

**Course Numbers**

FOR FLEX ACADEMY USE ONLY

LA415C

ELL

|  |  |  |
| --- | --- | --- |
| Lit & Comp A: Contemporary Literature | 2015-2016 | |
|  | |  |



|  |  |
| --- | --- |
| Grading Topics (Semester-Long) | Standards Alignment |
| Analyzing Theme | * Reading Literature 2 * Reading Literature 1 |
| Analyzing Literary Devices | * Reading Literature 3 * Reading Literature 1 |
| Analyzing Character Point of View | * Reading Literature 6 * Reading Literature 1 |
| Integrating Multiple Texts | * Reading Literature 9 * Reading Literature 1 |
| Evaluating Arguments and Purpose | * Reading Informational Text 6 * Reading Informational Text 8 * Reading Informational Text 1 |
| Engaging in Collaborative Conversations | * Speaking and Listening 1 |
| Writing Literary Analyses | * Writing 1 * Writing 9 |
| Constructing Writing | * Writing 4 * Writing 5 * Writing 6 |

Course Overview: Contemporary Literature [LA415] 18 weeks

Description: This course explores issues presented in modern fiction and nonfiction and emphasizes discussion and writing about materials read. Success in this course will require significant time devoted to reading and writing.

|  |  |
| --- | --- |
| **Possible Course Materials** | |
| **Texts** | **Writing Tasks** |
|  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Integration Guide to Multi-Dimensional Scoring** | | | |
| **Reading Literature** | **Reading Informational Text** | **Writing and Language** | **Speaking and Listening** |
| * Four of the eight topics focus upon literature, with particular emphasis on theme, character point of view, and literary devices. * Literary reading forms the basis for most writing and speaking activities. | * One of the eight topics focuses upon informational text, in particular arguments. * A study of rhetoric, argument, and purpose is essential to being able to write and speak about literary analysis. * This topic may best be integrated throughout the course, rather than taught in isolation. | * Two of the eight topics focus upon writing, with special emphasis on writing literary analyses (a form of argument). * Any writing that is not a full-length literary analysis can and should be scored using the Constructing Writing topic. | * One of the eight topics focuses upon speaking and listening, with particular emphasis on collaborative conversations. * Any literary response that is not recorded in formal writing can and should be processed through the Collaborative Discussions topic. * Any piece of writing can also be the subject of a scored event in the Collaborative Discussions topic. |

Semester-Long Topic Scales

|  |  |  |
| --- | --- | --- |
| Grading Topic: Analyzing Theme | | |
| RL12.1, RL12.2 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Analyze the development of two or more themes over the course of a text, including how they interact and build on one another * Provide an objective summary of a text * Cite textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Cite, inference, textual evidence, development, objective, theme   ***Students demonstrate they have developed the ability to:***   * Determine two or more themes of a text * Summarize a text using a teacher-provided graphic organizer * Describe what a text says explicitly and draw logical inferences |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

|  |  |
| --- | --- |
| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
|  |  |

Semester-Long Topic Scales, Continued

|  |  |  |
| --- | --- | --- |
| Grading Topic: Analyzing Literary Devices | | |
| RL12.1, RL12.3 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (for example, where a story is set, how the action is ordered, how the characters are introduced or developed) * Cite textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Cite, inference, textual evidence, impact, elements, develop   ***Students demonstrate they have developed the ability to:***   * Describe the elements and author’s choices in a text * Describe what a text says explicitly and draw logical inferences |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

|  |  |
| --- | --- |
| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
|  |  |

Semester-Long Topic Scales, Continued

|  |  |  |
| --- | --- | --- |
| Grading Topic: Analyzing Character Point of View | | |
| RL12.1, RL12.6 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Analyze a point of view in a text where distinguishing what is directly stated from what is really meant is required (for example, satire, sarcasm, irony, or understatement) * Cite textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Cite, inference, textual evidence, point of view, satire, irony   ***Students demonstrate they have developed the ability to:***   * Recognize or recall examples of satire, sarcasm, irony, or understatement in a text * Describe what a text says explicitly and draw logical inferences |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

|  |  |
| --- | --- |
| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
|  |  |

