English IV
2018-2019

A 1.0 English credit. English IV includes a survey of world literature studied in a thematic approach to critically evaluate information based on relevancy, objectivity, and reliability. Students will write several compositions using expository and argumentative techniques, including a research project. This project will include an articulated research question or thesis statement, and incorporate findings while adhering to a consistent format for documentation.

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

Version: Delta+

Standards-Referenced Grading Basics

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

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

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

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

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

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

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

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

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

Multiple Opportunities

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

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

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

Course Map

Unit	Estimated Duration	Content Standards	Grading Topics	Extended Topics
Unit One: *Themes Around the World*	*6 weeks*	• Reading Literature 1 • Reading Literature 2 • Reading Literature 9	• Analyzing Themes	*Collected and Reported* • Constructing Writing *[L3, W4, W5, W6]* • Mastering Vocabulary *[RI4, L4a, L4d, L6]* • Collaborating in Discussions *[SL1]* • Applying Grammar and Mechanics 1 *[L1, L2]*
Unit Two: *The Mechanisms of Meaning*	*12 weeks*	• Reading Literature 4b and 4c • Language 5a and 5b	• Interpreting Complex Language	
		• *Reading Literature 1* • Reading Literature 5	• Analyzing Text Structure	
Unit Three: *Taking Perspectives*	*9 weeks*	• *Reading Literature 1* • Reading Literature 6	• Analyzing Point of View	*Collected and Reported* • Constructing Writing *[L3, W4, W5, W6]* • Collaborating in Discussions *[SL1]* • Applying Grammar and Mechanics 2 *[L1, L2]* • Mastering Vocabulary *[RI4, L4a, L4d, L6]*
		• Writing 3 • Writing 9	• Writing Literary Analyses	
Unit Four: *Eye on the World*	*9 weeks*	• Reading Informational Text 1 • Reading Informational Text 2	• Analyzing Central Idea	
		• Writing 7 • Writing 8	• Conducting Research	

