



### Course Numbers

- LA42I
- LA42IC

# Lit & Comp: Expository 2018-2019

*A 0.5 English credit. Literature and Composition: Expository Text is a course focused on the examination of non-fiction text. Analysis and writing is applied to a wide variety of academic and non-literary texts, with an emphasis on close-reading for understanding. Students engaged in this course will be called upon to read and write regularly and will emerge with a wide range of critical reading and analysis skills for use in college and career.*

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



Version: Beta+

# 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.

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

| Grading Topic                       | Content Standards  |
|-------------------------------------|--|
| <b>Collaborating in Discussions</b> | <ul style="list-style-type: none"> <li>• Speaking and Listening 1</li> </ul>   |
| <b>Analyzing Central Ideas</b>      | <ul style="list-style-type: none"> <li>• Reading Informational Text 1</li> <li>• Reading Informational Text 2</li> <li>• Reading Informational Text 3</li> </ul> |
| <b>Integrating Diverse Media</b>    | <ul style="list-style-type: none"> <li>• Reading Informational Text 1</li> <li>• Reading Informational Text 7</li> </ul>   |
| <b>Evaluating Author’s Purpose</b>  | <ul style="list-style-type: none"> <li>• Reading Informational Text 1</li> <li>• Reading Informational Text 6</li> </ul>   |
| <b>Constructing Writing</b>         | <ul style="list-style-type: none"> <li>• Writing 4</li> <li>• Writing 5</li> <li>• Writing 6</li> </ul>  |
| <b>Analyzing Text Structure</b>     | <ul style="list-style-type: none"> <li>• Reading Informational Text 1</li> <li>• Reading Informational Text 5</li> </ul>   |

Testing Information  
**NONE**

**Textbooks**  
*No adopted text at this time*

**Credit Policy**  
Students should take no more than 2 Lit & Comp courses for English credit as part of a well-balanced approach to the DMPS English graduation requirements.

## Extended Topics

Semester-  
Long

### Organizing Principles

The skills developed and demonstrated through this course persist throughout the course instead of being limited to a specific unit. These topics can be clustered and broken down into units by individual instructors, but the general course design is left open so that different approaches can easily be taken by teachers based on students, texts, and context.

## Text Selections

*Pending*



Standard  
Support



Additional  
Resources

| Grading Topic:<br><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> <br>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 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</li> <li>➤ 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</li> </ul> |
| <b>2</b>                  | <p><i>Students demonstrate they have the ability to:</i></p> <p>A. <b>Work</b> with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed</p> <p>B. <b>Participate</b> actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner</p> <p>C. <b>Prepare</b> for participation in a discussion</p>   |
| <b>1</b>                 | <i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>   |

**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.



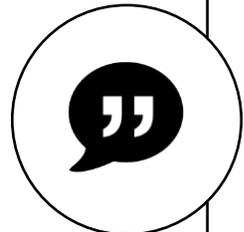
*Click link at right for additional details on this standard.*

**Teacher Clarifications**

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:<br><b>Analyzing Central Ideas</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> <br><b>Learning Goal</b> | <i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> <li><b>Analyze</b> the development of two or more central ideas over the course of a text, including how they interact and build on one another</li> <li><b>Analyze</b> a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact over the course of a text</li> <li><b>Cite</b> 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</li> </ol> |
| <b>2</b>                          | <i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> <li><b>Determine</b> two or more central ideas of a text</li> <li><b>Provide</b> an objective summary of a text</li> <li><b>Describe</b> a complex set of ideas or sequence of events in a text</li> <li><b>Describe</b> what a text says explicitly and draw logical inferences</li> </ol>  |
| <b>1</b>                          | <i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>  |

**Academic Vocabulary**  
Central Idea, Objective Summary, Sequence of Events, Complex Set of Ideas

**Standard Language: CCSS ELA RI.11-12.1**

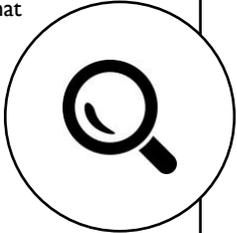
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**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.

