English I
2017-2018

A 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 genre as well as opportunities to apply the writing process to promote communication through written expression. Students will come to understand that personal expression and the way we express ourselves is influenced by society and culture through literary study, reflective writing, research writing, and character analysis.

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

Version: Delta

Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

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 some of the Level 3 learning targets	**2.5**
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	**2.0**
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	**1.5**
Demonstrate none of the learning targets from Level 2 or Level 3	**1.0**
Produce no evidence appropriate to the learning targets at any level	**0**

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

Scale Level Symbols
- Ⓐ The targets on this level can be **changed**
- Ⓑ Targets on this level can **not** be changed
- ➕ **More** targets can be added to this level
- ✖ **No** targets are written at this level

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

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

Some scales, particularly **Writing** and **Speaking & Listening** Topics, use an arrow for bullets instead of letters. While letters indicate **Learning Targets**, arrows indicate **Success Criteria** – think of them as the descriptors of what a student's total product or performance must show to score a 3 on that scale.

Multiple Opportunities

It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning. Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. They're about allowing students to demonstrate their learning multiple times in units after their current unit or when learning is scaffolded into future units.

Multiple Opportunities suggestions will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections developed through their PLCs.

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.

Course Map

Unit	Estimated Duration	Content Standards	Grading Topics	Extended Topics
Unit One: *Narrative Elements*	*9 weeks*	• Reading Literature 1 • Reading Literature 3 • Reading Literature 6	• Analyzing Complex Characters	*Collected and Reported* • Constructing Writing *[W4, W5]* • Mastering Vocabulary *[RL4, RI4, L4]* • Collaborating in Discussions *[SL1]*
		• Reading Literature 5	• Analyzing Text Structure	*Collected and Reported* **UNSCORED**
Unit Two: *Complex Fiction*	*9 weeks*	• Reading Literature 2	• Analyzing Themes	• Comprehending Text *[RL10, RI10]* *Collected but Not Reported*
		• Writing 3	• Writing Narratives	• Applying Grammar and Mechanics *[L1, L2]*
Unit Three: *Research and Argument*	*12 weeks*	• Reading Informational Text 1 • Reading Informational Text 8	• Evaluating Arguments and Purpose	*Collected and Reported* • Constructing Writing *[W4, W5]* • Applying Grammar and Mechanics *[L1, L2]* • Collaborating in Discussions *[SL1]* • Comprehending Text *[RL10, RI10]*
		• Writing 7 • Writing 8	• Writing Research	
		• Language 3	• Researching Information	
Unit Four: *Connections Across Texts*	*6 weeks*	• Reading Literature 9	• Analyzing Literary Interpretation	

Testing Information
MAP

Fall Window
Sept 5 – Oct 2

Winter Window
Dec 4 – Jan 12

Spring Window
Apr 23 – May 18

Textbooks

Student Literature:
Holt McDougal Literature Grade 9
© 2012

Grammar and Writing:
Prentice Hall Writing Coach Grade 9
© 2012

Snapshot

Extended Topics

Year-Long

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 only in the first semester. 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 is built differently from other scales in the guide to account for its 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.

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.

Standard Support

Testing Bank

Feedback Guides

|	Grading Topic: **Constructing Writing**
4 ◬	*In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.*
3 🔒 **Learning Goal**	*Students demonstrate they have the ability to:* A. **Produce** clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience (for example: opinion, argumentative, informative/explanatory, or literary analysis) B. **Strengthen** writing by planning, revising, and editing
2 ➕	*Students demonstrate they have the ability to:* A. **Describe** the task, purpose, and audience for a given writing task B. **Describe** how to modify samples of writing for a specific task, purpose, and audience C. **Plan** writing using a template or graphic organizer
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Standard Language: CCSS ELA W.9-10.5
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.

Teacher Clarifications
This topic is posted in both Semester 1 and Semester 2. Whenever possible, student writing at this level should be held to a two-page minimum length.