Reporting Information
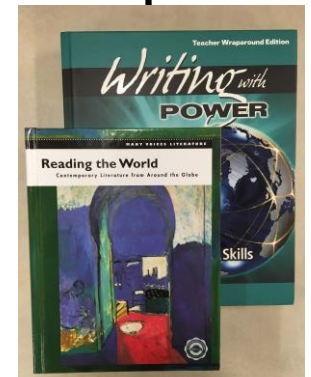**GEAR**

Fall Deadline
First District PLC, S1

Spring Deadline
First District PLC, S2

Textbooks

Student Literature:
Perfection Learning: Reading the World
© 2012

Student Writing/Grammar:
Perfection Learning: Writing with Power, Grade 12
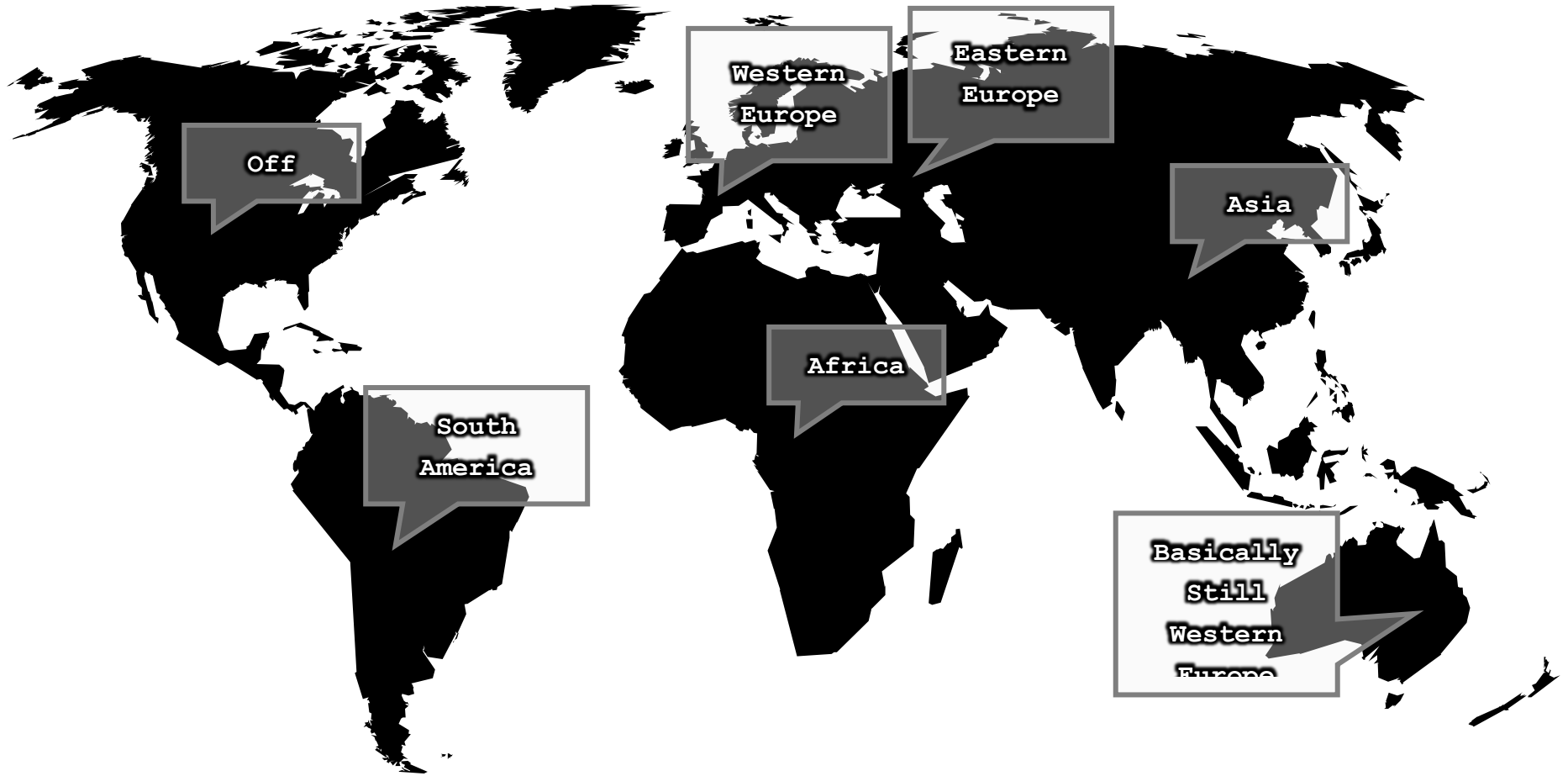© 2012

Snapshot

Genre and Era Audit Report (GEAR)

World Literature can be taught in chronological order, but it is not *required* to be arranged in such a way. To facilitate a more thematic approach, DMPS has adopted a planning and consultation model to text selection for English IV. Each semester, every English IV PLC must complete this chart and submit to the Secondary Literacy Curriculum Coordinator for approval. When completing the *second semester* GEAR, be sure to consider the contents of your *first semester* GEAR—**all** identified regions and eras must be adequately represented somewhere on either the S1 or S2 GEAR.

World Lit GEAR CCSS: RI12.10, RL12.10		A: South America	B: Western Europe	C: Eastern Europe	D: Asia	E: Africa	1: *Classical/Medieval* (1200 BCE-1485 CE)	2: *Renaissance/ Enlightenment* (1485 CE-1790 CE)	3: *Romantic/Victorian* (1790 CE-1901 CE)	4: *Modern/ Post-Modern* (1902 CE-Today)
Unit	**Grading Topic**	**Geographic Regions**					**Eras**			

Geographic Regions and Eras of World Literature

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

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

Additional Resources

Grading Topic:
Constructing Writing

4 △ | *In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.*

3 🔒

Learning Goal

Students demonstrate they have the ability to:
A. **Produce** clear and coherent writing in which the development, organization, and style are appropriate the task, purpose, and audience
B. **Develop** and **strengthen** writing as needed by planning, revising, editing, rewriting, or logically sequencing claims and incorporating varied sources as appropriate
C. **Use** technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

2 ➕

Students demonstrate they have the ability to:
A. **Describe** the task, purpose, and audience for a given writing task
B. **Describe** how to modify samples of writing for a specific task, purpose, and audience
C. **Plan** writing using a template or graphic organizer
D. **Demonstrate** the features of various technologies for producing and publishing writing
E. **Describe** the ethical use of various writing technologies
F. **Write** and **edit** work so that it conforms to the guidelines of the MLA Handbook

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

Academic Vocabulary

Development, Organization, Style, Task, Purpose, Audience

Standard Language: CCSS ELA L.11-12.3
Standard Language: CCSS ELA W.11-12.4
Standard Language: CCSS ELA W.11-12.5
Standard Language: CCSS ELA W.11-12.6

Click link at right for additional details on these standards.


