School District of Holmen

English Language Arts Curriculum

2022-2023

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English Language Arts Executive Summary

The English Language Arts Committee has worked to develop a curriculum that provides a framework for physical education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents, and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes strategies essential for understanding. The result is a dynamic document that supports student learning and achievement in the District.

The School District of Holmen has adopted the Wisconsin Standards for English Language Arts (2020). These standards provide a foundational framework for identifying what knowledge and skills Wisconsin students in English language arts should learn at different grade levels or bands of grades. The standards were developed by Wisconsin educators and stakeholders who shared their expertise of English language arts and teaching from kindergarten through higher education.

English language arts is an essential part of a comprehensive PK-12 education for all students. Through English language arts, Wisconsin students learn to use literacy to understand and improve themselves and their worlds. The knowledge, techniques, and citizenry skills gained through English language arts education supports the vision of helping all students become college and career ready.

Wisconsin's Standards for English Language Arts (2020) focus on ensuring every student has the ability to comprehend and create text because it is the primary way we share information and ideas. To comprehend and create texts, students need instruction in comprehension, writing, speaking, listening, and reading foundational skills.

The knowledge and skills described in these revised sets of standards provide a framework with actionable indicators for English language arts classroom experiences. The body of the curriculum is divided by grade level and content. The curriculum for each level outlines what the students should know and be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations. Each unit provides an overview of the content, unit objectives, priority standards, supporting standards, and learning targets to clearly articulate the competencies to be met within the curriculum.

CURRICULUM DEVELOPMENT AND ADOPTION

The Curriculum is the common body of knowledge that is the basis for the instructional program in the District. The School District of Holmen recognizes that written curriculum plans are an essential element in the education of all children. The School Board has a responsibility for maintaining a minimum program of instruction guaranteed by the state statutes and for initiating improvements beyond that minimum.

A written, sequential curriculum plan shall exist for the following:
- A sequential curriculum plan exists in each of the following areas: reading/language arts, mathematics, science, social studies, health, physical education, art, music, world language, guidance and counseling, career and technical education (agriculture, business education, marketing education, family and consumer education, and technology education), library media, computer literacy, and environmental education.
- The curriculum plan identifies how mandated statutes are addressed and included in the curriculum.
- The curriculum plan identifies how infused or integrated areas are addressed and included in the curriculum.
- The curriculum plan identifies course competencies, learning expectations, linked standards, and assessment methods/strategies. The course components are monitored continuously and revised as appropriate.

The professional staff, under the direction and supervision of the Superintendent of Schools and the Director of Curriculum and Instruction, shall be responsible for proposing, developing, implementing and evaluating PK-12 curriculum that reflects the best of current educational research and practice. The curriculum shall support the District's mission, goals and adopted academic standards and be in line with legal requirements. Communication and coordination among grade level and content area teachers shall be emphasized whenever curriculum is developed.
Each content area shall follow an established curriculum revision cycle. Minor changes may be made as needed.

All content offerings and any additions or deletions to the curriculum shall be reviewed and recommended by the Curriculum Council and Board of Education Committee, and approved by the School Board before they are initiated or dropped from the existing program of instruction.

Legal Ref.:   WI Statutes 118.01, 118.015, 118.30, 120.12, 120.13, 121.02 (1)(k) and (l)
WI Admin. Code PI 8.01 (2) (k) and (l) Every Student Succeeds Act (ESSA) of 2015

Cross Ref.:   Assessment of Student Achievement, 345 Equal Education Opportunities, 411 Grade Advancement Policy, 345.4 Grading Systems, 345.1
High School Graduation, 345.6 Reading Instruction, 341.1

Approved: March 29, 2005
Revised: October 10, 2012
Approved: November 26, 2012
Revised: April 10, 2018
Approved: May 14, 2018

District Vision/Mission/Focus Statement

School District of Holmen
BELONG. SERVE. SUCCEED.

Core Values
- Empowerment
- Equity
- Excellence
- Integrity
- Safety

Better Together

Mission
Preparing students for tomorrow through an engaging and inclusive educational community today.

STUDENT LEARNING
Each student will succeed in reaching rigorous learning standards as a result of instructors' use of an integrated and comprehensive service delivery model.

FISCAL
Provide and sustain the highest level of student learning in a fiscally responsible manner.

WORKFORCE
Recruit, engage, and retain diverse staff, aligned with our students and community, to ensure we are achieving the District's Vision and Mission.

COMMUNITY ENGAGEMENT
Engage community in the Vision and Mission by listening to their voice, building relationships, and valuing their input to identify opportunities for improvement.

HEALTH & SAFETY
Foster physical safety and social-emotional wellbeing for District staff and students.

Learner Goals

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance and preparation of life skills.

The Learner Will Aspire To:

1. Build a substantial knowledge base.
Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, world language, health, language arts, mathematics, physical education, reading, science, social studies, and career and technical education.

2. Develop thinking and communication processes.
Students will develop a command of thinking processes (analysis, critical thinking, creative thinking, problem solving, decision making, visualizing, and concept development) that permits them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others through diverse methodology and platforms in an effective, safe, and responsible manner.

3. Apply knowledge and processes.
Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences to make them contributing members of a dynamic national and world economy.

4. Acquire the capacity and motivation for life-long learning.
Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.
Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy lifestyle.

 6. Develop character.
Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible global citizen.
Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, environmental, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship.

8. Respect cultural diversity and pluralism.
Students will demonstrate the knowledge and attitudes necessary to understand and respect individual and multi-cultural diversity and to work cooperatively with all people to empower a just society.

9. Develop artistic awareness.
Students will develop skills and have experiences that enable one to value, reflect upon, and appreciate the arts and the role of arts in our human experience.

WISCONSIN TEACHER STANDARDS & LICENSURE
Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

2. **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and then provides instruction that supports their intellectual, social and personal development.

