



### Course Numbers

- LA205/206
- LA205IB/206IB
- LA205C/206C
- LA2050/2060
- LA2050IB/2060IB
- LA931/932 (ELL)

# English II

## 2018-2019

*A 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.*

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



Version: Zeta+

## 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.

4	▲	In addition to sc and applications
3	■	Students dem A. Craft c O B. Mainti C. Initiat
2	⊕	Students dem A. Identif B. Ono
1	⊗	Student's perfor knowledge.

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 <b>changed</b>
■	Targets on this level can <b>not</b> be changed
⊕	<b>More</b> targets can be added to this level
⊗	<b>No</b> 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.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	<b>4.0</b>
Demonstrate all learning targets from Level 3 with partial success at Level 4	<b>3.5</b>
Demonstrate all learning targets from Level 3	<b>3.0</b>
Demonstrate at least half of the Level 3 learning targets	<b>2.5</b>
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	<b>2.0</b>
Demonstrate at least half of the Level 2 learning targets and no Level 3 learning targets	<b>1.5</b>
Demonstrate none of the learning targets from Level 2 or Level 3	<b>1.0</b>
Produce no evidence appropriate to the learning targets at any level	<b>0</b>

## Multiple Opportunities



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.

*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
<b>Unit One: Survey of Fiction</b>	9 weeks	<ul style="list-style-type: none"> <li>• Reading Literature 1</li> <li>• Reading Literature 3</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing Complex Characters</li> </ul>	<i>Collected and Reported</i> <ul style="list-style-type: none"> <li>• Constructing Writing [W4, W5, L3]</li> <li>• Mastering Vocabulary [RL4, RI4, L4]</li> <li>• Collaborating in Discussions [SL1]</li> <li>• Applying Grammar and Mechanics 1 [L1, L2]</li> </ul> <i>Collected and Reported UNSCORED</i> <ul style="list-style-type: none"> <li>• Comprehending Text [RL10, RI10]</li> </ul>
		<ul style="list-style-type: none"> <li>• Reading Literature 2</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing Theme</li> </ul>	
<b>Unit Two: Literary Analysis</b>	9 weeks	<ul style="list-style-type: none"> <li>• Writing 1</li> <li>• Writing 9</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Text Analyses</li> </ul>	
		<ul style="list-style-type: none"> <li>• Reading Informational Text 6</li> <li>• Reading Informational Text 8</li> <li>• Speaking and Listening 3</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating Arguments and Purpose</li> </ul>	
<b>Unit Three: Speech and Argument</b>	9 weeks	<ul style="list-style-type: none"> <li>• Speaking and Listening 2</li> <li>• Speaking and Listening 4</li> <li>• Speaking and Listening 5</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing Speeches</li> <li>• Delivering Presentations</li> </ul>	
		<ul style="list-style-type: none"> <li>• Reading Informational Text 2</li> <li>• Reading Informational Text 3</li> <li>• Reading Informational Text 5</li> <li>• Reading Informational Text 9</li> </ul>	<ul style="list-style-type: none"> <li>• Integrating Multiple Texts</li> </ul>	
<b>Unit Four: The Study of Non-Fiction</b>	9 weeks	<ul style="list-style-type: none"> <li>• Reading Informational Text 1</li> <li>• Writing 2</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Informative/ Explanatory Texts</li> </ul>	

**Testing Information**  
**MAP**

Fall Deadline  
 Sept 4 – Oct 1

Winter Deadline  
 Dec 3 – Jan 11

Spring Deadline  
 Apr 22 – May 17

**Textbooks**

Student Literature:  
[Holt McDougal Literature Grade 10](#)  
 © 2012

Grammar and Writing:  
[Prentice Hall Writing Coach Grade 10](#)  
 © 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 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.







Standard Support



Testing Bank



Feedback Guides

Grading Topic: <b>Constructing Writing</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.</i>
<b>3</b>  Learning Goal	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Produce</b> clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience</p> <p>B. <b>Develop and strengthen</b> writing by planning, revising, and editing as needed, focusing on addressing what is most significant for a specific purpose and audience</p> <p>C. <b>Use</b> technology, including the Internet, to produce, publish, and present individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically</p>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Describe</b> the task, purpose, and audience for a given writing task</p> <p>B. <b>Produce</b> writing that attends to the requirements of a specific task or prompt</p> <p>C. <b>Produce</b> writing for a specific purpose</p> <p>D. <b>Produce</b> writing with a specific audience in mind</p> <p>E. <b>Produce</b> writing with organization (a clear beginning, middle, and end)</p> <p>F. <b>Produce</b> writing with consistent style (formal or informal)</p> <p>G. <b>Plan</b> the development of writing using a template or graphic organizer</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
Development, Organization, Style, Task, Purpose, Audience, Coherent