Teacher Clarifications

Development: Is able to support thesis, theme(s), or claim(s) with connections to the real world, other texts, and allusions.
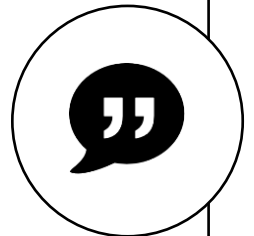
Organization: Is able to deftly arrange ideas and details throughout the piece to create a strong flow that does not depend on standard models or scaffolds.

Style: Is able to make effective word choices suited to the situation while also varying syntax for effect. Uses mentor texts to determine how to break traditional structure models.
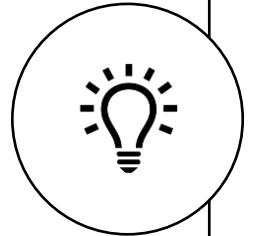
Multiple Opportunities

Any time students are doing writing that is not a full-length Literary Analysis or Research Paper, consider also assessing this topic. Keep in mind that to fairly measure Learning Target 3A, the task, purpose, and audience for the writing should be clearly articulated in the prompt or directions.

Grading Topic:
Mastering Vocabulary

4 △	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* A. **Make critical decisions** from amongst several words with similar denotations but different connotations to best support the purpose of a written piece B. **Analyze** examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study
3 🔒 **Learning Goal**	*Students demonstrate they have the ability to:* A. **Determine** figurative, connotative, and technical meanings of words B. **Use** context as a clue to the meaning of a word or phrase C. Identify and correctly **use** patterns of word changes that indicate different meanings or parts of speech D. **Analyze** the impact of specific word choices on meaning and tone, particularly in regards to words with multiple meanings or language that is stylistically interesting
2 ➕	*Students demonstrate they have the ability to:* A. **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 B. **Verify** the preliminary determination of the meaning of a word or phrase
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

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 12 uses its choice of books and words, not just Book VI

Academic Vocabulary

Technical, Context, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Evolution, Form

Standard Language: CCSS ELA RL.12.4
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful

Standard Language: CCSS ELA RI.12.4
*Identical to CCSS ELA RL.12.4 except adds "technical meanings"*

Standard Language: CCSS ELA L.12.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 12 reading and content*, choosing flexibly from a range of strategies.
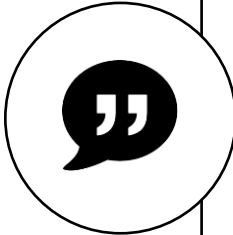*Click link at right for additional details on this standard.*
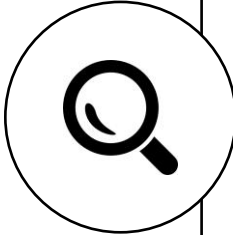
Teacher Clarifications
Instructional materials and word lists can be found at the link to the right, which connects to the A STUDY OF WORD FAMILIES materials assigned to this grade level. When using these materials, Exercises I-IV are best viewed as practice. These materials are **OPTIONAL** but could 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.
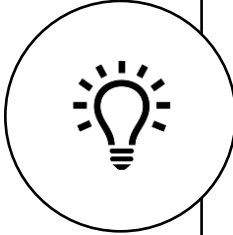
Multiple Opportunities
Students being taught and assessed using the A STUDY OF WORD FAMILIES materials can be assessed multiple times throughout the semester (particularly using Exercise V (for 3C) and VI (for 3B) in each unit). To account for the ongoing nature of this process, grades can be determined 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:
Collaborating in Discussions

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

3 🔒

Learning Goal

Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others' ideas and expressing their own clearly and persuasively:

A. Explicitly draw on preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas
B. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives
C. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task

2 ✚

Students demonstrate they have the ability to:

A. **Work** with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed
B. **Participate** actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner
C. **Prepare** for participation in a discussion by reading and researching indicated material

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

Academic Vocabulary

Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize

Standard Language: CCSS ELA SL.11-12.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
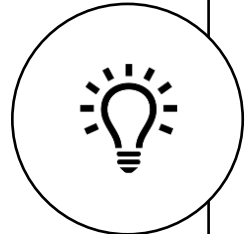
Click link at right for additional details on this standard.
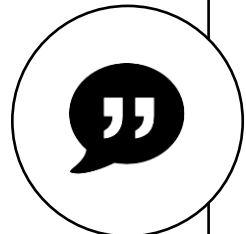
Teacher Clarifications
This topic is posted in both Semester 1 and Semester 2.