Semester-Long Topic Scales, Continued

|  |  |  |
| --- | --- | --- |
| Grading Topic: Integrating Multiple Texts | | |
| RL12.1, RL12.9 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Analyze how two or more texts address similar themes in order to compare the approaches the authors take [CCR Anchor Standard] * Cite textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Cite, inference, textual evidence, compare, themes, approaches   ***Students demonstrate they have developed the ability to:***   * Recognize or recall accurate statements about similar themes in multiple works * Describe what a text says explicitly and draw logical inferences |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

|  |  |
| --- | --- |
| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
|  |  |

Semester-Long Topic Scales, Continued

|  |  |  |
| --- | --- | --- |
| Grading Topic: Evaluating Arguments and Purpose | | |
| RI12.1, RI12.6, RI12.8 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Analyze how the style and content of a text in which the rhetoric is particularly effective contribute to the power, persuasiveness, or beauty of the text * Evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence * Cite textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Cite, inference, textual evidence, rhetoric, reasoning, claims   ***Students demonstrate they have developed the ability to:***   * Determine an author’s point of view or purpose in a text * Delineate the claims and reasoning in a text * Describe what a text says explicitly and draw logical inferences |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

|  |  |
| --- | --- |
| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
|  |  |

Semester-Long Topic Scales, Continued

|  |  |  |
| --- | --- | --- |
| Grading Topic: Engaging in Collaborative Conversations | | |
| SL12.1 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to initiate and participate effectively in a range of collaborative discussions (one on one, in groups, and teacher led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively:***   * Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas * 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 or issue; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives * 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 will recognize or recall:***  Specific vocabulary such as:   * Collaborative, discussions, expressing, preparation, exchange, probe   ***Students demonstrate they have developed the ability to:***   * Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines and establish individual roles as needed * Participate actively in one-on-one, small group, or class discussions in a thoughtful and appropriate manner * Prepare for participation in discussion |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

|  |  |
| --- | --- |
| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
|  |  |

Semester-Long Topic Scales, Continued

|  |  |  |
| --- | --- | --- |
| Grading Topic: Writing Literary Analyses | | |
| W12.1, W12.9 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to write literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:***   * Draw evidence from literature to support analysis and reflection * Introduce precise, knowledgeable claims about literature and establish the significance of the claims * Address a variety of literary devices (allegory, imagery, motif, symbol, tone, etc.) in analysis of literature * Develop claims fully and thoroughly, supplying the most relevant evidence for each point while pointing out the strengths and limitations of both * Use words, phrases, and clauses as well as varied syntax to create cohesion and clarify the relationships among claims, evidence, and explanations * 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 presented |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * *Thesis, claim, analysis, evidence, cohesion*   ***Students will perform basic processes, such as:***   * Construct a thesis * Establish a claim and provide relevant evidence for the claim * Write analyses using a template or graphic organizer |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

|  |  |
| --- | --- |
| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
|  |  |

Semester-Long Topic Scales, Concluded

|  |  |  |
| --- | --- | --- |
| Grading Topic: Constructing Writing | | |
| W12.4, W12.5, W12.6, L12.3 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience * Strengthen writing by planning, revising, and editing * Produce, publish, and update individual or shared writing products * 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 [Modified L.9-10.3a] |
| 2 | ***Students demonstrate they have developed the ability to:***   * Describe the task, purpose, and audience for a given writing task * Describe how to modify samples of writing for a specific task, purpose, and audience * Identify writing that is coherent and the characteristics of coherent writing * Plan writing using a template or graphic organizer * Produce writing with organization appropriate to the task, purpose, or audience * Produce writing with style appropriate to the task, purpose, or audience * Demonstrate the use of a style manual |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

|  |  |
| --- | --- |
| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
|  |  |