3. **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.

5. **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

6. **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.

7. **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and the community and curriculum goals.

8. **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.

9. **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner. (See Appendix A for Wisconsin Academic Standards.)

School District of Holmen
2022-2023

SCHOOL BOARD OF EDUCATION MEMBERS

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Ben Taschner, Middle School Associate Principal/Activities Director

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Natalie Morgan, Sand Lake Elementary Principal

Bonnie Striegel, Viking Elementary Principal

Rachel Fawver, Evergreen Elementary Principal

Sue Eitland, Associate Principal, 4K and Early Childhood

ENGLISH LANGUAGE ARTS MISSION/VISION STATEMENT

Department Vision Statement

Literacy is an evolving concept and becoming literate is a lifelong learning process.

Mission Statement

In order to achieve our vision, our Department believes:
- English Language Arts is an integrated discipline.
- English Language Arts instruction builds an understanding of the human experience.
- Literacy, language, and meaning are socially constructed and are enhanced by multiple perspectives.
- Critical thinking and problem solving, communication, collaboration, and creativity are aspects of English Language Arts instruction.

HOLMEN HIGH SCHOOL ELA MISSION/VISION

The Holmen High School English Language Arts Department believes that language skills (listening, speaking, reading and writing, and the application of various media) are the foundation of communication, which continually occurs as a whole entity, not as segregated functions. It is our mission to develop independent learners, creative and critical thinkers, and skillful communicators.

PROGRAM OUTCOMES

Program Outcome I: Students will engage in meaningful reading, writing, and speaking activities for a variety of purposes and audiences.

Program Outcome II: Students will read, write, and listen for pleasure and information across a wide variety of genres.

Program Outcome III: Students will develop and use effective processes including technology as readers and writers.

Program Outcome IV: Students will read selections appropriate to their individual stages of development, their interests, and their ranges of experience.

Program Outcome V: Students will understand through language arts the uniqueness and the universality of human experience across cultures and time.

Program Outcome VI: Students will share experiences through listening, speaking, reading, writing, viewing, and presenting.

Program Outcome VII: Students will use critical thinking skills to make sense of their experience through listening, speaking, reading, and writing.

Program Outcome VIII: Students will create individual and group products or experiences through the use of language.

Program Outcome IX: Students will use language as a learning tool in a variety of disciplines and content areas.

Program Outcome X: Students will use language to explore, to investigate, and to develop topics, problems, questions, and themes.

ELA Committee Members

ELEMENTARY SCHOOLS

Grade/Title	Evergreen	Prairie View	Sand Lake	Viking
Kindergarten	Lisa Ottum	Alyssa Haug	Megan Timm	Caitlynn Hinytzke
1st	Laura Ruger	Tim Nielsen	Jeri Stauffer	Matt Kline
2nd	Lindsay Prokop	Carly Kawalec	Brandee Hrubes	Trudi Lahr
3rd	Sandi Thompson-Melby	Brian Sime	Jared Elsen	Amanda Bakkestuen
4th	Sarah Olson	Angela Kinsman	David Hughes	Sue Martin
5th	Jackie Bachman	Jennifer Ike	Annette Gilbertson	Sarah Wengerter
ESL	Gracie Quinn, Kat Dubanowich	Kazoua Yang		Brandy Regan
Special Ed	Jodi Ammerman, Missy Bartlett, Todd Gunnarson, Betsy Murphy, Suzanne Wilkins	Regina Sime, Brett Thompson	Wendy Hanewall, Kasey Pomeroy, Cathy Yushta	Lori Degner
Interventionist		Kristen Fiegen	Amber Tewes	Jill Vena
Title I	Shannon Krett	Shannon Krett		Kristina Craney

Middle School

Grade/Title	Holmen Middle School
6th	Katie Curtis, Tracy Dobkoski, Amy Rhoades
7th	Livia Johnson, Heather Benson, Tara Roesler
8th	Dayce McAndrews, Beth McDonald Hallie Weibel
Special Ed	Maddy Brueggeman
TAG	Susan Stein
Interventionist	Amy Stoeckly
	Shannon Koistinen

High School

Grade/Title	Holmen High School
High School ELA Teachers	Aspen Bakalars, Tiffany Fawcett-Miller, Lorianne Jesse, Kaylin Kalk, Ellen Koelbl, Daniel Lerberg, *Jaimie Okusko, Kam-Lin Roswall, Kristin Thompson-Lerberg, Lucas Wyrembeck

*Curricular Lead

Administrator & Instructional Services Liaisons
Kimberly Edwards, Executive Director of Instructional Services
Lacey Sinn, Director of Learning and Assessment
Traci Sommerfeldt, District Literacy Coach

Kindergarten

Reading Foundational Skills

Unit Objectives (overarching objectives)**:** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: typically developing readers will need much less practice with these concepts than readers who struggle to learn to read and/or English learners. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

Print Concepts

Priority Standard: RFS.K.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper and lower case letters of the alphabet**.**	**Learning Targets:** ● I know letters have a name. ● I know letters have an uppercase and a lowercase form. ● I know some uppercase and lowercase letters look the same. ● I know some uppercase and lowercase letters look different. ● I can select a given letter when told the name of the letter. ● I can name all upper and lowercase letters.
Supporting Standards:	
Academic Vocabulary: tall; small; uppercase; lowercase; letter; alphabet	

Phonological Awareness

Priority Standard: RFS.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Count, pronounce, blend, and segment syllables in spoken words.	**Learning Targets:** ● I know words are made up of syllables. ● I know syllables are chunks of words. ● I know blending is putting syllables together to make the word. ● I can say a word when told its syllables. ● I know segmenting is pulling the word apart into syllables. ● I can hear a word and say its syllables. ● I can tell the number of syllables in a word.