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: **Applying Grammar and Mechanics**		
4 🔒	**3** 🔒 **Learning Goal**	**2** 🔒

Semester 1

4	**3**	**2**
Students: A. Use a colon to introduce an example or an elaboration	*Students:* A. Use apostrophes to form possessives, including irregular plural nouns B. Use a semicolon to join related independent clauses	*Students:* A. Use punctuation to set off complex parenthetical elements B. Use apostrophes to form simple possessive nouns

Semester 2

4	**3**	**2**
Students: A. Use idiomatically and contextually appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts	*Students:* A. Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun) B. Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom*	*Students:* A. Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences B. Recognize and correct vague and ambiguous pronouns

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

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

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 III Applying Grammar and Mechanics scale.

Unit 1: Themes Around the World

6 Weeks

Organizing Principles

A unit focused on a deep dive into themes, including a broad look at universal themes, present in texts from all around the world and across the span of literary history.

Don't forget: **GEARs** due at the beginning of the unit.

Materials

Commonly Used Full-Length Texts

Commonly Used Short Pieces

Standard Support

Testing Bank

Grammar Guidance

Use exercises (such as ACT prep activities) 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.

Additional Resources

Grading Topic:
Analyzing Themes

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

3 🔒

Learning Goal

Students demonstrate they have the ability to:
A. **Analyze** how two or more works of literature from different regions and eras treat similar, universal themes
B. **Analyze** the development of two or more themes over the course of a text, including how they interact and build on one another
C. **Cite** textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain

2 ➕
Students demonstrate they have the ability to:
A. **Recognize** or **recall** accurate statements about similar themes found in literature from different regions and eras
B. **Identify** two or more theme statements of a text
C. **Provide** an objective summary of a text
D. **Describe** what a text says explicitly and **draw** logical inferences

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

Standard Language: CCSS ELA RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Standard Language: CCSS ELA RL.11-12.2
Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

## Standard Language: CCSS ELA RL.11-12.9
Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Teacher Clarifications
Pay special attention to the idea of a theme statement rather than a simple one word theme. One-word themes have been off the table for students throughout high school (contrary to popular belief). Note the need to analyze multiple themes within the same text.

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

Academic Vocabulary
Analyze, Theme, Development, Interact, Universal, Explicit
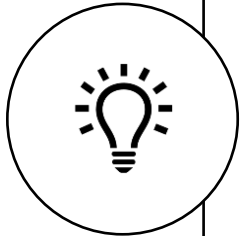
Multiple Opportunities
As the first reading topic of the year, there can (and should) be many ways to connect to the **Constructing Writing** and **Collaborating in Discussions** topics. There should be many opportunities to circle back to collect additional evidence on this topic in Unit 2 as the study of complex fiction continues with the **Interpreting Complex Language** and **Analyzing Text Structure** topics.
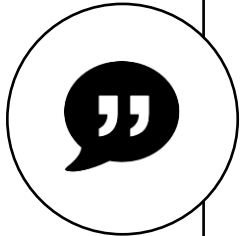
Unit 2: The Mechanisms of Meaning

12 Weeks

Organizing Principles
A unit that addresses the specific structural choices made by an author, especially those related to word choice and figurative language, in understanding intended meanings of world literature.

Materials

Commonly Used Full-Length Texts

Commonly Used Short Pieces

Grammar Guidance
Use the writing products students generate to address this unit's topics 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

Additional Resources

Grading Topic:
Interpreting Complex Language

4 ◬		*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Investigation
3 🔒 **Learning Goal**		*Students demonstrate they have the ability to:* A. **Analyze** the impact of specific word choices on meaning and tone in a text, including words with multiple meanings or language that is of artistic value B. **Analyze** the role of figurative language in a text C. **Analyze** connotations in the meanings of words with similar denotations
2 ➕		*Students demonstrate they have the ability to:* A. **Describe** the tone of a text B. **Identify** specific words that impact meaning and tone in a text C. **Interpret** figures of speech in context
1 ✖		*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA RL.11-12.4
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**Standard Language: CCSS ELA L.11-12.5**
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Click the link at the right for additional details about this standard.
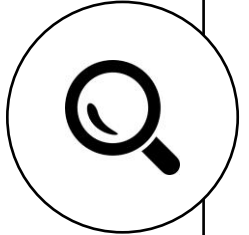
Teacher Clarifications
Figurative language includes **metaphor**, **simile**, **analogy**, **allusion**, hyperbole, euphemism, oxymoron, and paradox. Bolded types are of particular emphasis at this level.