**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**

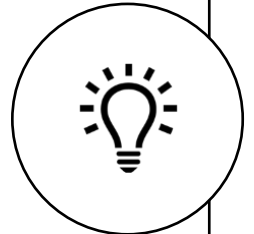
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**Teacher Clarifications**

**Development:** Is able to support all paragraphs with sufficient detail, evidence, or explanation closely related to a strong thesis.

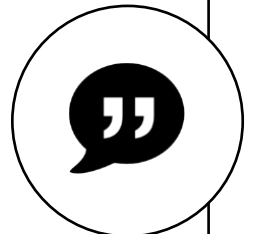
**Organization:** Is able to arrange ideas and details throughout the piece to support the thesis, central idea, or theme and use strong transitions to create flow.





**Style:** Is able to make effective word choices (including figures of speech) suited to the situation while also employing a variety of sentence structures.



**Multiple Opportunities**

Any time students are doing writing that is not Informative or Lit Analysis 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	
<b>4</b> 	<p><i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i></p> <p>A. <b>Make critical decisions</b> from amongst several words with similar denotations but different connotations to best support the purpose of a written piece</p> <p>B. <b>Analyze</b> examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study</p>
<b>3</b>  Learning Goal	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. <b>Determine</b> figurative, connotative, and technical meanings of words</p> <p>B. <b>Use</b> context as a clue to the meaning of a word or phrase</p> <p>C. Identify and correctly <b>use</b> patterns of word changes that indicate different meanings or parts of speech</p> <p>D. <b>Analyze</b> the cumulative impact of specific word choices on meaning and tone in a text</p>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. <b>Consult</b> 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</p> <p>B. <b>Verify</b> the preliminary determination of the meaning of a word or phrase</p>
<b>1</b> 	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

**Standard Language: CCSS ELA RL.10.4**  
 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**Standard Language: CCSS ELA RI.10.4**  
*Identical to CCSS ELA RL.10.4 except adds "technical meanings"*


**Standard Language: CCSS ELA L.10.4**  
 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 10 reading and content*, choosing flexibly from a range of strategies.



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

**Teacher Clarifications**

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.



**BONUS MATERIALS**


If using A STUDY OF WORD FAMILIES, some Quizlet materials have been prepared by the publisher. Access them by clicking [HERE](#).  
 Note: Grade 10 uses Book V (the Quizlet page labels that book as Grade 11)





**Academic Vocabulary**

Technical, Context, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Cumulative, Denotation

**Multiple Opportunities**

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.



Grading Topic: <b>Collaborating in Discussions</b>	
<b>4</b> 	<i>In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.</i>
<b>3</b>  Learning Goal	<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"> <li>➤ Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas</li> <li>➤ Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions</li> <li>➤ Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. <b>Work</b> with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed</li> <li>B. <b>Participate</b> actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner</li> <li>C. <b>Prepare</b> for participation in a discussion</li> </ul>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**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.

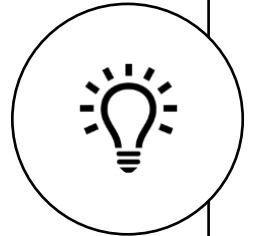


*Click link at right for additional details on this standard.*

**Teacher Clarifications**

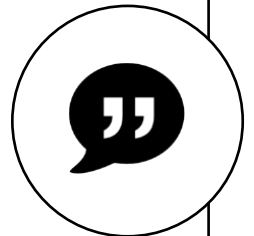
This topic is posted in both Semester 1 and Semester 2.








Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.



