



English II

2020-2021

1.0 English credit.

English II continues the development of the structures of communication with an emphasis on the language arts of speaking and listening. Through the communication of ideas in both writing and speaking, students will learn to use information responsibly, accurately, and ethically. Students will communicate through a variety of mediums, including technology, to recognize the role evaluation and response have on oral communication.

The scope of this course should address the topic of COMMUNITY AND SOCIETY through many lenses.

Consider the following guiding questions to guide the scope of your text choices and topics for discussion.

- What are the factors that move individuals / communities / nations to great sacrifice and what are the consequences?
- What is community and what are the individual's responsibilities to the community as well as the community's responsibilities to the individual?
- When is it appropriate to challenge the beliefs or values of society?
- To what extent do belief systems shape and/or reflect culture and society?
- How are belief systems represented and reproduced through history, literature, art, and music?
- How do beliefs, ethics, or values influence different people's behavior?
- What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?
- What are the causes and consequences of prejudice and how does an individual's response to it reveal his/her morals, ethics, and values?

Course Numbers

- LA205/206
- LA205IB/206IB
- LA205F/206F
- LA2050/2060
- LA2050IB/2060IB
- LA931/932 (ELL)

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

<http://grading.dmschools.org>

Version: 1.0

Standards-Referenced Grading Basics

Our purpose in collecting a body of evidence is to:

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

Scoring

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

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

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

Multiple Opportunities

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](#)) Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

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

Guiding Practices of Standards-Referenced Grading

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

Extended Topics

Organizing Principles:

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

Considerations

Comprehending Text

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

Mastering Vocabulary

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

Applying Grammar and Mechanics

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

Constructing Writing

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

Collaborating in Discussions

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

Utilizing Text Evidence

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

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

Developing Core Proficiencies: Making evidence Based Claims

Instructional Expectations

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

SEMESTER I	Core Proficiency Unit Making Evidence Based Claims		Unit 1 Survey of Fiction	Unit 2 Literary Analysis	
Topic Scales to Be Reported in IC	Utilizing Text Evidence	CCSS ELA RL.9-10.1 CCSS ELA RI.9-10.1	Analyzing Theme (1 LT)	CCSS ELA RL.9-10.2	Writing Text Analyses CCSS ELA W.9-10.1 CCSS ELA W.9-10.9
	Constructing Writing	CCSS ELA W.9-10.4 CCSS ELA W.9-10.9	Analyzing Complex Characters (3 LTs)	CCSS ELA RL.9-10.3	
	Collaborating in Discussions	CCSS ELA SL.9-10.1			
	Supported Topics: AT				
Approximate Beginning/End Dates for Unit	8/26-9/18		9/22-10/30		11/2-1/15
Reporting Frequency of Topic Scores	Total: 2-3 weeks UTE – 2-3 weeks (post by 9/18) CW – 2-3 weeks (post by 9/18) CD – 2-3 weeks (post by 9/18)		Total: 6-7 weeks AT – 6-7 weeks (aim to post by 10/30) WIT – 6-7 weeks (aim to post by 10/30)		Total: 8-9 weeks WTA – 8-9 weeks (aim to post by 1/15)

Constructing Writing

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <div style="border: 1px solid black; background-color: #e1eef6; padding: 5px; margin-top: 10px;"> <p><i>Students demonstrate they have the ability to engage in the writing process to produce clear and coherent writing for multiples purposes.</i></p> </div> <ul style="list-style-type: none"> ➤ Develop a plan for writing, focusing on what is most significant for a specific purpose and audience ➤ Create an organizational structure that logically sequences claims and helps accomplish the purpose ➤ Produce clear and coherent writing in which the development is appropriate to the task, purpose and audience. ➤ Create multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. ➤ Apply the stylistic conventions and expectations of the task or genre ➤ Use technology to produce, publish, and present individual or shared writing products in response to ongoing feedback, including new arguments or information
<p>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.</p> <p>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.</p> <p>Standard Language: CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	