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.
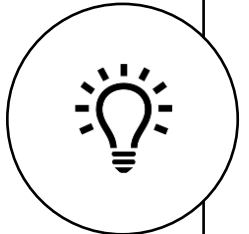
Multiple Opportunities
Students can practice these skills when **Collaborating in Discussions** and can write shorter analysis pieces that serve the **Constructing Writing** topic (perhaps even demonstrating key **Applying Grammar and Mechanics** targets in the process). Any study of language and word choice lends itself naturally to the **Mastering Vocabulary** topic as well.
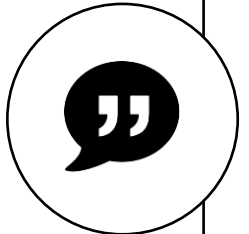
Academic Vocabulary
Connotation, Denotation, Figurative Language, Nuance, Subtle, Tone

Grading Topic:
Analyzing Text Structure

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

3 🔒

Learning Goal

Students demonstrate they have the ability to:
A. **Analyze** how an author's choices concerning how to structure specific parts of a text (for example, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact
B. **Cite** textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain

2 ➕

Students demonstrate they have the ability to:
A. **Describe** the structure of a text
B. **Describe** the author's structural choices in a text
C. **Describe** what a text says explicitly and **draw** logical inferences

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

Standard Language: CCSS ELA RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### Standard Language: CCSS ELA RL.11-12.5
Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
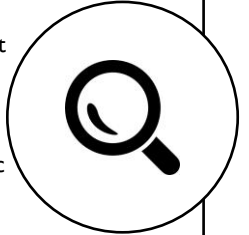
Teacher Clarifications
Aesthetic impact can be defined as the way words are used to create genuine emotion in the reader, even when the situations described are not real.

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

Academic Vocabulary
Structure, Aesthetic, Resolution, Comedic, Tragic
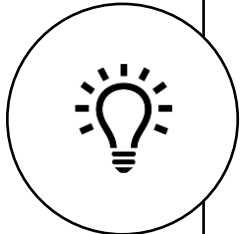
Multiple Opportunities
Any writing done in support of this topic could be recorded in **Constructing Writing** and can, with a little explicit set-up, also generate **Applying Grammar and Mechanics** evidence. Additionally, the conversations engendered by this topic make ample fodder for **Collaborating in Discussions** while the texts read can be mined for **Mastering Vocabulary** opportunities.
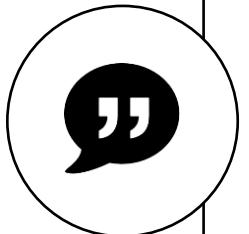
Unit 3: Taking Perspectives

9 Weeks

Organizing Principles
A unit that supports literary analysis building on skills developed in first semester with one additional lens for study—that of point of view and point of view-enabled devices such as irony and satire.

Don't forget: **GEARs** due at the beginning of this unit.

Materials

Commonly Used Full-Length Texts

Commonly Used Short Pieces

DMACC conversations start in this unit. *See page 22.*

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

Standard Support

Testing Bank

Additional Resources
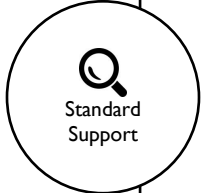
Grading Topic:
Analyzing Perspective

4 ⃤	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Investigation	
3 🔒 **Learning Goal**	*Students demonstrate they have the ability to:* A. **Analyze** points of view in texts where distinguishing what is directly stated from what is really meant is required (for example: satire, sarcasm, irony, or understatement) B. **Cite** textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain	
2 ➕	*Students demonstrate they have the ability to:* A. **Recognize** examples of complex perspective (for example: satire, irony, sarcasm, or understatement) in a text B. **Describe** what a text says explicitly and draw logical inferences	
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*	

