

**Course Numbers**

* LA281

**Writing My World**

2020-2021

0.5 English credit.

This course engages students in a wide range of creative and academic writing experiences to develop an appreciation for and facility with the many ways that writing conveys ideas and meaning in the modern world. Students develop skill with complex language and create numerous polished writing pieces while also facilitating rich discussions about their writing and the anchor texts that drive these writing projects.

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

<http://grading.dmschools.org>

Version: 1.0

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

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

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

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

**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.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Course Map**

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| **Grading Topic** | **Content Standards** |
| **Writing for Specific Purposes** | * Writing 1 * Writing 2 * Writing 3 * Writing 4 |
| **Developing Writing** | * Writing 5 * Writing 6 |
| **Collaborating in Discussions** | * Speaking and Listening 1 |
| **Analyzing Complex Language** | * Reading Literature 4 * Reading Informational Text 4 * Language 4 * Language 5 |

**Request for Texts & Transfer of Materials: Novels or Textbooks**

*To streamline our transfer procedures and provide better accountability for the location of texts, please review these updates to our textbook policy.*

Current grade-level adopted textbooks are expected to be housed in buildings and accounted for yearly through the inventory process. A minimum of a class set for each instructor should be available in the building and checked out to teachers by name. Outdated adoptions are not supported by the district and no additional materials are available. Increased or decreased need can be initiated with the curriculum coordinator during yearly inventory.

Classroom sets of novels are available through Central Stores. Please complete a Novel Requisition Request form and the Curriculum Coordinator will initiate a Transfer of Materials Form. Books should be scanned into your building by your textbook manager or librarian prior to distribution to students. Classroom sets should arrive in quantities of 40, or 15 for literature circle sets. Any loss of books at the end of usage must be indicated prior to return back to Central Stores for accurate records and replacement.

Please DO NOT alter books in any way, including writing your name, numbering the spine, even using blue painters’ tape. This damages the resale value of the book and diminishes our investments. Classroom sets are intended to remain in the classroom. If a student needs to remove the book from the classroom, that book should be checked out to the student using the guidance **Textbook Inventory Handbook.**

Teachers should not initiate a transfer request in Infinite Campus without the express permission of the building textbook manager or the curriculum coordinator.

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| **Collaborating in Discussions** | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students 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:***   * Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas * Propel conversations by posing and responding to questions that 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 * 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 |
| **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. | |

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| **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. | **Teacher Clarifications**  Consider this in 3 parts: Preparation, Presentation, Response. The clarifiers in the targets allow you to determine the nature of the conversation and which skills to focus on for the day’s assessment. |
| **Academic Vocabulary**  Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize | **Additional Resources** |

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| **Writing for Specific Purposes** | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. Write argumentative pieces that attend to the requirements of the argumentative genre of writing 2. Write informative pieces that attend to the requirements of the informative/explanatory genre of writing |
| **Standard Language: CCSS ELA W.11-12.1**  **Standard Language: CCSS ELA W.11-12.2**  **Standard Language: CCSS ELA W.11-12.4** | |

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| **Requirements of Each Primary Writing Genre** | | |
| **Argumentative** | **Informative** | **Creative** |
| ***Students demonstrate they have the ability to write substantial arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:***   * Introduce precise, knowledgeable claims * Establish the significance of the claims * Distinguish the claims from alternate or opposing claims * Create an organization that logically sequences claims, counterclaims, and evidence * Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both * Address the audience’s knowledge level, values, and possible biases in the development of the argument * Use varied syntax to link the major sections of the text, create cohesion, and clarify the relationships among claims, evidence, commentary, and counterclaims * Establish and maintain a formal style and objective tone while attending to the norms and conventions as appropriate to academic writing * Provide a conclusion that follows from and supports the argument | ***Students demonstrate they have the ability to write substantial informative texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:***   * Introduce a topic * Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole * Include formatting (example: headings), graphics (example: figures, tables) and multimedia when useful to aiding comprehension * Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples * Address the audience’s knowledge of the topic in the development and organization of the text * Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic * Establish and maintain a formal style and objective tone while attending to the norms and conventions as appropriate to academic writing * Provide a conclusion that follows from and supports the information or explanation presented | ***Students demonstrate they have the ability to write substantial pieces (such as poems or stories) to develop real or imagined experiences or events using effective techniques and well-chosen details that attend to the following criteria as appropriate to the genre of writing:***   * Engage the reader by setting out a problem, situation, or observation and its significance * Orient the reader by establishing one or multiple points of view and introducing a narrator and/or characters * Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters * Use a variety of techniques to create a smooth sequence of events that build on one another to create a coherent whole and build toward a particular tone and outcome * Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters * Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative |

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| **Developing Writing** | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to***   1. **Develop** writing by planning or outlining and conducting necessary research for background information  * **Develop** a plan for writing, focusing on what is most significant for a specific purpose and audience  1. **Strengthen** writing by revising for clarity, organization, tone, and to vary syntax for effect  * **Create** an organizational structure that logically sequences claims and helps accomplish the purpose * **Produce** clear and coherent writing in which the development is appropriate to the task, purpose and audience. * **Create** multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.  1. **Strengthen** writing by editing for conventions of standard English grammar and usage as well as capitalization, punctuation, and spelling  * Apply the stylistic conventions and expectations of the task or genre * Use technology to produce, publish, and present individual or shared writing products in response to ongoing feedback, including new arguments or information |
| **Standard Language: CCSS ELA W.11-12.5**  **Standard Language: CCSS ELA L.11-12.1**  **Standard Language: CCSS ELA L.11-12.2**  **Standard Language: CCSS ELA L.11-12.3** | |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**  Planning, Revising, Editing | **Additional Resources**  No Red Ink Writing Coach |

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| **Analyzing Complex Language** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** the impact of specific word choices on meaning and tone in a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful 2. **Analyze** how an author uses and refines the meaning of a key term or terms over the course of a text 3. **Analyze** the role of figures of speech (for example, hyperbole, paradox) in a text 4. **Analyze** nuances in the connotations/meanings of words with similar denotations/definitions in a text | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Identify specific words that impact meaning and tone in a text * Interpret figures of speech in context in a text * Determine meanings of words and phrases as they are used in a text, including figurative, connotative, and technical meanings (using such strategies as context clues, root and affix patterns, or consulting references) |
| **Standard Language: CCSS ELA RI.11-12.4**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text  **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.  **Standard Language: CCSS ELA L.11-12.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. (see A-D for clarifiers) **Standard Language: CCSS ELA L.11-12.5**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (See A-B for clarifiers) | | |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**  Meaning, Tone, Impact, Figures of Speech, Nuances, Connotation, Denotation | **Additional Resources** |