**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	
<b>4</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <ul style="list-style-type: none"> <li>• Read text at the <b>1267+</b> Lexile level (Advanced)</li> <li>• RIT range <b>237+</b></li> </ul>
<b>3.5</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <ul style="list-style-type: none"> <li>• Read text at the <b>1177-1266</b> Lexile level (Proficient)</li> <li>• RIT range <b>232-236</b></li> </ul>
<b>3</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <ul style="list-style-type: none"> <li>• Read text at the <b>1087-1176</b> Lexile level (Proficient)</li> <li>• RIT range <b>227-231</b></li> </ul>
<b>2.5</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <ul style="list-style-type: none"> <li>• Read text at the <b>997-1086</b> Lexile level (Basic)</li> <li>• RIT range <b>222-226</b></li> </ul>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <ul style="list-style-type: none"> <li>• Read text at the <b>907-996</b> Lexile level (Basic)</li> <li>• RIT range <b>217-221</b></li> </ul>
<b>1.5</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <ul style="list-style-type: none"> <li>• Read text at the <b>565-906</b> Lexile level (Below Basic)</li> <li>• RIT range <b>198-216</b></li> </ul>
<b>1</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <ul style="list-style-type: none"> <li>• Read text at the <b>BR-564</b> Lexile level (Below Basic)</li> <li>• RIT range <b>100-197</b></li> </ul>

<p><b>Academic Vocabulary</b></p> <p>None</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.



**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).





<b>Grading Topic: Applying Grammar and Mechanics</b>	
<b>4</b> 	
<b>3</b> 	
<b>Learning Goal</b>	
<b>2</b> 	
<b>Semester 1</b>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>A. Use apostrophes to form possessives, including irregular plural nouns</li> <li>B. Use a semicolon to join related independent clauses</li> </ul>
<b>Semester 2</b>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>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></li> <li>B. Use the appropriate word in less-common confused pairs (e.g. <i>allude</i> and <i>elude</i>)</li> </ul>
<b>I</b> 	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></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.*

## Unit I: Survey of Fiction

9  
Weeks

### 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.

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

### Materials

#### Commonly Used Full-Length Texts

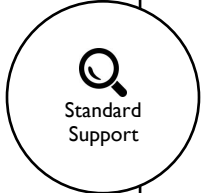
*The Absolutely True Diary of a Part-Time Indian*  
*Tuesdays with Morrie*  
*A Lesson Before Dying*  
*First They Killed My Father*  
*Lord of the Flies*  
*To Kill a Mockingbird*

#### Commonly Used Short Pieces

*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)*

#### 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.







Standard  
Support



Testing  
Bank




Feedback  
Guides

Grading Topic: <b>Analyzing Complex Characters</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> <li>Possible Target: Decision-Making</li> </ul>
<b>3</b>  Learning Goal	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> <li><b>Analyze</b> how complex characters (for example, those with multiple or conflicting motivations) develop over the course of a text and cite textual evidence to support this analysis</li> <li><b>Analyze</b> how complex characters interact with other characters in a text and cite textual evidence to support this analysis</li> <li><b>Analyze</b> how complex characters advance the plot or develop the theme of a text and cite textual evidence to support this analysis</li> </ol>
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> <li><b>Describe</b> complex characters using textual evidence</li> <li><b>Describe</b> what a text says explicitly and draw inferences about a character or the character's influence on the text</li> <li><b>Draw</b> logical inferences from a text</li> </ol>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>


**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.



**Teacher Clarifications**

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.




**Academic Vocabulary**  
Analyze, Develop, Interact, Motivation





**Consider:** Conflict

**Multiple Opportunities**


Students should be able to circle back to this topic in Unit 2 as well (alongside their study of **Writing Text Analyses**).

Comparing multiple stories is an ideal subject of **Collaborating in Discussions**, and each story could provide opportunities for students to demonstrate **Mastering Vocabulary**.




Grading Topic: <b>Analyzing Theme</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> <li>Possible Target: Investigation</li> </ul>
<b>3</b>  Learning Goal	<i>Students demonstrate they have the ability to:</i> A. <b>Analyze</b> the development of a theme over the course of a text, including how it emerges and is refined by specific details, and cite textual evidence to support this analysis
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> A. <b>Determine</b> an accurate theme of a text B. <b>Construct</b> a theme statement C. <b>Describe</b> what a text says explicitly and draw logical inferences
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**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.  
  
Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.