<p>Ideal Student Experience:</p> <p>Any time a student response is provided in written form and expectations have been outlined to account for task, audience, and purpose, it can be collected to show development of writing skills. Students should be exposed to a variety of writing prompts to explore expository, narrative, argumentative, and informative text structure. Students should engage in the writing process of revision and creating multiple drafts of a response at least once per semester. Peer feedback is a vital part of the writing process. Students should be engaged in peer editing multiple times throughout the year, and this can also be assessed through Collaborating in Discussions.</p>	<p>Teacher Clarifications</p> <p>While evidence for constructing writing may take many forms, length expectations for 10th grade are 3+ pages for full length papers.</p> <p>Development: Is able to support all paragraphs with sufficient detail, evidence, or explanation closely related to a strong thesis.</p> <p>Organization: Is able to arrange ideas and details throughout the piece to support the thesis, central idea, or theme and use strong transitions to create flow.</p> <p>Style: Is able to make effective word choices (including figures of speech) suited to the situation while also employing a variety of sentence structures.</p>
<p>Academic Vocabulary</p> <p>Development, Organization, Style, Task, Purpose, Audience, Coherent</p>	<p>Additional Resources</p> <p>No Red Ink Premium: Writing Coach</p>

Utilizing Text Evidence

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

<p style="text-align: center;">Multiple Opportunities:</p> <p>This topic establishes the baseline for the way that claims can and will be supported with evidence (and commentary/explanation) in any topic, and it may be wise to emphasize this early on to set the proper tone for students.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p>If requiring students to use a format other than MLA, be certain those procedures have been explicitly taught. This topic is not simply to note whether a student can cite evidence, but how well they use evidence in support of their claim. The variety of applications used to assess this topic can range from full length essays, to how a student utilizes evidence from a source in discussion.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p>Cite, Explicit, Inference, Textual Evidence, Paraphrase, Relevant, Irrelevant</p>	<p style="text-align: center;">Additional Resources</p> <p>The Bedford Handbook Easybib.com</p>

Applying Grammar and Mechanics

		4	3 LEARNING GOAL	2
Semester 1	<p>Students:</p> <p>A. Use apostrophes to form possessives, including irregular plural nouns</p> <p>B. Use a semicolon to join related independent clauses</p>		<p>Students:</p> <p>A. Use punctuation to set off complex parenthetical elements</p> <p>B. Use apostrophes to form simple possessive nouns</p>	<p>Students:</p> <p>A. 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)</p> <p>B. Use commas to set off simple parenthetical elements</p>
Semester 2	<p>Students:</p> <p>A. Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i></p> <p>B. Use the appropriate word in less-common confused pairs (e.g. <i>allude</i> and <i>elude</i>)</p>		<p>Students:</p> <p>A. Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences</p> <p>B. Recognize and correct vague and ambiguous pronouns</p>	<p>Students:</p> <p>A. Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to)</p> <p>B. Recognize and correct expressions that deviate from idiomatic English</p>

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.

If time permits or the quality of student writing calls for it, there may be significant advantage in circling back to the skills from the English I Applying Grammar and Mechanics scale.

<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>Teacher Clarifications</p> <p>The design of this scale is to demonstrate vertical articulation. The level 2's indicate the skills required to meet proficiency at the grade below. The level 4's indicate the skills required to meet proficiency in the grade following.</p>
<p>Academic Vocabulary</p>	<p>Additional Resources</p> <p>No Red Ink Premium NRI & DMPS Pacing Guide Chompchomp.com Writing With Power textbook The Common Core Grammar Toolkit, Sean Ruday</p>