Supporting Standards:

Academic Vocabulary: chunk (not an individual sound); chop (break the word apart); syllable; count; pronounce; blend; segment

Priority Standard:	**Learning Targets:**
RFS.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, /x/.)	● I know the sounds of the consonants. ● I know the short sounds of the vowels. ● I know words are made up of sounds. ● I know segmenting (stretching out the word) is pulling the word apart into sounds ● I know CVC words have a beginning, middle, and ending sound. ● I know the beginning sound is the first sound ● I can identify and pronounce the beginning sound of a CVC word. ● I know the ending sound is the last sound ● I can identify and pronounce the ending sound of a CVC word. ● I know the middle sound is between the beginning and ending sounds. ● I know the middle sound is a vowel. ● I can identify and pronounce the middle sound of a CVC word.
Supporting Standards:	
Academic Vocabulary: beginning; vowel; middle; ending; sound; word; consonant; segment; stretch (pulling apart word)	

Phonics and Word Recognition

Priority Standard:	**Learning Targets:**

RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate knowledge of one-to-one correspondences by producing the primary or many of the most frequent sounds for each consonant.
	● I know sounds are spelled by letters.
	● I know letters can spell more than one sound.
	● I can say the sound the letter spells.
	  ○ C = /k/ or /s/
	  ○ G = /g/ or /j/
	  ○ S = /s/ or /z/

Supporting Standards: RFS.K.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.	
Academic Vocabulary: sound; consonant	

Priority Standard: RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	**Learning Targets:** ● I know sounds are spelled by letters. ● I know vowels spell two sounds. ● I know vowels can spell the short sound (/ă//ĕ//ĭ//ŏ//ŭ/). ● I can say the short vowel sounds (/ă//ĕ//ĭ//ŏ//ŭ/) for the five vowel letters (A, E, I, O, U). ● I know vowels can spell the long sound (/ā//ē//ī//ō//ū/). ● I know the long vowel sound is the name of the vowel letter (/ā//ē//ī//ō//ū/). ● I can say the long vowel sounds (/ā//ē//ī//ō//ū/) for the five vowel letters (A, E, I, O, U).

Supporting Standards:
RFS.K.1 Demonstrate understanding of the organization and basic features of print.
d. Recognize and name all upper- and lowercase letters of the alphabet.

Academic Vocabulary: long sound; short sound; vowels

Priority Standard: RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my is, are, do, does).	**Learning Targets:** ● I know high-frequency words are words I see and use often. ● I know some words are decodable. ● I know some words will be decodable when more sounds are learned. ● I know some words are not decodable and need to be remembered. ● I can read common high-frequency words.

Supporting Standards:
RFS.K.1 Demonstrate understanding of the organization and basic features of print.
b. Recognize that spoken words are represented in written language by specific sequences of letters.
RFS.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.(This does not include CVCs ending with /l/, /r/,or /x/.)
e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Academic Vocabulary: word; decodable (can hear the sounds and follows the rules); high-frequency words (words we see and use often); heart words (snap words, popcorn words)

Priority Standard:	**Learning Targets:**
RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	● I know different letters spell different sounds. ● I know when letters in a word change they spell a new word. ● I can identify the correct word from choices when shown a picture of a CVC word. ● I can explain why I chose the spelling for the word. ● I can identify which sound is different in two words.

Supporting Standards:
RFS.K.1 Demonstrate understanding of the organization and basic features of print.
b. Recognize that spoken words are represented in written language by specific sequences of letters.
RFS.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.(This does not include CVCs ending with /l/, /r/,or /x/.)
e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Academic Vocabulary: sounds; words; change; CVC; identify

Fluency

Priority Standard:	**Learning Targets:**
RFS.K.4 Read emergent-reader texts with purpose and understanding.	● I know that reading is reading the words and understanding what the story or text is about. ● I know different reasons for reading: for fun; to learn. ● I can read texts. ● I can retell what the story or text is about.

Supporting Standards:
RFS.K.1 Demonstrate understanding of the organization and basic features of print.
a. Follow words from left to right, top to bottom, and page by page.
b. Recognize that spoken words are represented in written language by specific sequences of letters.
RFS.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.(This does not include CVCs ending with /l/, /r/,or /x/.)
e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RFS.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my is, are, do, does).
R.K.1 With prompting and support, develop and answer questions about key details in a text. (RI & RL)
R.K.2 With prompting and support, retell stories (RL); share key details from a text (RI).
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI & RL)
L.K.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

Academic Vocabulary: read; understand; text; retell

Reading

Unit Objectives (overarching objectives): Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details

Priority Standard:	**Learning Targets:**
R.K.2 With prompting and support, retell stories (RL); share key details from a text (RI).	● I understand books have different purposes: some books tell stories (fiction); some books teach information (nonfiction). ● I can identify if a text is fiction or nonfiction. ● I know fiction books or stories have characters, settings, and events. ● I know characters are who the story is about. ● I can identify characters in a story ● I know settings are where or when the story happens. ● I can identify setting of a story ● I know events are the things that happen in the story. ● I can identify events in a story ● I understand stories have an order. ● I can retell a story including characters, setting, and some events ● I know nonfiction books are about a topic. ● I know nonfiction books teach information about a topic ● I can identify information from a text ● I can share information or details from a text

Supporting Standards:
R.K.1 With prompting and support, develop and answer questions about key details in a text. (RI & RL)
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI & RL)
R.K.5 Identify literary and informational texts. (RI & RL)
R.K.8 With prompting and support, identify specific information to support ideas in a text. (RI)
W.K.9 With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.

Academic Vocabulary: text; stories; fiction; characters; setting; events; order; nonfiction; topic; information; details

Writing

Unit Objectives (overarching objectives): Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes

Priority Standard:	**Learning Targets:**
W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes: a. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	● I understand opinions are what **I** think or feel about something. ● I understand different people have different opinions. ● I know writers share their ideas through telling. ● I can tell what I think or feel about something. ● I know writers share their ideas through drawings. ● I can share what I think or feel about something through drawing. ● I know writers share their ideas through writing. ● I can write what I think or feel about something.