**Standard Language: CCSS ELA RI.11-12.3**

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

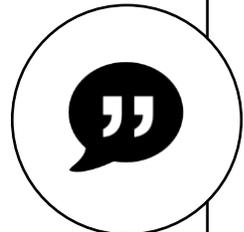


**Teacher Clarifications**

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

**Multiple Opportunities**

Have a suggestion for multiple opportunities? Submit it to the Secondary Literacy Curriculum Coordinator.



| Grading Topic:<br><b>Integrating Diverse Media</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> <br><b>Learning Goal</b> | <i>Students demonstrate they have the ability to:</i> <p>A. <b>Integrate</b> and <b>evaluate</b> multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem</p> <p>B. <b>Cite</b> 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</p> |
| <b>2</b>                          | <i>Students demonstrate they have the ability to:</i> <p>A. <b>Describe</b> the differences between medias and formats when presenting information</p> <p>B. <b>Locate</b> information from multiple sources presented in different media or formats, including words</p> <p>C. <b>Describe</b> what a text says explicitly and draw logical inferences</p>  |
| <b>1</b>                          | <i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>   |

**Academic Vocabulary**  
Media, Format

**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.11-12.7**

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

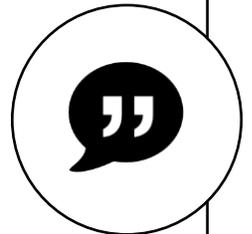


**Teacher Clarifications**

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

**Multiple Opportunities**

Analysis papers regarding interpretive choices might be ideal evidence for the **Constructing Writing** topic, and this topic readily sparks **Collaborating in Discussions** events when asking students to choose the best of several versions/presentations of the same story.



| Grading Topic:<br><b>Evaluating Author's 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> <br><b>Learning Goal</b> | <i>Students demonstrate they have the ability to:</i> <p>A. <b>Analyze</b> 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</p> <p>B. <b>Cite</b> 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</p> |
| <b>2</b>                          | <i>Students demonstrate they have the ability to:</i> <p>A. <b>Determine</b> an author's point of view or purpose in a text</p> <p>B. <b>Describe</b> what a text says explicitly and draw logical inferences</p>   |
| <b>1</b>                          | <i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>  |

**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.11-12.6**  
 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.



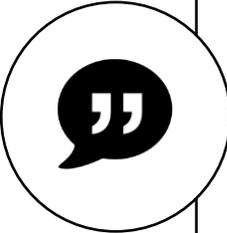
**Teacher Clarifications**

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

**Academic Vocabulary**  
 Rhetoric, Purpose, Point of View

**Multiple Opportunities**

As students dig into text, this scale should naturally recur throughout the semester, allowing students to practice these skills when **Collaborating in Discussions** and write analysis pieces that serve the **Constructing Writing** topic.



| Grading Topic:<br><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> <br>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 the task, purpose, and audience</p> <p>B. <b>Develop</b> and <b>strengthen</b> writing as needed by planning, revising, editing, rewriting, or logically sequencing claims and incorporating varied sources as appropriate</p> <p>C. <b>Use</b> technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</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>Describe</b> how to modify samples of writing for a specific task, purpose, and audience</p> <p>C. <b>Plan</b> writing using a template or graphic organizer</p> <p>D. <b>Demonstrate</b> the features of various technologies for producing and publishing writing</p> <p>E. <b>Describe</b> the ethical use of various writing technologies</p> <p>F. <b>Write</b> and <b>edit</b> work so that it conforms to the guidelines of the MLA Handbook</p>     |
| <b>1</b>                 | <i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>   |

**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.*

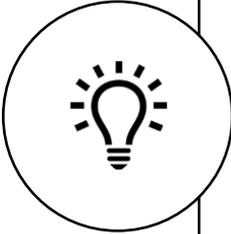


**Teacher Clarifications**

**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.

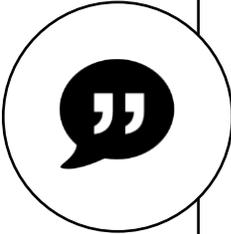


**Academic Vocabulary**

Development, Organization, Style, Task, Purpose, Audience

**Multiple Opportunities**

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:<br><b>Analyzing Text Structure</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> <br><b>Learning Goal</b> | <i>Students demonstrate they have the ability to:</i> <p>A. <b>Analyze</b> and <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> <p>B. <b>Cite</b> 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</p> |
| <b>2</b>                          | <i>Students demonstrate they have the ability to:</i> <p>A. <b>Describe</b> the structure of texts</p> <p>B. <b>Describe</b> the author’s structural choices in a text</p> <p>C. <b>Describe</b> what a text says explicitly and draw logical inferences</p>  |
| <b>1</b>                          | <i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i>  |

**Academic Vocabulary**  
Argument, Structure

**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.11-12.5**

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.



**Teacher Clarifications**

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

**Multiple Opportunities**

Have a suggestion for multiple opportunities? Submit it to the Secondary Literacy Curriculum Coordinator.