Mastering Vocabulary

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p> <p>Possible Level 4 Guidance:</p> <p>A. Investigate the evolution of form and meaning of an unusual word in a text</p> <p>B. Analyze examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Semester 1 <i>Students demonstrate they have the ability to:</i></p> <p>A. Determine figurative, connotative, and technical meanings of words</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p> </td> <td style="width: 50%; padding: 5px;"> <p>Semester 2 <i>Students demonstrate they have the ability to:</i></p> <p>C. Use context as a clue to the meaning of a word or phrase</p> <p>D. Analyze the cumulative impact of specific word choices on meaning and tone in a text</p> </td> </tr> </table>	<p>Semester 1 <i>Students demonstrate they have the ability to:</i></p> <p>A. Determine figurative, connotative, and technical meanings of words</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p>	<p>Semester 2 <i>Students demonstrate they have the ability to:</i></p> <p>C. Use context as a clue to the meaning of a word or phrase</p> <p>D. Analyze the cumulative impact of specific word choices on meaning and tone in a text</p>	<p>Level 2: (PT) <i>Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.</i></p> <p>Guiding Question for the PLC to complete this process:</p> <ul style="list-style-type: none"> ➤ What are the essential pieces of knowledge students need to have to show partial (but still acceptable) levels of understanding of the grade level standard/expectation (level 3)? <p>Possible Level 2 Guidance:</p> <ul style="list-style-type: none"> ➤ Consult reference materials, both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning or its part of speech ➤ Verify the preliminary determination of the meaning of a word or phrase
<p>Semester 1 <i>Students demonstrate they have the ability to:</i></p> <p>A. Determine figurative, connotative, and technical meanings of words</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p>	<p>Semester 2 <i>Students demonstrate they have the ability to:</i></p> <p>C. Use context as a clue to the meaning of a word or phrase</p> <p>D. Analyze the cumulative impact of specific word choices on meaning and tone in a text</p>			

<p>Standard Language: CCSS ELA RL.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>Standard Language: CCSS ELA RI.10.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>Standard Language: CCSS ELA L.10.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 10 reading and content</i>, choosing flexibly from a range of strategies.</p>

<p style="text-align: center;">Multiple Opportunities</p> <p>Students being taught and assessed using the A STUDY OF WORD FAMILIES materials can be assessed multiple times throughout the semester (particularly using Exercise V (for 3C) and VI (for 3B) in each unit). To account for the ongoing nature of this process, grades can be determined using the three most recent assessments—this sort of Process-Based grading is a way to pull a grade at any given time while also requiring students to continuously work to keep up with vocabulary acquisition.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p>Instructional materials and word lists can be found at the link to the right, which connects to the A STUDY OF WORD FAMILIES materials assigned to this grade level. When using these materials, Exercises I-IV are best viewed as practice. These materials are OPTIONAL but could be a powerful routine homework assignment for your class. In such a case, consider assigning one unit per week and connecting students to materials either through print-outs or an online platform such as Canvas.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p>Technical, Context, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Cumulative, Denotation</p>	<p style="text-align: center;">Additional Resources</p> <p>If using A STUDY OF WORD FAMILIES, some Quizlet materials have been prepared by the publisher. Access them by clicking HERE.</p> <p><i>Note: Grade 10 uses Book V (the Quizlet page labels that book as Grade 11)</i></p>

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Comprehending Text

<p>4</p> <ul style="list-style-type: none"> Read text at the 1267+ Lexile level (Advanced) <p>RIT Range 237+</p>	<p>3.5</p> <ul style="list-style-type: none"> Read text at the 1177-1266 Lexile level (Proficient) <p>RIT Range 232-236</p>	<p>3</p> <ul style="list-style-type: none"> Read text at the 1087-1176 Lexile level (Proficient) <p>RIT Range 227-231</p>	<p>2.5</p> <ul style="list-style-type: none"> Read text at the 997-1086 Lexile level (Basic) <p>RIT Range 222-226</p>	<p>2</p> <ul style="list-style-type: none"> Read text at the 907-996 Lexile level (Basic) <p>RIT Range 217-221</p>	<p>1.5</p> <ul style="list-style-type: none"> Read text at the 565-906 Lexile level (Below Basic) <p>RIT Range 198-216</p>	<p>1</p> <ul style="list-style-type: none"> ❖ Read text at the BR-564 Lexile level (Below Basic) <p>RIT Range 100-197</p>
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Standard Language: CCSS ELA RL.9-10.10