**Academic Vocabulary**  
Development, Theme

**Multiple Opportunities**  
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**.



## Unit 2: Literary Analysis

9  
Weeks

### 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.

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

### Materials

#### Commonly Used Full-Length Texts

*Tuesdays with Morrie*

*Feed*

*The Orphan Train*

*Lord of the Flies*

*I Know Why the Caged Bird Sings*

*To Kill a Mockingbird*

*How the Garcia Girls Lost Their Accents*

*The Grapes of Wrath*

#### Commonly Used Short Pieces

#### Grammar Guidance

Use the editing process on student literary analyses 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: <b>Writing Text Analyses</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing.</i>
<b>3</b>  <b>Learning Goal</b>	<p><b>Write 3+ page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:</b></p> <ul style="list-style-type: none"> <li>➤ Draw evidence from literature to support analysis and reflection</li> <li>➤ Introduce precise claims about literature</li> <li>➤ Address a variety of literary devices (allegory, imagery, motif, symbol, tone, etc.) in analysis of literature</li> <li>➤ Develop claims fully, supplying evidence for each point while pointing out the strengths and limitations of both</li> <li>➤ Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, evidence, and explanations</li> <li>➤ Establish and maintain a formal style and objective tone while attending to the norms and conventions of a literary analysis</li> <li>➤ Provide a conclusion that follows from and reflects upon the analysis presented</li> </ul>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Construct</b> a thesis                      B. <b>Establish</b> a claim and provide relevant evidence for the claim                      C. <b>Write</b> analysis using a template or graphic organizer</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
 Thesis, Claim, Analysis, Evidence, Cohesion

**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.

**Standard Language: CCSS ELA W.9-10.9**  
 Draw evidence from literary or informational texts to support analysis, reflection, and research.


*Click the link at the right for additional details about these standards.*



**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 their analysis focused on any number of literary devices in addition to theme.


Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.



**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** and **Analyzing Themes**.

The Revision Assistant software can support this standard in numerous ways. The following analysis prompts are reserved for English II: [Angela's Ashes](#) and [Unbroken](#)



## Unit 3: Speech and Argument

9  
Weeks

### Organizing Principles

A unit built upon analysis of argument and the construction and presentation of speeches. This unit has a heavy non-fiction focus, but the argumentative structures are a natural extension of the work done in Unit 2 and may well be applicable to the further analysis of rich literary texts.

## Materials

### Commonly Used Full-Length Texts

*The Color of Water*  
*To Kill a Mockingbird*  
*The Absolutely True Diary of a Part-Time Indian*  
*Tuesdays with Morrie*  
*Julius Caesar*

### Commonly Used Short Pieces

*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)*

### Grammar Guidance

Use the editing process on any written components of speeches 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: <b>Evaluating Arguments and Purpose</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> <li>Possible Target: Decision-Making</li> </ul>
<b>3</b>  <b>Learning Goal</b>	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> <li><b>Analyze</b> 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</li> <li><b>Evaluate</b> whether the claims and evidence in an argument are relevant and sufficient</li> <li><b>Analyze</b> the validity of reasoning used in an argument (paying particular attention to false statements and fallacious reasoning)</li> </ol>
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> <li><b>Identify</b> the audience of a text or speech</li> <li><b>Identify</b> a speaker's or author's position</li> <li><b>Delineate</b> the argument and specific claims in a text or speech</li> <li><b>Identify</b> evidence and reasoning used by an author or speaker to support his or her message</li> <li><b>Identify</b> examples of false statements and fallacious reasoning in isolation</li> </ol>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**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.



**Teacher Clarifications**

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

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.




**Academic Vocabulary**

Audience, Purpose, Rhetoric, Fallacious Reasoning, Sufficient, Valid





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 may readily support both **Collaborating in Discussions** tasks and **Constructing Speeches** activities.






Grading Topic: <b>Constructing Speeches</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate a command of language and organization that rises above formulaic speech writing.</i>
<b>3</b>  <b>Learning Goal</b>	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Construct</b> 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</p> <p>B. <b>Integrate</b> information from multiple sources of information presented in diverse media or formats (for example, visually, quantitatively, orally)</p> <p>C. <b>Evaluate</b> the credibility and accuracy of multiple sources of information presented in diverse media or formats</p>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Identify</b> the characteristics of credible and accurate sources of information</p> <p>B. <b>Prepare</b> an outline in preparation for writing a complete speech</p> <p>C. <b>Write</b> a speech that conforms to the task, purpose, and audience of a given situation</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
Credibility, 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.



**Teacher Clarifications**


Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.







**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.




Grading Topic: <b>Delivering Presentations</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate a command of speaking and flow that rises above formulaic presentation.</i>
<b>3</b>  <b>Learning Goal</b>	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Present</b> a speech that engages the audience through a variety of techniques (for example: rate, tone, enthusiasm)</p> <p>B. <b>Make strategic use</b> of digital media (for example, textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence</p> <p>C. <b>Use</b> appropriate eye contact and body language/posture, adequate volume, and clear pronunciation</p>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Incorporate</b> a digital visual aid into a presentation</p> <p>B. <b>Present</b> a speech that conforms to the task, purpose, and audience of a given situation</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**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.