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org
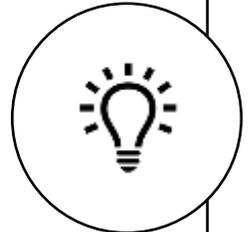
Academic Vocabulary
Development, Organization, Style, Task, Purpose, Audience

Multiple Opportunities
Any time students are doing writing that is not Narrative or Research in nature, consider also assessing this topic. Keep in mind that to fairly measure Learning Target 3A, the task, purpose, and audience for the writing should be clearly articulated in the prompt or directions.
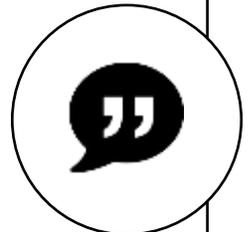
		Grading Topic: **Mastering Vocabulary**
4	▲	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Investigation
3 **Learning Goal**	🔒	*Students demonstrate they have the ability to:* A. **Determine** the meaning of words or phrases as they are used in a text, including figurative, connotative, and technical meanings B. **Use** context as a clue to the meaning of a word or phrase
2	➕	*Students demonstrate they have the ability to:* A. **Acquire** and **use** accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening B. **Identify** specific words that have an impact on meaning and tone in a text C. **Demonstrate** the use of context clues in structured sentences in isolation
1	❌	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA RL.9-10.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Standard Language: CCSS ELA RI.9-10.4
Identical to CCSS ELA RL.9-10.4
Standard Language: CCSS ELA RI.9-10.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9-10 reading and content*, choosing flexibly from a range of strategies.
*Click link at right for additional details on this standard.*

**Teacher Clarifications**
This topic is only posted in Semester 1.

Have a request for clarification? Submit it to
jeremiah.schwennen@dmschools.org

Academic Vocabulary

Figurative, Connotative, Context
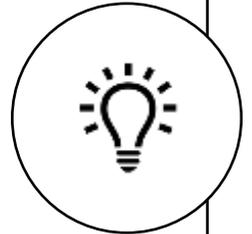
Multiple Opportunities
Since this topic requires students to work with words in context in order to reach the Learning Goal, consider identifying challenging words in text you are reading for other purposes (such as short stories in Unit 1) and asking students to analyze the meaning of the word in question, using context as evidence to support their interpretation of the word's meaning.
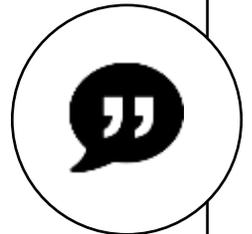
Grading Topic:
Collaborating in Discussions

4 ▲ | *In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.*

3 🔒

Learning Goal

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:
- 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
- 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
- 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

2 ➕

Students demonstrate they have the ability to:
A. **Work** with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed
B. **Participate** actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner
C. **Prepare** for participation in a discussion

1 ❌ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Posing, Clarify, Verify, Challenge, Collegial, Prepare

### 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.
Click link at right for additional details on this standard.

Teacher Clarifications
This topic is posted in both Semester 1 and Semester 2.

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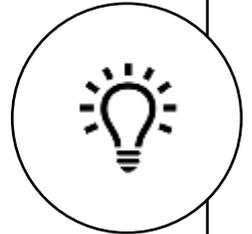
Multiple Opportunities
The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic and the associated reading topic.
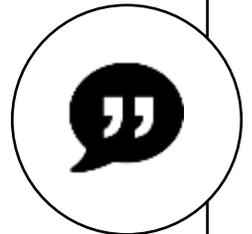
	Grading Topic: **Comprehending Text**
4 🔒	***Students demonstrate they have the ability to:*** • Read text at the **1267+** Lexile level (Advanced) • RIT range **237+**
3.5 🔒	***Students demonstrate they have the ability to:*** • Read text at the **1177-1266** Lexile level (Proficient) • RIT range **232-236**
3 🔒	***Students demonstrate they have the ability to:*** • Read text at the **1087-1176** Lexile level (Proficient) • RIT range **227-231**
2.5 🔒	***Students demonstrate they have the ability to:*** • Read text at the **997-1086** Lexile level (Basic) • RIT range **222-226**
2 🔒	***Students demonstrate they have the ability to:*** • Read text at the **907-996** Lexile level (Basic) • RIT range **217-221**
1.5 🔒	***Students demonstrate they have the ability to:*** • Read text at the **511-906** Lexile level (Below Basic) • RIT range **195-216**
1 🔒	***Students demonstrate they have the ability to:*** • Read text at the **BR-510** Lexile level (Below Basic) • RIT range **100-194**

Academic Vocabulary

None

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.