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

Standard Language: CCSS ELA RI.9-10.10

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

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

Collaborating in Discussions

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <p><i>Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly and persuasively:</i></p> <ul style="list-style-type: none"> ➤ 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
<p style="text-align: center;">Standard Language: CCSS ELA SL.9-10.1</p> <p style="text-align: center;">Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	

<p style="text-align: center;">Multiple Opportunities</p> <p>The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic and the associated reading topic.</p> <p>Formal and informal presentation, Socratic circles, silent conversations, partner monitoring, and virtual discussions are all acceptable BOE's.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p style="text-align: center;">This topic is posted in both Semester 1 and Semester 2.</p> <p>This topic is not solely for partner or small group discussion. Presentations (both formal and informal) can and should be incorporated all year long in order to expose students to various speaking environments. The more opportunities students have to receive feedback on their speaking, the stronger their final formal speech will be in Unit 4.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p style="text-align: center;">Posing, Clarify, Verify, Challenge, Collegial, Prepare</p>	<p style="text-align: center;">Additional Resources</p>

Unit I: Survey of Fiction



Organizing Principles

A unit focused on a study of theme and character through analysis of short stories and/or a modest-duration novel. One of only two fiction-based units in the course.

Commonly Used Materials

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 10th grader should be exceeding I 100L to be proficient in comprehending texts.

Full-Length Texts

- Tuesdays with Morrie*, Mitch Albom (830L)
- A Lesson Before Dying*, Ernest Gaines (750L)
- Lord of the Flies*, William Golding (770L)
- To Kill a Mockingbird*, Harper Lee (790L)

Short Texts

- Harrison Bergeron* (Textbook p.36)
- The Possibility of Evil* (Textbook p. 202)
- Searching for Summer* (Textbook p. 64)
- Everyday Use* (Textbook p. 48)
- There Will Come Soft Rains* (Textbook p. 324)
- Thank You, Ma'am* (Langston Hughes)

District Assessments

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

Analyzing Theme

[ELA2-ATv9](#)

Analyzing Complex Characters

[ELA2-ACCv9](#)

Analyzing Theme

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <p>Students demonstrate they have the ability to:</p> <p>A. Analyze the development of a theme over the course of a text</p> <ul style="list-style-type: none"> ➤ Explain how a theme emerges ➤ Explain how a theme is refined by specific details <p>B. Analyze how two or more fictional texts address similar topics or concepts in order to build knowledge</p> <ul style="list-style-type: none"> ➤ Identify a similar topic(s) covered in at least two separate fictional texts ➤ Draw conclusions about similar topic(s) from two or more texts to build a deeper understanding of the topic(s)
<p style="text-align: center;">Standard Language: CCSS ELA RL.9-10.2</p> <p style="text-align: center;">Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>	

<p>Multiple Opportunities:</p> <p>Students should be able to circle back to this topic in Unit 2 as well (particularly in their Writing Text Analyses experiences). Short papers regarding theme might be ideal evidence for the Constructing Writing topic, and conversations about theme are perfect fodder for Collaborating in Discussions.</p>	<p>Teacher Clarifications</p> <p>Note the increased focus on the idea of a theme statement—single-word themes are not sufficient to the level of analysis required by this topic.</p>
<p>Academic Vocabulary</p> <p>Development, Theme</p>	<p>Additional Resources</p>