**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.


Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.



**Academic Vocabulary**  
Concise, Substance, Style, Enhance, Articulate

**Multiple Opportunities**

For the most part, the year-long topics do not readily connect to this topic. However, be mindful of opportunities for students to circle back to this topic in Unit 4 (such as in relation to the subject of their **Writing Informative Texts** tasks or as regards **Integrating Multiple Texts** activities).



## Unit 4: The Study of Non-Fiction

9  
Weeks

### Organizing Principles

A unit designed to support informative writing and rhetorical 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.

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

### Materials

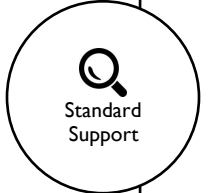
#### Commonly Used Full-Length Texts





*The Color of Water*  
*First They Killed My Father*  
*I Am Malala*

#### 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 III or AP Lang (and the ACT). With this in mind, place deliberate emphasis on scheduling opportunities for students to learn and apply the skills that have not yet been demonstrated.




Grading Topic: <b>Integrating Multiple Texts</b>	
<b>4</b> 	<p><i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i></p> <ul style="list-style-type: none"> <li>Possible Target: Investigation</li> </ul>
<b>3</b>  <b>Learning Goal</b>	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. <b>Analyze</b> how two or more texts address similar topics or concepts in order to build knowledge [<i>Modified Reading 9 Anchor Standard</i>]</p> <p>B. <b>Analyze</b> 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> <p>C. <b>Analyze</b> how an author unfolds an analysis or series of ideas or events in a text, including the order in which the points are made, how they are introduced or developed, and connections that are drawn between them</p> <p>D. <b>Evaluate</b> the effectiveness of the structure an author uses in his or her exposition or argument in a text, including whether the structure makes points clear, convincing, and engaging</p>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. <b>Determine</b> a central idea in a text</p> <p>B. <b>Summarize</b> a text objectively</p> <p>C. <b>Describe</b> how the author unfolds an analysis or series of ideas or events in a text</p> <p>D. <b>Explain</b> the author’s structural choices in a text</p>
<b>1</b> 	<p><i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

**Academic Vocabulary**  
Concept, Central Idea, Text Structure

**Standard Language: CCSS ELA RI.9-10.2**  
**Standard Language: CCSS ELA RI.9-10.3**  
**Standard Language: CCSS ELA RI.9-10.5**  
**Standard Language: CCSS ELA RI.9-10.9**


*Click the link at the right for additional details about these standards.*



**Teacher Clarifications**

Bear in mind that this topic cannot be properly assessed without studying multiple pieces of non-fiction text.


Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.







**Multiple Opportunities**

The variety of skills on display in this topic should naturally link to **Constructing Writing** and **Collaborating in Discussions** tasks. Additionally, writing in response to non-fiction often provides good opportunities to display some of the more complex **Applying Grammar and Mechanics** skills in meaningful contexts.

Writing about (and using information from) these non-fiction texts is reported in the next topic: **Writing Informative Texts.**




Grading Topic: <b>Writing Informative/Explanatory Texts</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing.</i>
<b>3</b>  <b>Learning Goal</b>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>➤ Organize concepts and information to make important connections and distinctions</li> <li>➤ Develop the topic with relevant and sufficient support (such as extended definitions, concrete details, quotations, and examples appropriate to the audience)</li> <li>➤ 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</li> <li>➤ Use appropriate and varied transitions to create cohesion and clarify relationships among concepts</li> <li>➤ Use precise language appropriate to the audience and topic</li> <li>➤ Establish and maintain a formal style and objective tone</li> <li>➤ Construct a conclusion that articulates the implications or significance of the topic</li> </ul>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <ol style="list-style-type: none"> <li>A. <b>Introduce</b> a topic</li> <li>B. <b>Use</b> transitions to connect sections of writing</li> <li>C. <b>Provide</b> a conclusion</li> <li>D. <b>Draw</b> relevant evidence from a text to develop and support a topic</li> </ol>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
 Articulate, Audience, Cohesion, Formal Style,  
 Informative/Explanatory, Tone, Support, Thesis, Transition

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

**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 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.



**Teacher Clarifications**

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

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.



**Multiple Opportunities**

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**.

The Revision Assistant software can support this standard in numerous ways. The following analysis prompts are reserved for English II: [Call or Text](#) and [Civil Rights](#)