Teacher Clarifications

This topic is posted in Semester 1 (where it does not factor into the grade) and in Semester 2 (where it **does** factor into the grade).

To see a student's Lexile score in MAP, log into the MAP system and look at the Class Report. 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.
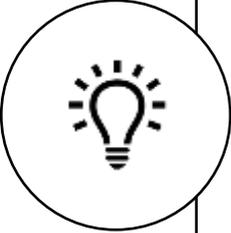
Multiple Opportunities

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).
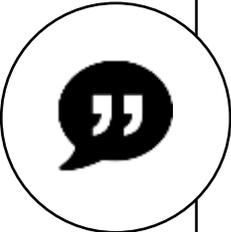
Grading Topic: **Applying Grammar and Mechanics**		
4 🔒	**3** 🔒 **Learning Goal**	**2** 🔒
Students demonstrate they have exceptional command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely: A. Recognize and correct 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) B. Maintain consistent and logical verb tense, voice, and pronoun person in writing 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) D. Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* E. Use the appropriate word in less-common confused pairs (e.g. *allude* and *elude*) F. Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items) G. Use punctuation to set off a nonessential appositive or clause H. Use apostrophes to form possessives, including irregular plural nouns I. Use a semicolon to join related independent clauses	*Students demonstrate they have command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:* A. Recognize and correct errors in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases) B. Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence C. 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*) D. Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences E. Recognize and correct vague and ambiguous pronouns F. 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 *and*) G. Recognize and correct inappropriate uses of colons and semicolons H. Use punctuation to set off complex parenthetical elements I. Use apostrophes to form simple possessive nouns	*Students demonstrate they have foundational command of the conventions of standard English capitalization, punctuation, grammar, and usage in context when writing or speaking to routinely:* A. Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs) B. Use the correct comparative or superlative adjective or adverb form depending on context (e.g., "He is the oldest of my three brothers") C. Ensure subject-verb agreement when there is some text between the subject and verb D. Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to) E. Recognize and correct expressions that deviate from idiomatic English F. Delete commas when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause) G. Delete apostrophes used incorrectly to form plural nouns H. Use commas to avoid obvious ambiguity (e.g., to set off a long introductory element from the rest of the sentence when a misreading is possible) I. Use commas to set off simple parenthetical elements
1 ❌	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*	

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.

Unit 1: Narrative Elements

9 Weeks

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.

Don't forget: **MAP testing** happens in this unit.

Materials

Commonly Used Full-Length Texts
Speak
Freedom Writer's Diary
Of Mice and Men
Before We Were Free
Five People You Meet in Heaven
The House on Mango Street
The Absolutely True Diary of a Part-Time Indian

Commonly Used Short Pieces

Standard Support

Testing Bank

Grammar Guidance
Use exercises from Writing Coach to start assessing where on the Applying Grammar and Mechanics scale instruction needs to start. Any time students are writing, take the opportunity to talk about grammar targets that are relevant to the type of writing they are doing.

Feedback Guides

Grading Topic:
Analyzing Complex Characters

4 ◬ | *In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:*
- Possible Target: Decision-Making

3 🔒

Learning Goal

Students demonstrate they have the ability to:
A. **Analyze** a particular point of view or cultural experience from outside the United States reflected in a work of literature, drawing on a wide reading of world literature
B. **Analyze** how complex characters develop over the course of a text and advance the plot
C. **Analyze** how complex characters interact with other characters in a text
D. **Support** analysis with logical inferences and explicit evidence cited from text

2 ➕

Students demonstrate they have the ability to:
A. **Describe** how a particular point of view or cultural experience is reflected in a work of literature
B. **Describe** what a text says explicitly
C. **Describe** complex characters using textual evidence
D. When provided with a logical inference, **support** that inference with textual evidence

1 ✖

Student's performance reflects insufficient progress towards foundational skills and knowledge.