Analyzing Complex Characters

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <p>Students demonstrate they have the ability to:</p> <p>A. Analyze how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text</p> <ul style="list-style-type: none"> ➤ Explain a character’s motivation and how it impacts their actions ➤ Explain how a character’s actions advance the plot ➤ Explain how a character’s actions influence the development of a theme <p>B. Analyze how complex characters interact with other characters in a text</p> <ul style="list-style-type: none"> ➤ Identify relationships between characters in a text ➤ Explain how a character’s actions influence their interactions with others
<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>Multiple Opportunities:</p> <p>Students should be able to circle back to this topic in Unit 2 as well (alongside their study of Writing Text Analyses).</p> <p>Comparing multiple stories is an ideal subject of Collaborating in Discussions, and each story could provide opportunities for students to demonstrate Mastering Vocabulary.</p>	<p style="text-align: center;">Teacher Clarifications</p>
<p style="text-align: center;">Academic Vocabulary</p> <p>Analyze, Develop, Interact, Motivation, Conflict</p>	<p style="text-align: center;">Additional Resources</p>

Unit 2: Literary Analysis



Organizing Principles

A unit focused on a deep reading of a complex fiction text coupled with practice in writing literary analyses. While a large analysis paper is sure to be a common culminating activity, opportunities for multiple analyses in shorter formats should be liberally spaced throughout the unit. This unit also allows continued collection of evidence from all of the Unit 1 topics, as the two flow nicely into and across one another.

Commonly Used Materials

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 10th grader should be exceeding I 100L to be proficient in comprehending texts.

Full-Length Texts

- Tuesdays with Morrie*, Mitch Albom (830L)
- Feed*, M. T. Anderson (770L)
- The Orphan Train*, Christina Baker Kline (890L)
- Lord of the Flies*, William Golding (770L)
- I Know Why the Caged Bird Sings*, Maya Angelou (1010L)
- To Kill a Mockingbird*, Harper Lee (790L)
- How the Garcia Girls Lost Their Accents*, Julia Alvarez (950L)
- The Grapes of Wrath*, John Steinbeck (680L)

Short Pieces

District Assessments

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

Writing Text Analyses

[ELA2-WTAv8](#)

Writing Text Analyses

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Students demonstrate they have the ability to write 3+ page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:</i></p> </div> <ul style="list-style-type: none"> ➤ Draw evidence from literature to support analysis and reflection ➤ Introduce precise claims about literature ➤ Address a variety of literary devices in analysis of literature ➤ Develop claims fully, supplying evidence for each point while pointing out the strengths and limitations of both ➤ Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, evidence, and explanations
<p>Standard Language: CCSS ELA W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Standard Language: CCSS ELA W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

<p style="text-align: center;">Multiple Opportunities</p> <p>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 and Analyzing Themes.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p>Students should complete several drafts of this paper if at all possible—each draft can count as a piece of evidence. Students can write their analysis focused on any number of literary devices in addition to theme.</p> <p>Self and peer editing is a vital component of the writing process. Always consider how you will incorporate parts of the writing process into your instruction, even if it is not a reported grade.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p style="text-align: center;">Thesis, Claim, Analysis, Evidence, Cohesion</p>	<p style="text-align: center;">Additional Resources</p> <p style="text-align: center;">No Red Ink Writing Coach</p>

English II 2020-2021

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

SEMESTER 2	Unit 3 The Study of Non-Fiction		Unit 4 Speech & Argument	
Topic Scales To Be Reported In IC	Analyzing Informational Texts (3 LTs)	CCSS ELA RI.9-10.2 CCSS ELA RI.9-10.5 CCSS ELA RI.9-10.9	Evaluating Arguments and Purpose (3LTs)	CCSS ELA RI.9-10.6 CCSS ELA RI.10-10.8 CCSS ELA SL.9-10.3
	Writing Informative/Explanatory Texts (1 LT, 5 SC)	CCSS ELA W.9-10.2 CCSS ELA L.9-10.3A	Constructing Speeches (3 LTs)	CCSS ELA SL.9-10.2 CCSS ELA SL.9-10.4 CCSS ELA SL.9-10.5 CCSS ELA SL.9-10.6
			Delivering Formal Presentations (4 LTs)	CCSS ELA SL.9-10.2 CCSS ELA SL.9-10.4 CCSS ELA SL.9-10.5 CCSS ELA SL.9-10.6
Approximate Beginning/End Dates For Unit	1/21-3/13		3/23-5/29	
Reporting Frequency Of Topic Scores	Total: 7-9 weeks AIT – 3-4 weeks (aim to post by 2/14) WIT – 7-9 weeks (aim to post by 3/13)		Total: 8-9 weeks EAP – 4-5 weeks (aim to post by 4/24) CS – 4-5 weeks DP- 4-5 weeks	