Supporting Standards:
W.K.1 Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes:
   a. Organization: provide a sense of structure, attempt an introduction.
   b. Word Choice (including domain specific): use words familiar to the student.
W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.

W.K.7 Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

L.K.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
   a. Frequently used nouns, verbs, and prepositions.
   b. Oral pluralization of nouns.
   d. Oral production and expansion of complete sentences.

L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:
   a. Capitalization of the first word in a sentence.
   c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3)
   d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).

Academic Vocabulary: opinion

Cross Curricular Connections: Science Unit - Ecosystems: Animals, Plants, and Their Environment

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Priority Standard: W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes: b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic.	● I know information should be true facts. ● I can name a topic. ● I know writers share information through telling. ● I can tell information about a topic. ● I know writers share information through drawings. ● I can draw to share information about a topic. ● I know writers share information through writing. ● I can write to share information about a topic.

Supporting Standards:

W.K.1 Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes:
   a. Organization: provide a sense of structure, attempt an introduction.
   b. Word Choice (including domain specific): use words familiar to the student.

W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.K.5 With guidance and support from adults, respond to questions and suggestions from

peers and add details to strengthen writing as needed.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.

W.K.7 Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.K.9 With guidance and support from adults, recall facts from literary and informational text to research characters, setting, key detail, specified information, and ideas presented in a text.

L.K.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
   a. Frequently used nouns, verbs, and prepositions.
   b. Oral pluralization of nouns.
   d. Oral production and expansion of complete sentences.

L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:
   a. Capitalization of the first word in a sentence.
   c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3)
   d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).

Academic Vocabulary: information; facts; true; topic

Priority Standard:	Learning Targets:
W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes: c. Convey events, real or imagined, and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	● I know stories can be real. ● I know stories can be imagined. ● I know stories have characters. ● I know stories have settings. ● I know stories have events. ● I know stories are told in order. ● I know stories end with a reaction or feeling. ● I know writers share stories through telling. ● I can tell a real or imagined story in order. ● I know writers share stories through drawings. ● I can draw a real or imagined story in order. ● I know writers share stories through writing. ● I can write a real or imagined story in order. ● I can include who was in the story ● I can include where the story takes place ● I can include what happened in the story. ● I can write events from a real or imagined story in order ● I can include a reaction or feeling at the end of the story.

Supporting Standards:
W.K.1 Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes:
    a. Organization: provide a sense of structure, attempt an introduction.
    b. Word Choice (including domain specific): use words familiar to the student.
W.K.4 With guidance and support from adults, use a combination of drawing, dictating and writing to compose text in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.
W.K.7 Participate in shared inquiry and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
L.K.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
    a. Frequently used nouns, verbs, and prepositions.
    b. Oral pluralization of nouns.
    d. Oral production and expansion of complete sentences.
L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.
Appropriately use and explain the intended purpose in conventions with:
    a. Capitalization of the first word in a sentence.
    c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3)
    d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).

Academic Vocabulary: narrative; events; real; imagined; reaction/feeling; order

Production and Distribution of Writing

Priority Standard:	Learning Targets:
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.	- I know publishing is letting others see your work. - I know digital tools can be used to let others see your work. - I know different letters are written in different ways. - I can explore digital tools (such as Seesaw) to publish writing. - I can hold my paper with my hand that is not writing. - I can use a pencil grip.

	- I can form straight lines. - I can form curved lines. - I can form diagonal lines. - I can form crossed lines (X or +). - I can print most uppercase letters. - I can print most lowercase letters.

Supporting Standards:
W.K.1 Use a combination of drawing, dictating, and writing to compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

Academic Vocabulary: publish; forming; uppercase; lowercase; digital; pencil grip; straight; curved; diagonal; slides; crossed

Speaking and Listening

Unit Objectives (overarching objectives): Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify language choices and how those choices differ for culture and context.

Comprehension and Collaboration

Priority Standard:	Learning Targets:
SL.K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic. b. Participate in a conversation through multiple exchanges. c. Ask questions about the topic/text. d. Consider individual differences when communicating with others.	●

Supporting Standards:
SL.K.2 With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.K.4 With guidance and support, describe familiar people, places, things, and events.
SL.K.5 With guidance and support, create an original or utilize existing visual displays to support descriptions.

The speaking and listening standards, both priority and supporting, are woven throughout most elements of curriculum and instruction.

Language

Unit Objectives (overarching objectives): Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Vocabulary Acquisition and Use

Priority Standard:	Learning Targets:
L.K.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.	- I know that words have meaning(s). - I know that some words will be new. - I know the meaning of words can be learned through lessons. - I know the meaning of words can be learned through clues - other words, pictures, and talking with others. - I know words need to fit in the conversation. - I can use words that fit in conversation. - I can use picture clues to figure out the meaning of new words. - I can use word clues to figure out the meaning of new words. - I can talk with others to figure out the - meaning of new words.

Supporting Standards:
R.K.1 With prompting and support, develop and answer questions about key details in a text. (RI & RL)
R.K.4 With prompting and support, identify specific words that express feelings or content-specific words within a text. (RI & RL)
R.K.8 With prompting and support, identify specific information to support ideas in a text. (RI)
W.K.3 Use a combination of drawing, dictating, and writing to compose text that utilizes:
b. Word Choice (including domain specific): use words familiar to the student.
SL.K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
a. Follow agreed-upon norms and participate by actively listening, taking turns, and staying on topic.
b. Participate in a conversation through multiple exchanges.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
L.K.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Recognize and appreciate the linguistic diversity of peers, teachers, and other members of the school community.
L.K.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases

in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
a. Begin to recognize some words have multiple meanings (e.g., duck, tie).
L.K.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. With guidance and support from adults:
a. Ask and answer questions about unknown words.