Standard Language: CCSS ELA RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard Language: CCSS ELA RL.9-10.3
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.

Standard Language: CCSS ELA RL.9-10.6
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.

Teacher Clarifications
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.

Have a request for clarification? Submit it to
jeremiah.schwennen@dmschools.org

Multiple Opportunities
Students should be able to circle back to this topic in Unit 2 as well (alongside their study of **Analyzing Theme** or in their **Writing Narratives** experiences).
Comparing multiple stories is an ideal subject of **Collaborating in Discussions**, and each story could provide opportunities for students to demonstrate **Mastering Vocabulary**.
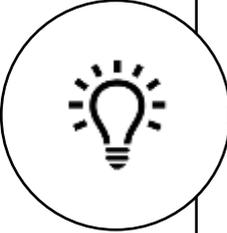
Academic Vocabulary

Cite, Analyze, Cultural Experience, Point of View, Complex Character, Interact, Plot

Consider: Conflict, Motivation

Grading Topic:
Analyzing Text Structure

4 ◬	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Decision-Making	
3 🔒 **Learning Goal**	*Students demonstrate they have the ability to:* A. **Analyze** an author's choices concerning how to structure a text and order events within it B. **Analyze** how an author manipulates time to create such effects as mystery, tension, or surprise	
2 ➕	*Students demonstrate they have the ability to:* A. **Describe** how an author chooses to structure a text and order events B. **Identify** instances of mystery, tension, or surprise in a text	
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*	

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.

Teacher Clarifications
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.

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jeremiah.schwennen@dmschools.org
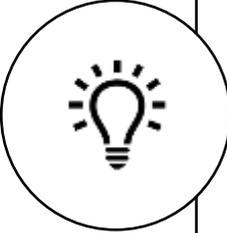
Academic Vocabulary
Structure, Narrative Tension

Multiple Opportunities
Students should be able to circle back to this topic in Unit 2 as well (particularly in their **Writing Narratives** experiences).
Short analysis papers regarding structural choices might be ideal evidence for the **Constructing Writing** topic.
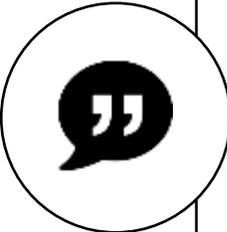
Unit 2: Complex Fiction

9 Weeks

Organizing Principles
A unit focused on complex fictional texts and anchored on a study of Romeo & Juliet. There is ample room for poetry and supplemental texts throughout, but this is the place where students dig deep into analysis of a rich piece of literature and practice their own skills with constructing narrative writing that draws upon their studies in units 1 and 2.

Don't forget:
MAP testing
at the end of the semester.

Materials

Commonly Used Full-Length Texts
*Romeo & Juliet [**REQUIRED**]*
West Side Story
Romiette and Julio
Night
Speak

Commonly Used Short Pieces

Grammar Guidance
Use the editing process on student narratives to practice and collect evidence on as many targets from Applying Grammar and Mechanics as possible. Record evidence separately from Infinite Campus since this topic doesn't show up in the grade book until Semester 2.

Standard Support

Testing Bank

Feedback Guides

		Grading Topic: **Analyzing Themes**
4	◬	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Investigation
3 **Learning Goal**	🔒	*Students demonstrate they have the ability to:* A. **Analyze** the development of a theme over the course of a text, including how it is shaped and refined by specific details B. **Construct** a theme statement
2	➕	*Students demonstrate they have the ability to:* A. **Determine** a theme in a text B. **Describe** the difference between a theme statement and a single-word motif
1	✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA 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.

Teacher Clarifications

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.

