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify false statements used in an argument <input type="checkbox"/> Identify any gaps within the reasoning <input type="checkbox"/> Explain the author’s overall effectiveness 	

Item Bank:

8ATarget:
Resources to teach:

8BTARGET:
Resources to teach:

8CTarget:
Resources to teach

Standard Language
CCSS ELA RI.9-10.8

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.

CCSS ELA RI/RL.9-10.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.


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.

Unit 5: Research

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

Topic Overview: 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.

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:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 9: Evaluating Arguments & Purpose</p>	<p>LT9A- Gather relevant information from multiple credible print and digital sources, using advanced searches effectively</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify credible news and digital sources <input type="checkbox"/> Identify relevant information from news and digital sources <input type="checkbox"/> Utilize academic search engines
	<p>LT9B- Evaluate the usefulness of each source in answering a research question</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 passage or passages that can be cited from a source to support a research question <input type="checkbox"/> Explain the usefulness of a source based on questions from the CRAPP test (8 out of 11 = useful)
<p>LT9C- Organize information collected from multiple sources</p>	
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gather passages from sources and put in a logical order using a graphic organizer or outline <input type="checkbox"/> Gather information necessary for a works cited page according to an approved writing format (MLA, APA, Chicago) 	

Item Bank:

**9ATarget:
Resources to teach:**

**9BTARGET:
Resources to teach:**

**9CTarget:
Resources to teach**

**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.


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.

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 Overview: Writing research should culminate in a 2+ page informative essay that synthesizes the multiple sources students have been analyzing in relationship to their claim.

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:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 10: Writing Research</p>	<p>LT10A- Synthesize multiple sources on a subject in support of the creation of an original claim</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Construct a research question <input type="checkbox"/> Create an original claim based on the research question <input type="checkbox"/> Address three or more credible and relevant sources to support the original claim <input type="checkbox"/> Assess the usefulness of each source in answering the research question <input type="checkbox"/> Develop a works cited page that adheres to the requirements of MLA style <input type="checkbox"/> Determine/infer relationships among sources
	<p>LT4A- Write a 2+ page informative essay to answer a research question</p>
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize concepts and information to make important connections and distinctions <input type="checkbox"/> Develop the topic with relevant and sufficient support (such as extended definitions, concrete details, quotations, and examples appropriate to the audience) <input type="checkbox"/> Write and edit work so that it conforms to the guidelines in a style manual (for example, MLA Handbook) appropriate for the discipline and writing type <input type="checkbox"/> Use appropriate and varied transitions to create cohesion and clarify relationships among concepts <input type="checkbox"/> Use precise language appropriate to the audience and topic 	

Item Bank:

IOATarget:
Resources to teach:

IOBTTarget:
Resources to teach:

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.

CCSS ELA W.9-10.3

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.


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.

Extended Topics S2

Unit Narrative: 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.

Topic Overview: This topic is collected and reported in both semesters. Activities used to collect evidence for this topic should be rooted in text-based discussion in a variety of formats. Students may need explicit instruction in academic discussion norms in order to support authentic conversations with peers. Propelling a conversation forward requires more than asking a pre-determined question. Support students in active listening strategies to enhance their ability to respond in thoughtful ways.

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:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic II: Collaborating in Discussions S2</p>	<p>LT11A- Students work productively in various roles with other participants.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Focus actively on independent and collaborative tasks. <input type="checkbox"/> Change or reinforce ideas or perspectives based on new, credible information and experiences. <input type="checkbox"/> Evaluate personal contributions. <input type="checkbox"/> Evaluate group dynamic.
	<p>LT11B- Students can generate ideas, positions, products, and solutions to problems.</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide textual evidence to support ideas. <input type="checkbox"/> Respond thoughtfully to perspectives of others. <input type="checkbox"/> Pose questions to others to clarify, verify, or challenge ideas and conclusions

Item Bank:

***I*IATarget:
Resources to Teach**

***I*IBTarget:
Resources to Teach**


**Standard Language
CCSS ELA SL.9-10.1**

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.

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 Overview: Instruction around sound principles of English grammar, vocabulary, punctuation, capitalization, and spelling are foundational to the Language Arts classroom. In order to fully assess student’s understanding of these concepts, they must be applied to writing. This topic is intended to assess students work in the writing process as they work to improve their command of written English. While specific instruction may need to live at the success criteria level, assessment of student progress should focus wholistically on the student’s application of skills in writing.

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:  What are the essential pieces of knowledge students need to have to show progression towards the grade level standard/expectation (level 3)?</p>
<p>Topic 12: Constructing Writing S2</p>	<p>LT12A- Engage in the writing process to produce clear and coherent writing for multiple purposes.</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"/> 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>LT12B- Demonstrate command of conventions of standard English</p>
	<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilize complex sentence structure applying a variety of combinations of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute and clauses (independent, dependent; noun, relative, adverbial) <input type="checkbox"/> Appropriately use colons and semicolons in context <input type="checkbox"/> Appropriately use commas in long or complex sentences (e.g., between the elements of a compound subject or compound verb joined by <i>and</i>)
<p>LT12C- Utilize textual evidence to support analysis</p>	
<p>Learning that shows evidence of progressing towards grade-level learning target:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use parenthetical documentation to integrate quotes and citations (both paraphrased and direct citation) 	

Item Bank:

<p><i>I2A</i>Target: Resources to teach:</p>	<p><i>I2B</i>Target: Resources to teach: No Red Ink Premium NRI & DMPS Pacing Guide <i>Writing With Power</i> textbook <i>The Common Core Grammar Toolkit</i>, Sean Ruday</p>	<p><i>I2C</i>Target: Resources to teach: <i>The Bedford Handbook</i> Purdue Online Writing Lab</p>
<p>Standard Language CCSS ELA W.9-10.4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS ELA W.9-10.5</p> <p>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>Standard Language CCSS ELA L.9-10.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. 	<p>Standard Language CCSS ELA R.9-10.1</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</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.

Ideal Student Experience:

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.

These success criteria 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 and have been set in a pattern of vertical articulation for cumulative exposure and practice to certain skills.