Academic Vocabulary: meaning; clues; conversation

Cross Curricular Connections: Social Studies, Science, Health

Conventions of Standardized English

Priority Standard:	Learning Targets:
L.K.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Frequently used nouns, verbs, and prepositions.	• I know nouns are people, places, or things. • I know verbs show action. • I know a preposition tells where something is. • I know a sentence tells who and what happened. • I can show and tell about people, places, and things. • I can use words that show people, places, and things. • I can use nouns to show people, places, and things. • I can show and tell to show action. • I can use words to show action. • I can use verbs to show action. • I can show and tell where. • I can use words to show where.

Supporting Standards:
R.K.2 With prompting and support, retell stories (RL); share key details from a text (RI).
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI & RL)
W.K.2 Use a combination of drawing, dictating, and writing to compose text in a variety of modes:
a. Opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
b. Informative/explanatory text in which they name what they are writing about and supply some information about the topic.
c. Convey events, real or imagined, and narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
SL.K.4 With guidance and support, describe familiar people, places, things, and events.

Academic Vocabulary: noun; people; place; thing; verb; action; where

Cross Curricular Connections: Math (preposition standard/lessons)

Priority Standard:	Learning Targets:
L.K.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: c. Question words (who, what, etc.).	- I understand a question asks something. - I know some words ask questions. - I understand the difference between a statement and a question. - I know the meanings of the question words: - Who - asks about a person or character - What - asks about something - When - asks about a time, date, or season - Where - asks about a place - Why - asks for a reason, details, or explanation - How - asks for a reason, details, or explanation - I can ask "who" questions to learn more about a person or character. - I can ask "what" questions to learn more about something. - I can ask "when" questions to learn more about a time, date, or season. - I can ask "where" questions to learn more about a place. - I can ask "why" or "how" questions to learn about reasons, details, or explanations. - I can ask questions to learn more.

Supporting Standards:
R.K.1 With prompting and support, develop and answer questions about key details in a text. (RI & RL)
R.K.2 With prompting and support, retell stories (RL); share key details from a text (RI).
R.K.3 With prompting and support, identify characters, settings, and important events in a story or pieces of information in a text. (RI & RL)
R.K.4 With prompting and support, identify specific words that express feelings or content-specific words within a text. (RI & RL)
SL.K.1 With guidance and support, participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.
c. Ask questions about the topic/text.
SL.K.2 With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
L.K.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings. With guidance and support from adults:
a. Ask and answer questions about unknown words.

Academic Vocabulary: question; who; what; where; when; why; how; statement

Priority Standard:	Learning Targets:
L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of the first word in a sentence.	- I understand a sentence tells who and what happened. - I know the difference between uppercase and lowercase letters. - I know capitalizing means to make the first letter of the first word uppercase. - I can write uppercase letters. - I can capitalize the first word in a sentence.

Supporting Standards:
RF.K.1 Demonstrate understanding of the organization and basic features of print.
d. Recognize and name all upper- and lowercase letters of the alphabet.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
L.K.6d Writes letters for most consonant and short vowel sounds (phonemes).

Academic Vocabulary: capital; uppercase

Cross Curricular Connections: Writing-Narrative, Opinion, and How To

Priority Standard:	Learning Targets:
L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: b. Name frequently used punctuation.	- I understand punctuation comes at the end of a thought. - I know punctuation marks: period, question mark - I can name a period. - I can name a question mark.

Supporting Standards:
RF.K.1 Demonstrate understanding of the organization and basic features of print.
a. Follow words from left to right, top to bottom, and page by page
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Academic Vocabulary: punctuation; period; question mark, exclamation point

Cross Curricular Connections: Writing-Narrative, Opinion, and How To

Priority Standard:	Learning Targets:
L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized	- I know words are made up of sounds. - I know sounds are spelled by letters. - I know I can spell words by stretching out the sounds and writing the letters.

English. Appropriately use and explain the intended purpose in conventions with: c. Phonetically spell simple words drawing on knowledge of letter-sound relationships. Related to Reading Foundational standards (RF.K.3).	• I can write letters for the sounds I hear. • I can write words using the sounds I hear.

Supporting Standards:
RF.K.1 Demonstrate understanding of the organization and basic features of print.
b. Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
c. Blend and segment onsets and rimes of single-syllable spoken words.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.(This does not include CVCs ending with /l/, /r/,or /x/.)
e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Academic Vocabulary: sounds; words; letters; stretching out/sounding out/tapping out

Cross Curricular Connections: writing units, phonics, reading, science, social studies

Priority Standard: L.K.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: d. Writes letters for most consonant and short vowel sounds (phonemes). Related to Reading Foundational standards (RF.K.3).	**Learning Targets:** • I know letters spell sounds. • I know letters can spell more than one sound. • I know consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z • I know short vowels: a, e, i, o, u • I can write letters. • I can write letters to match the consonants. • I can write letters to match the short vowels. • I can write letters to match the sounds I hear.