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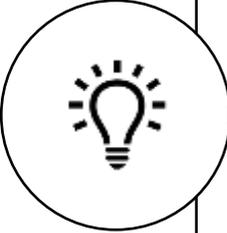
Academic Vocabulary

Theme, Refined, Motif

Multiple Opportunities

It might be an effective strategy to have students analyze the themes presented when they are **Writing Narratives**. Theme, and the evidence supporting its depiction and evolution, are ideal topics for **Collaborating in Discussions**.
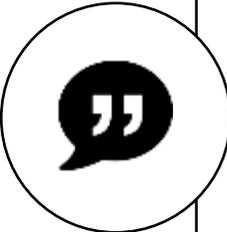
Grading Topic:
Writing Narratives

4 ⬛△ *In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing.*

3 ⬛🔒

Learning Goal

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 characters
- 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

2 ⬛➕

Students demonstrate they have the ability to:
A. Plan and organize a narrative
B. Identify targeted characteristics in a sample narrative
C. Write a brief, single-episode narrative

1 ⬛✖ *Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Coherent, Narrative, Organize, Reflection, Sensory Detail

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.
*Click the link at the right for additional details about this standard.*

Teacher Clarifications
Students should complete several drafts of this paper if at all possible—each draft can count as a piece of evidence. Students can write personal narratives or creative stories—the standard applies equally to both.

Have a request for clarification? Submit it to
jeremiah.schwennen@dmschools.org
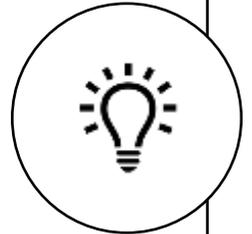
Multiple Opportunities
There should be several opportunities to connect to revision (which can support the **Constructing Writing** topic) and use of literary elements from **Analyzing Complex Characters**, **Analyzing Text Structure**, and **Analyzing Themes**

The Revision Assistant software can support this standard in numerous ways. The following narrative prompts are reserved for English I: A Story About Laughter and The Tell-Tale Heart
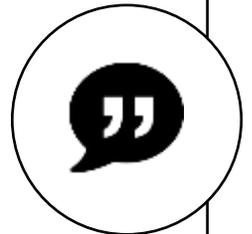
Unit 3: Research and Argument

12 Weeks

Organizing Principles

An exploration into non-fiction text, argumentative analysis, and research writing.

Materials

Commonly Used Full-Length Texts

A Long Way Gone
Night

Commonly Used Short Pieces

The Lady or the Tiger

Grammar Guidance

Use the editing process on research writing to practice and collect evidence on as many targets from Applying Grammar and Mechanics as possible. As of this unit, evidence can now be entered in the grade book.

Standard Support

Testing Bank

Feedback Guides

Grading Topic:
Evaluating Arguments and Purpose

4 ▲	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Decision-Making	
3 🔒 **Learning Goal**	*Students demonstrate they have the ability to:* A. **Evaluate** the argument and specific claims in a text by assessing whether the reasoning is valid B. **Evaluate** the argument and specific claims in a text by assessing whether the evidence is relevant C. **Evaluate** the argument and specific claims in a text by assessing whether the evidence is sufficient D. **Support** analysis and evaluation with logical inferences and explicit evidence cited from text	
2 ➕	*Students demonstrate they have the ability to:* A. **Describe** the characteristics of valid reasoning B. **Describe** the characteristics relevant evidence C. **Describe** the characteristics of sufficient evidence D. **Delineate** (identify all the parts of) the argument and specific claims in a text	
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*	

Standard Language: CCSS ELA RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**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.

Teacher Clarifications
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.

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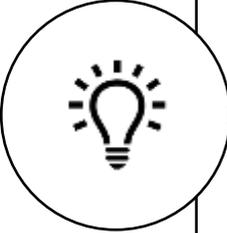
Academic Vocabulary

Argument, Claim, Reasoning, Relevant, Valid, Sufficient

Note that a piece will have just one argument (thesis) and often several claims (reasons).

Multiple Opportunities
Any argumentative writing done in support of this topic could be recorded in **Constructing Writing**. 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 **Researching Information** and **Writing Research**.
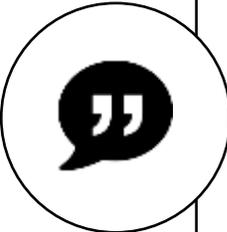
		Grading Topic: **Researching Information**
4 ◬		*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Decision-Making
3 🔒 Learning Goal		*Students demonstrate they have the ability to:* A. **Gather** relevant information from multiple credible print and digital sources, using advanced searches effectively B. **Evaluate** the usefulness of each source in answering a research question C. **Organize** information collected from multiple sources
2 ➕		*Students demonstrate they have the ability to:* A. **Use** a teacher-provided template or process to gather information (such as written notes or a graphic organizer) B. **Describe** the characteristics of an effective source C. Strategically read and **annotate** resources
1 ✖		*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

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 RI.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.