Standard Language: CCSS ELA RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
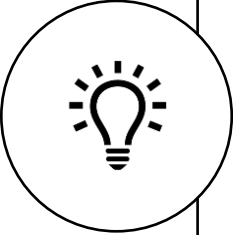
Standard Language: CCSS ELA RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Teacher Clarifications

Be mindful that study of rich text should include analysis of **both** character's **and** author's perspectives, and these varying lenses are essential to deep analysis of literature.
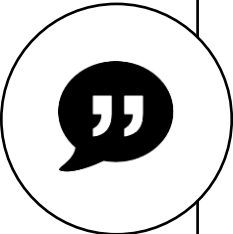
Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

Academic Vocabulary

Point of View, Satire, Irony

Multiple Opportunities

In addition to being an easy place to connect to **Collaborating in Discussions**, this topic should recur readily throughout the teaching of its companion topic, **Writing Literary Analyses**.

Grading Topic:
Writing Literary Analyses

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

3 🔒

Learning Goal | *Students demonstrate they have the ability to write 5+ page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:*
➤ Draw evidence from literature or informational texts to support analysis and reflection
➤ Introduce precise claims about literature or informational text that relate explicitly to theme
➤ Address a variety of literary devices (analogy, allegory, allusion, foil, imagery, motif, symbol, tone, etc.) in analysis of literature or informational text
➤ Develop claims fully, supplying evidence for each point while pointing out the strengths and limitations of both
➤ Use varied syntax to create cohesion and clarify the relationships among claims, evidence, and commentary
➤ Establish and maintain a formal style and objective tone while attending to the norms and conventions of a literary analysis
➤ Provide a conclusion that follows from and reflects upon the analysis

2 ➕ | *Students demonstrate they have the ability to:*
A. Construct a thesis that encompasses all requirements of the prompt
B. Establish a claim and provide relevant evidence for the claim
C. Determine connections between claim and evidence
D. Construct a concluding statement that connects thesis and claim

1 ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.*
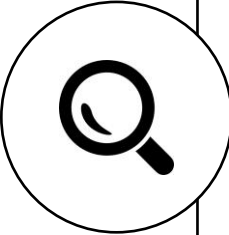
Academic Vocabulary
Literary Analysis, Literary Devices, Syntax, Cohesion, Objective Tone, Claim

Standard Language: CCSS ELA W.11-12.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

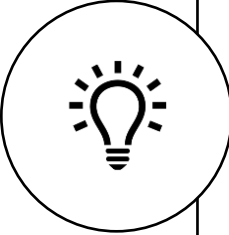### Standard Language: CCSS ELA W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Teacher Clarifications
Note that the literary devices indicated in this scale can be taught as needed (no specific number of them are required by the scale).
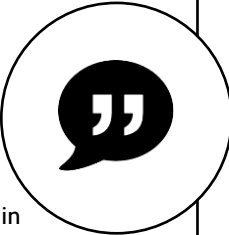
Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

Multiple Opportunities
This topic should include additional opportunities for students to demonstrate **Analyzing Point of View** (and possibly recovery evidence for semester 1 topics). Revision of this paper (multiple drafts count as multiple pieces of evidence) also supports **Constructing Writing**, while each draft can generate **Applying Grammar and Mechanics** evidence.

The Revision Assistant software can support this standard in numerous ways. The following analysis prompts are reserved for English IV: Big Data and Sometimes, the Earth is Cruel

Unit 4: Eye on the World

9 Weeks

Organizing Principles
A unit that brings informational text into focus as students shift their attention to research projects or papers that give them a careful look at the complexities of the broader world.

Materials

Commonly Used Full-Length Texts

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 life beyond high school. With this in mind, place deliberate emphasis on scheduling opportunities for students to learn and apply the skills that have not been demonstrated.

Standard Support

Testing Bank

Additional Resources

	Grading Topic: **Analyzing Central Idea**
4 ⬚	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Investigation
3 🔒 **Learning Goal**	*Students demonstrate they have the ability to:* A. **Analyze** the development of two or more central ideas over the course of a text, including how they interact and build on one another B. **Cite** textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain
2 ➕	*Students demonstrate they have the ability to:* A. **Determine** two or more central ideas of a text B. **Provide** an objective summary of a text C. **Describe** what a text says explicitly and draw logical inferences
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Standard Language: CCSS ELA RI.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Standard Language: CCSS ELA RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Teacher Clarifications

Interact and Build: How the presence of one central idea clarifies, strengthens, or alters the other. Usually these relationships go both ways.