Supporting Standards:
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
c. Blend and segment onsets and rimes of single-syllable spoken words.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.(This does not include CVCs ending

with /l/, /r/,or /x/.)
e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Academic Vocabulary: Vowels, consonants, sounds

Cross Curricular Connections: writing units, phonics, reading, science, social studies

1st Grade

Reading Foundational Skills

Unit Objectives (overarching objectives)**:** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: typically developing readers will need much less practice with these concepts than readers who struggle to learn to read and/or English learners. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

Print Concepts

Priority Standard:	Learning Targets:
RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	● I know sentences begin with a capital letter. ● I can recognize and identify capital letters in a sentence. ● I can recognize and identify the first word of a sentence. ● I know sentences end with punctuation. ● I know punctuation marks could be a period or a question mark. ● I can recognize and identify the ending punctuation of a sentence. ● I know the parts a sentence has to have.
Supporting Standards:	
Academic Vocabulary: capital letter; punctuation; period; question mark; sentence; word	

Phonological Awareness

Priority Standard:	Learning Targets:
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	● I know words are made up of sounds. ● I know segmenting is breaking apart a word into its sounds. ● I can segment, or break apart, a single-syllable word into individual sounds. (i.e., rat→/r//a//t/)
Supporting Standards: RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	

Academic Vocabulary: letter sound; word; syllable; segment

Priority Standard: RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**Learning Targets:** ● I know the beginning sound is the first sound in a word. ● I know the ending sound is the last sound in a word. ● I know the middle sound is the vowel sound in a word. ● I can separate sounds in a word. ● I know when we change a sound it makes a new word. ● I know words become new words when we add a new sound. ● I can make new words by adding a sound to a word. (i.e., add an s to end = rats) ● I know words become new words when we take away a sound. ● I can make new words by taking a sound away from a word. (i.e., rat - r = at) ● I know words become new words when we change a sound for a different sound. ● I can make new words by changing a sound in a word. (i.e., rat, change r to a b = bat)

Supporting Standards: RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Academic Vocabulary: letter sounds; adding; taking away; change; word; beginning; ending; middle; separate

Phonics and Word Recognition

Priority Standard: RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling sound correspondences for common consonant digraphs.	**Learning Targets:** ● I know a digraph is two or more letters that make a single consonant sound. ● I can recognize the digraphs when the letters appear next to each other. ● I can produce the sounds the digraphs

| | make: sh, ck, th, ch, wh, nk, ng, ph.
 ● I can spell the digraphs: sh, ck, th, ch, wh, nk, ng, ph. |

Supporting Standards:
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Academic Vocabulary: digraph

Priority Standard:	**Learning Targets:**
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode and encode regularly spelled one-syllable words (e.g. cat, fox, bet, cup, fit, etc.).	● I know sounds are represented by letters or letter combinations. ● I know sounds are put together to make a word. ● I know reading is saying the sounds of the letters and blending them together. ● I can read regularly spelled one-syllable words. ● I know spelling is saying the word and breaking it apart into its sounds. ● I can write a letter or letter combination for each sound I hear in a word. ● I can write regularly spelled one-syllable words. ● I know a vowel followed by the letter R makes a new vowel sound. ● I can recognize and say the sounds of R-controlled vowels. ● I can read words with R-controlled vowels. ● I can spell words with R-controlled vowels (/er/: er, ir, ur; /ar/: ar; /or/: or).

Supporting Standards:
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Know the spelling-sound correspondences for common consonant digraphs.

Academic Vocabulary: consonant vowel pattern (CVC); blend; R-controlled vowels

Priority Standard:	**Learning Targets:**

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).	- I know vowels can make two sounds, the short sound and the long sound. - I know when a word ends with a single vowel, the vowel spells the long sound. (i.e., hi, no, she) - I know a final -e changes the sound of the vowel from short to long. - I know that two or more letters together can spell long vowel sounds and are called vowel teams: ai, ay, ee, ea (/ē/), igh, oa, ow. - I know the letter Y makes a long vowel sound when at the end of a word. - I know y spells /ī/ at the end of a one-syllable word. - I know y spells /ē/ at the end of a multi-syllable word. - I can read words with a final -e. - I can read words with vowel teams.

Supporting Standards:
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Distinguish long from short vowel sounds in spoken single-syllable words.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Academic Vocabulary: vowel; short vowel; long vowel; vowel team; final -e; one-syllable; multi-syllable

Priority Standard: RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	**Learning Targets:** - I know words can be broken into smaller parts called syllables. - I know a vowel team spells one vowel sound. - I know every syllable must have a vowel or vowel team. - I know the number of syllables in a word matches the number of vowels/vowel teams in a word. (i.e., coat = 1 syllable; raincoat = 2 syllables) - I can identify the vowel(s) or vowel team(s) in printed words. - I can identify the number of syllables in a printed word by counting the number of vowels/vowel teams in a printed word.

Supporting Standards:
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
c. Know final -e and common vowel team conventions for representing long vowel sounds

(Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).

Academic Vocabulary: syllable; vowel; vowel team; word

Priority Standard:	Learning Targets:
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.	● I know words can be broken into parts called syllables. ● I know every syllable must have a vowel or vowel team. ● I can identify the vowel(s) or vowel team(s) in printed words. ● I can identify the consonants between the vowels/vowel teams. ● I can break a word into syllables. ● I know I can read two-syllable words by reading one syllable at a time. ● I can read each syllable in a word and blend it to read the whole word.

Supporting Standards:
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
b. Decode and encode regularly spelled one-syllable words (e.g. cat, fox, bet, cup, fit, etc.).
c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Academic Vocabulary: syllable; vowel; vowel teams; consonants

Priority Standard:	Learning Targets:
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. f. Read words with inflectional endings (i.e., -s, -ed, -ing).	● I know endings can be added to words. ● I know endings can change the meaning of the word. ● I know -s or -es makes a noun plural. ● I know plural means more than one. ● I know -s at the end of a word spells /z/ or /s/. ● I know -ed makes a verb past tense. ● I know past tense means something that already happened. ● I know -ed spells multiple sounds (/d/, /t/, /ĕd). ● I know -ing makes a verb present tense. ● I know present tense means something that is happening now. ● I can identify when an ending has been added to a word. ● I can read words with endings: -s, -es, -ed, -ing.

Supporting Standards:
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
b. Decode and encode regularly spelled one-syllable words (e.g. cat, fox, bet, cup, fit, etc.).
e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.