Unit 3: The Study of Non-Fiction



Organizing Principles

A unit designed to support informative writing and analysis of non-fiction text. While the use of a piece of literary non-fiction can easily be supported in this unit, it should be coupled with non-literary non-fiction to facilitate a deeper familiarity with the full spectrum of non-fiction writing.

Commonly Used Materials

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 10th grader should be exceeding I100L to be proficient in comprehending texts.

Full Length Texts

- The Color of Water*, James McBride (I140L)
- All American Boys*, Jason Reynolds (HL 770L)
- The Poet X*, Elizabeth Acevedo (HL800L)
- First They Killed My Father*, Loung Ung (920L)
- I Am Malala*, Christina Lamb and Malala Yousafzai (I000L)

Short Texts

District Assessments

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

Analyzing Informational Texts

[ELA2-IMTv9](#)

Writing Informative/Explanatory Texts

[ELA2-WITv8](#)

Analyzing Informational Texts

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT) Students demonstrate they have the ability to:</p> <p>A. Analyze how two or more non-fictional texts address similar topics or concepts in order to build knowledge</p> <ul style="list-style-type: none"> ➤ Identify a similar topic(s) covered in at least two separate texts ➤ Draw conclusions about similar topic(s) from two or more texts to build a deeper understanding of the topic(s) <p>B. Analyze the development of a central idea over the course of a text, including how it emerges and is shaped or refined by specific details</p> <ul style="list-style-type: none"> ➤ Determine a central idea in a text ➤ Determine where a central idea is first introduced by the author ➤ Analyze how the central idea shaped/explained by the details the author presents <p>C. Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of the text (e.g., a section or chapter)</p> <ul style="list-style-type: none"> ➤ Determine sections of text that reveal information about the central idea (sentences, paragraphs, sections/chapters) ➤ Analyze how certain sections of text support and clarify the central idea
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<p style="text-align: center;">Standard Language: CCSS ELA RI.9-10.2</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p style="text-align: center;">Standard Language: CCSS ELA RI.9-10.5</p> <p>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p style="text-align: center;">Standard Language: CCSS ELA RI.9-10.9</p> <p>Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>
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<p style="text-align: center;">Multiple Opportunities</p> <p>The variety of skills on display in this topic should naturally link to Constructing Writing and Collaborating in Discussions tasks.</p> <p>Writing about (and using information from) these non-fiction texts is reported in the next topic: Writing Informative Texts.</p> <p>This would be an excellent time to practice a mini-presentation for feedback prior to the formal speech of Unit 4.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p>Bear in mind that this topic cannot be properly assessed without studying multiple pieces of non-fiction text.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p>Concept, Central Idea, Text Structure</p>	<p style="text-align: center;">Additional Resources</p>

Writing Informative/Explanatory Texts

<p>LEVEL 4: (ET)</p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p>LEVEL 3 LEARNING GOAL: (AT)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Write 3+ page informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> </div> <ul style="list-style-type: none"> ➤ Organize concepts and information to make important connections and distinctions ➤ Develop the topic with relevant and sufficient support (such as extended definitions, concrete details, quotations, and examples appropriate to the audience) ➤ 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 ➤ Use appropriate and varied transitions to create cohesion and clarify relationships among concepts ➤ Use precise language appropriate to the audience and topic
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Standard Language: CCSS ELA W.9-10.2
 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard Language: CCSS ELA L.9-10.3A
 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.