Teacher Clarifications

This topic's evidence is primarily collected during the reading and researching phase of a research project.

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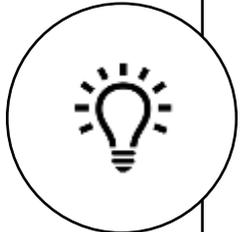
Academic Vocabulary

Annotate, Credible, Effective Source

Multiple Opportunities

Discussion amongst students answering related research questions is an excellent place to connect to **Collaborating in Discussions.**
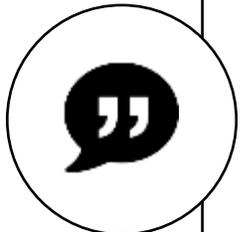
		Grading Topic: **Writing Research**
4	⬭	*In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing.*
3 **Learning Goal**	🔒	*Students demonstrate they have the ability to:* A. **Synthesize** multiple sources on a subject in support of the creation of an original argument B. **Integrate** information into the text selectively to maintain the flow of ideas, avoiding plagiarism C. **Develop** a works cited page that adheres to the requirements of MLA format
2	➕	*Students demonstrate they have the ability to:* A. **Write** and revise a research question B. **Incorporate** appropriate citations into the text of a research project
1	✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA RI.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.

Standard Language: CCSS ELA L.9-10.3
Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.

Teacher Clarifications
This topic can cover either a traditional research paper or a more blended research project/presentation approach. If the product is entirely written, keep the 2+ page requirement for English I writing in mind.

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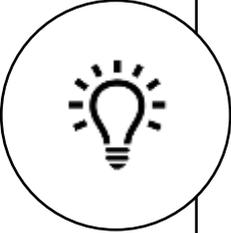
Academic Vocabulary
Citation, Integrate, Research Question, Synthesize

Multiple Opportunities
Revision of the research writing can provide evidence for **Constructing Writing**. Writing should showcase a student's best grammar and mechanics, creating opportunities to measure the **Applying Grammar and Mechanics** topic as well.

Unit 4: Connections Across Texts

6 Weeks

Organizing Principles
A unit comparing several texts that have elements in common and the ways in which authors transform and reveal ideas.

Don't forget: **MAP testing** at the end of the semester.

Materials

Commonly Used Full-Length Texts
Imani, All Mine
Speak
The Odyssey (textbook page 1202)

Commonly Used Short Pieces

Grammar Guidance
This final unit is the last opportunity to secure the Level 3 Learning Targets in Grammar and Mechanics before students move on to English II. With this in mind, place deliberate emphasis on scheduling opportunities for students to learn and apply the skills that have not been demonstrated.

Standard Support

Testing Bank

Feedback Guides

Grading Topic: **Analyzing Literary Interpretation**	
4 △	In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications: • Possible Target: Investigation
3 🔒 **Learning Goal**	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) B. **Compare** and **Contrast** two or more texts that present a common theme
2 ➕	Students demonstrate they have the ability to: A. **Identify** examples of the use of source material in a modern work B. **Describe** the characteristics of a universal theme
1 ❌	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

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).

Teacher Clarifications

Some teachers prefer to look at variations on the *Romeo & Juliet* story (since that was read by students in Semester 1), while others look to things like the Hero's Journey as the backbone of this topic.

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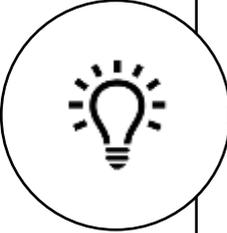
Academic Vocabulary

Source, Theme, Transform

Multiple Opportunities

As the final topic of the year, there can (and should) be many ways to connect to the **Constructing Writing**, **Applying Grammar and Mechanics**, and especially the **Collaborating in Discussions** topics.