Academic Vocabulary: word; endings; plural; noun; verb; past tense; present tense

Priority Standard:	**Learning Targets:**
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. g. Recognize and read grade-appropriate irregularly spelled words	● I know some parts of a word can be decoded. ● I know irregular means you cannot decode some parts of a word. ● I know irregular parts may change based on the phonics you learn. ● I know some parts of a word need to be memorized until you learn the phonics rules. ● I can recognize if a word has irregular parts. ● I can read irregularly spelled words.

Supporting Standards:
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Know the spelling-sound correspondences for common consonant digraphs.
b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.
f. Read words with inflectional endings (i.e., -s, -ed, -ing).

Academic Vocabulary: words; irregular

Fluency

Priority Standard:	**Learning Targets:**
RF.1.4 Read emergent-reader texts with purpose, understanding, and sufficient accuracy to support comprehension. a. Read grade-level text with purpose and understanding.	● I understand different purposes for reading (for fun, to learn something). ● I can state my purpose for reading. ● I can use concepts about print to read (left to right; return sweep). ● I can read words accurately. ● I can reread to correct a mistake. ● I can reread to better understand what I read. ● I can read with expression.

	● I know reading is the combination of decoding and making meaning from what was read.

Supporting Standards:
RF.1.1 Demonstrate understanding of the organization and basic features of print.
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Distinguish long from short vowel sounds in spoken single-syllable words.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
e. Add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Know the spelling-sound correspondences for common consonant digraphs.
b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.
f. Read words with inflectional endings (i.e., -s, -ed, -ing).
g. Recognize and read grade-appropriate irregularly spelled words.
RF.1.4 Read emergent-reader texts with purpose, understanding, and sufficient accuracy to support comprehension.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.1.1 Develop and answer questions about key ideas and details in a text. (RI & RL)
R.1.2 Identify a main topic or central idea in a text with guidance and support; retell important details. (RI & RL)
R.1.3 Describe characters, settings, and major events in a story or pieces of information is a text. (RI & RL)
R.1.4 Identify words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI & RL)
R.1.5 Identify a variety of genres and explain major differences between literary texts and informational texts. (RI & RL)
R.1.6 Describe how illustrations and details support the point of view or purpose of the text. (RI & RL)
R.1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI & RL)
R.1.8 Identify specific information an author or illustrator gives that supports ideas in a text. (RI)
R.1.9 Compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI & RL)

Academic Vocabulary: expression; purpose; decoding; accurately

Reading

Unit Objectives (overarching objectives): Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details

Priority Standard:
R.1.2 Identify a main topic or central idea in a text with guidance and support; retell important details. (RI & RL)
	Learning Targets:
	Information
	● I know nonfiction texts have a main topic.
	● I know the main topic is what the text is mostly about.
	● I can identify the main topic of nonfiction texts with guidance and support.
	● I know important details in nonfiction text are facts about the main topic.
	● I can retell important details about the main topic.
	
	Literature
	● I know important details from fiction text are story elements:
	    ○ Characters: who or what the story is about
	    ○ Setting: when and where the story happens
	    ○ Beginning: introduces characters and setting
	    ○ Middle: introduces problem and some things that happen in the story
	    ○ Ending: solution to the problem and lesson (if lesson is clear)
	● I can identify the characters in a story.
	● I can identify the setting of a story.
	● I can retell the beginning of a story.
	● I can retell the middle of a story.
	● I can retell the ending of a story.
	● I know a central idea comes from fiction text.
	● I know a central idea is a theme or lesson from the story.
	● I can identify the lesson from a story with guidance and support.

Supporting Standards: R.1.1 Develop and answer questions about key ideas and details in a text. (RI & RL)	

R.1.2 Identify a main topic or central idea in a text with guidance and support; retell important details. (RI & RL)

R.1.3 Describe characters, settings, and major events in a story or pieces of information is a text. (RI & RL)

R.1.4 Identify words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI & RL)

R.1.5 Identify a variety of genres and explain major differences between literary texts and informational texts. (RI & RL)

R.1.6 Describe how illustrations and details support the point of view or purpose of the text. (RI & RL)

R.1.7 Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI & RL)

R.1.8 Identify specific information an author or illustrator gives that supports ideas in a text. (RI)

R.1.9 Compare and contrast two texts; recognize that texts reflect one's own and others' culture. (RI & RL)

Academic Vocabulary: main idea; fact; detail; central idea; fiction; nonfiction

Writing

Unit Objectives (overarching objectives): Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes

Priority Standard:	Learning Targets:
W.2 Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or name the text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	- I know a topic is what the piece is mostly about. - I know an opinion is what I think or feel about something. - I know an opinion writing piece shares what I think or feel about something. - I can share what I think or feel about something in writing. - I can begin my piece by writing what I think or feel about something. - I know opinions are supported by a reason. - I know a reason is why I think or feel the way I do about something. - I can write a reason why I think or feel that way about something. - I know opinion pieces need to have an ending. - I can end my opinion piece by: - Restating what I think or feel, or - Making a recommendation

Supporting Standards:
W.1.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.1.3 Create writing that utilizes:
a. Organization: provide a beginning, middle and a simple ending.
b. Transitions: simple word transitions and temporal words/pictures that link ideas.
c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images.
W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.
W.1.7 Participate in shared inquiry and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
L.1.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.
L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Common, proper, and possessive nouns.
b. Nouns/verbs agreement in simple sentences.
c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
d. Production and expansion of complete sentences in response to prompts.
L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Capitalization of dates and names of people.
b. End punctuation.
c. Commas in dates and simple sets.
d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).

Academic Vocabulary: opinion; reason; introduction; closure

Priority Standard:	Learning Targets:
W.1.2 Write text in a variety of modes: b. Informative/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.	- I know a topic is what the piece is mostly about. - I know informational writing teaches about a topic. - I can identify a topic I know a lot about. - I can begin the piece by naming the topic

	I am writing about.
	● I can write to share facts about a topic they know a lot about.
	● I know facts are true details about a topic.
	● I know information pieces end with a sense of closure.
	● I can end my piece by restating the topic.