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

Academic Vocabulary

Central Idea, Objective Summary
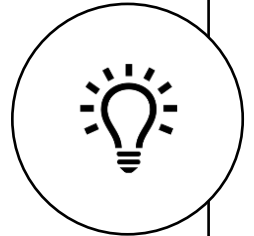
Multiple Opportunities

As the final reading topic of the year, there can (and should) be many ways to connect to the **Collaborating in Discussions** topic. This topic should figure prominently in activities occurring early in the process of the **Conducting Research** topic.

Grading Topic:
Conducting Research

4 ⬛
In addition to meeting the Learning Goal, students demonstrate a command of thoroughness and organization that rises above formulaic writing.

3 🔒

Learning Goal

Students demonstrate they have the ability to:
A. **Gather** relevant information from multiple authoritative print and digital sources, using advanced searches effectively
B. **Assess** the strengths and limitations of each source in terms of the task, purpose, and audience
C. **Narrow** or **broaden** the inquiry when appropriate
D. **Synthesize** multiple sources on a subject in support of the creation of an original argument
E. **Integrate** information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation

2 ➕
Students demonstrate they have the ability to:
A. **Paraphrase** and **incorporate** information from three or more sources into written notes, a graphic organizer, or outline
B. **Describe** features of credible sources
C. Strategically **read** and **annotate** resources
D. **Write** and **revise** a research question
E. **Incorporate** appropriate citations into the text of a research project

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

Standard Language: CCSS ELA W.11-12.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Standard Language: CCSS ELA W.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Teacher Clarifications
This topic covers both the researching process and the execution of a final research project (ideally of substantial size in pages or minutes). In order to effectively communicate progress, collect evidence from students throughout the process, not just at the end.
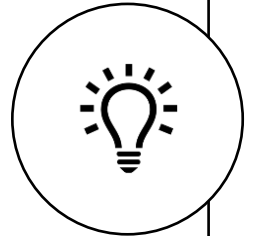
Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

Academic Vocabulary
Annotate, Credible, Authoritative and Credible Source, Citation Format, Integrate, Research Question, Synthesize, Inquiry, Argument, Plagiarism

Multiple Opportunities
Revision of the research paper can generate **Constructing Writing** evidence, while **Applying Grammar and Mechanics** skills should be on clear display in the final product. Students should be able to generate additional evidence for **Analyzing Central Idea** during this process and may, depending on the nature of the research questions or topics, also circle back to **Analyzing Point of View** skills.
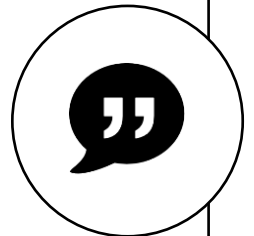
DMACC Partnership Information

ACT <19

Mission Statement
In order to better support students in our English IV classes as they transition to post-secondary opportunities, English IV Semester 2 has been linked to a course in DMACC's "developmental credit" catalog: ENG 061. Students who pass English IV Semester 2 with a C or higher can receive this credit and thus lighten any potential remediation load upon admission to DMACC.

Conditions

Students will enroll in the course in the spring (a DMACC staff member will contact the English IV teacher to make arrangements). Students should only enroll if they have an ACT English score lower than 19—the enrollment has no beneficial impact for students that exceed that score. Students must pass the course with a C or higher to earn the credit, and DMACC staff will be in touch with the teacher about dropping underperforming students and submitting final grades.

Alignment: ENG 061

The following list indicates the "Course Competencies" required for DMACC's ENG 061 "College Preparatory Writing I" course and indicates their alignment to the learning targets of English IV.

1. **Assess critical reading strategies** [Analyzing Point of View / Collaborating in Discussions]
2. **Prewrite to explore topics and ideas for an essay** [Conducting Research]
3. **Organize information effectively in keeping with the purpose of the writing** [Constructing Writing 3A]
4. **Construct well-developed paragraphs** [Analyzing Central Idea]
5. **Write with awareness of audience and purpose** [Writing Literary Analyses]
6. **Critique rough drafts from a reader's viewpoint based on established criteria** [Constructing Writing / Applying Grammar and Mechanics]
7. **Practice editing strategies** [Constructing Writing 3B / Applying Grammar and Mechanics]

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