<p style="text-align: center;">Multiple Opportunities</p> <p>There should be several opportunities to connect to revision (which can support the Constructing Writing topic) and use of non-fiction skills from Integrating Multiple Texts.</p>	<p style="text-align: center;">Teacher Clarifications</p> <p>Students should complete several drafts of this paper if possible—each draft can count as a piece of evidence.</p> <p>Keep students focused on the clear and accurate depiction of information—informative writing is differentiated from argumentative writing by providing concrete information instead of an arrangement and selection of evidence in support of a particular interpretation.</p>
<p style="text-align: center;">Academic Vocabulary</p> <p>Articulate, Audience, Cohesion, Formal Style, Informative/Explanatory, Tone, Support, Thesis, Transition</p>	<p style="text-align: center;">Additional Resources</p> <p>No Red Ink Writing Coach</p>

Unit 4: Speech and Argument



Organizing Principles

A unit built upon analysis of informational texts and the construction and presentation of speeches. This unit has a heavy non-fiction focus, but the texts and topics are a natural extension of the work done in Unit 3 and may well be applicable to the further analysis of rich literary texts.

Commonly Used Materials

Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. A 10th grader should be exceeding I 100L to be proficient in comprehending texts.

Full Length Texts

The Color of Water, James McBride (I 140L)
To Kill a Mockingbird, Harper Lee (790L)
Twelve Angry Men, Reginald Rose (NP)
Julius Caesar, William Shakespeare (NP)

Short Texts

The Struggle for Human Rights (Eleanor Roosevelt)
Responding to Landmines (Princess Diana)
State of the Union, Jan 2016 (Barack Obama)
9/11 Address to the Nation (George W. Bush)
You Can't Hate the Roots of a Tree and Not Hate the Tree (Malcom X)
On Violence Against Women (Patrick Stewart)

District Assessments

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

Evaluating Arguments and Purpose

[ELA2-EAPv9](#)

Constructing Speeches

Delivering Presentations

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

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

Models for Writers: Short Essays for Composition by Alfred Rosa & Paul Eschholz

(There are at least 13 editions of this. All offer excellent exemplars of short essays that could serve as investigation for what high level writing looks like, including going beyond formulaic writing for Level 4)

Evaluating Arguments and Purpose

LEVEL 4: (ET)

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

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Analyze how an author or speaker uses rhetorical appeals (ethos, logos, pathos) to advance their position or purpose and address the intended audience of a text or speech

- **Describe** the speaker’s position or purpose
- **Identify** the intended audience of the speech/text
- **Analyze** how the rhetorical appeals develop the position and/or purpose
- **Evaluate** whether the appeals as a whole move forward the speaker/author’s purpose

B. Evaluate whether the claims and evidence in an argument are relevant and sufficient

- **Identify** the main argument that the author is making
- **Identify** the claim(s) the author uses to support their argument
- **Evaluate** the relevance of the claims and evidence to the intended audience
- **Evaluate** if the author has enough evidence to convince the intended audience

C. Analyze the validity of reasoning used in an argument (paying particular attention to false statements and fallacious reasoning)

- **Identify** and evaluate any fallacious reasoning found in the argument
- **Judge** the validity of the claims and evidence

Standard Language: CCSS ELA RI.9-10.6

Determine an author’s point of view or purpose in a text and explain how it is conveyed in 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.

Standard Language: CCSS ELA SL.9-10.3

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Multiple Opportunities

Any argumentative writing done in support of this topic could be recorded in **Constructing Writing**. Additionally, the skills of this topic may readily support both **Collaborating in Discussions** tasks and **Constructing Speeches** activities.

Teacher Clarifications

The new elements of this topic (compared to Grade 9) are introduction of the three rhetorical appeals.

Academic Vocabulary

Audience, Purpose, Rhetoric, Fallacious Reasoning, Sufficient, Valid
Note that a piece will have just one argument (thesis) and often several claims (reasons).

Additional Resources

Constructing Speeches

LEVEL 4: (ET)

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

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Construct a speech that presents information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task

- **Determine** a style appropriate to the audience and task
- **Determine** information, findings and evidence to present a line of reasoning
- **Organize** information in clear and logical manner
- **Construct** outline in preparation for writing a complete speech

B. Integrate information from multiple sources of information presented in diverse media or formats (for example, visually, quantitatively, orally)

- **Determine** information, findings and Evidence to support a line of reasoning
- **Plan** to incorporate information for multiple sources

C. Evaluate the credibility and accuracy of multiple sources of information presented in diverse media or formats

- **Identify** the characteristics of credible and accurate sources of information
- **Determine** if a source meets the characteristics of credibility and accuracy

Standard Language: CCSS ELA SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Standard Language: CCSS ELA SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Standard Language: CCSS ELA SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Standard Language: CCSS.ELA-LITERACY.SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Multiple Opportunities

Speeches can, depending on their format, also account for **Applying Grammar and Mechanics** and **Constructing Writing** tasks.

For additional opportunities to speak, students could speak about the subject of their **Writing Literary Analyses** work or couple a speech with their **Writing Informative Texts** task from the upcoming unit.

Teacher Clarifications

This topic allows you to capture the writing process of the speech. Students should draft speeches in the same way as a literary analysis essay and the final speech collected here **SHOULD** be the formal speech delivered for **Delivery Formal Presentations**.

Academic Vocabulary

Credibility, Accuracy

Additional Resources

Delivering Formal Presentations

LEVEL 4: (ET)

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

LEVEL 3 LEARNING GOAL: (AT)

Students demonstrate they have the ability to:

A. Present a speech that engages the audience through a variety of techniques (for example: rate, tone, enthusiasm)

- **Use** a variety of vocal techniques to engage the audience (e.g., rate, tone, volume, inflection, expression)
- **Avoid** the use of distracting or repetitive words/sounds (e.g., clearing throat, “um” uncontrollable laughter)

B. Make strategic use of digital media (for example, textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence

- **Incorporates** a digital visual aid into the presentation
- **Inserts** digital media in a logical order that supports the overall flow of the presentation
- **Uses** digital elements to enhance understanding of findings/research/evidence

C. Use appropriate eye contact and body language/posture, adequate volume, and clear pronunciation

- **Engages** in incremental eye contact with multiple members of the audience
- **Avoids** fidgeting, leaning, sitting, slouching, pacing, and use of distracting hand gestures (e.g., hands in pockets playing with clothing, tapping, flailing)
- **Projects** voice adequately so that all members of the audience can hear presentation
- **Speaks** with clear articulation and pronunciation

D. Present a formal speech that is appropriate to the context of the task

- **Presents** a speech that is appropriate to the task/purpose
- **Presents** a speech that considers the audience that they are addressing

Standard Language: CCSS ELA SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Standard Language: CCSS ELA SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Standard Language: CCSS ELA SL.9-10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Standard Language: CCSS ELA SL.9-10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Multiple Opportunities

Utilizing Text Evidence can easily be assessed alongside this topic, as well as **Constructing Speeches**. Students should have had multiple public speaking experiences throughout first semester, both formal and informal, that can be captured in **Collaborating in Discussions**. This should not be the only time in the course students are expected to present to their peers, but should be the most formal.

Teacher Clarifications

Speeches/presentations can be presented to a variety of audiences (both small and large group) but students should present at least one speech in front of a large group. Accommodations made for individual students should always be made with the intention of scaffolding to presenting in the large group for at least 1 speech. In order to meet the expectation for 3D, students should be presenting their prepared remarks from **Constructing Speeches**.

Academic Vocabulary

Concise, Substance, Style, Enhance, Articulate

Additional Resources