Supporting Standards:
W.1.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.1.3 Create writing that utilizes:
a. Organization: provide a beginning, middle and a simple ending.
b. Transitions: simple word transitions and temporal words/pictures that link ideas.
c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images.
W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.
W.1.7 Participate in shared inquiry and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
L.1.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.
L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Common, proper, and possessive nouns.
b. Nouns/verbs agreement in simple sentences.
c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
d. Production and expansion of complete sentences in response to prompts.
L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Capitalization of dates and names of people.
b. End punctuation.
c. Commas in dates and simple sets.
d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).

Academic Vocabulary: topic; fact(s); informational writing; true; nonfiction; conclusion;

introduction

Priority Standard:	**Learning Targets:**
W.1.2 Write text in a variety of modes: c. Convey events, real or imagined, through narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	● I know narrative writing tells a story. ● I know narrative writing can be a true story. ● I can think of an idea to write about based on something I have done. ● I know narrative writing can be a pretend story. ● I can think of a pretend story I want to write. ● I know narrative writing includes a sequence (beginning, middle, end) of events that are told in order. ● I can make a plan for writing my story: What happened first? What happened next? What happened last? ● I can write my story in order. ● I can include details in my story: who is the story about; where does the story take place ● I know transition words help move the story from the beginning to the middle to the end. ● I can use transition words to move the story from beginning to middle to end. (e.g., first, then, after, next, etc.) ● I know narrative writing has a sense of closure. ● I can end the story by sharing the last event of the story or how the problem was solved.

Supporting Standards:
W.1.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.1.3 Create writing that utilizes:
a. Organization: provide a beginning, middle and a simple ending.
b. Transitions: simple word transitions and temporal words/pictures that link ideas.
c. Word Choice (including domain specific): experiments with descriptive words to describe feelings, events and images.
W.1.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.
W.1.7 Participate in shared inquiry and writing projects (e.g., explore a number of "how-to"

books on a given topic and use them to write a sequence of instructions).
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
L.1.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.
L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Common, proper, and possessive nouns.
b. Nouns/verbs agreement in simple sentences.
c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.
d. Production and expansion of complete sentences in response to prompts.
L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Capitalization of dates and names of people.
b. End punctuation.
c. Commas in dates and simple sets.
d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).

Academic Vocabulary: narrative; sequence; details; events; closure; transition words

Production and Distribution of Writing

Priority Standard:	Learning Targets:
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.	● I know publishing is sharing my work with others. ● I know digital tools can be used to make and share writing. ● I can use digital tool(s) to publish writing ○ Ideas include: Seesaw, Book Creator, ChatterPix, Google Docs/Slides ● I know different letters are written in different ways. ● I can print most uppercase letters. ● I can print most lowercase letters.
Supporting Standards:	
Academic Vocabulary: uppercase; lowercase	

Speaking and Listening

Unit Objectives (overarching objectives): Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify language choices and how those choices differ for culture and context.

Comprehension and Collaboration

Priority Standard:	Learning Targets:
SL.1.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. With guidance and support, follow agreed-upon norms for discussions and participate by actively listening, taking turns, and staying on topic. b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. d. Consider individual differences when communicating with others.	●

Supporting Standards:
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas clearly.
SL.1.5 Create an original or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.

The speaking and listening standards, both priority and supporting, are woven throughout most elements of curriculum and instruction.

Language

Unit Objectives (overarching objectives): Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Vocabulary Acquisition and Use

Priority Standard:	Learning Targets:
L.1.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic,	● I understand there are words I don't know the meaning of and need to figure them out. ● I understand some words may mean

and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use frequently occurring conjunctions (e.g., because) to signal simple relationships.	more than one thing.
	● I can use strategies to understand the meaning of unknown words
	   ○ Background knowledge
	   ○ Picture clues
	   ○ Context clues
	   ○ Use resources: glossary, other people
	● I can use words that match what I am talking or writing about.
	● I understand conjunctions, or connecting words, show a relationship.
	● I can use conjunctions, or connecting words, to show a relationship between two or more things.

Supporting Standards:
R.1.4 Identify words and phrases that express feeling, appeal to the senses, or content-specific words within a text. (RI & RL)
L.1.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
a. Use inflexional forms as clues to the meaning of unknown words (e.g., looks, looked).
b. Identify common root words.
L.1.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
With guidance and support from adults:
a. Identify words and phrases that suggest feelings or appeal to the senses (e.g., in stories, poems, or conversations).
b. Explain rationale for sorting words into categories.
c. Act out or define shades of meanings with verbs of differing manner (e.g., peek, scowl) and adjectives (e.g., gigantic, large).

Academic Vocabulary: unknown word; background knowledge; picture clues; context clues; resources; vocabulary; conjunctions; connecting words; and (shows like things); because (explains why); or (shows choice); but (shows unlike things or explains why)

Conventions of Standardized English

Priority Standard: L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Common, proper, and possessive nouns.	**Learning Targets:** ● I know a noun is a person, place, or thing. ● I know that there are different types of nouns. ● I know a common noun names people, places, and things. ● I can use common nouns to name people, places, and things. (i.e., teacher, school, table) ● I know a proper noun names specific

	people, places, and things. ● I can use proper nouns to name specific people, places, and things. (i.e., Mrs. Smith, McDonalds, Gatorade) ● I know a possessive noun shows ownership. ● I can use possessive nouns to show ownership. (i.e., Matt's house, the dog's bone)

Supporting Standards:

Academic Vocabulary: nouns; common nouns; proper nouns; possessive nouns; specific; ownership

Priority Standard: L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: b. Nouns/verbs agreement in simple sentences.	**Learning Targets:** ● I know a noun is a person, place, or thing. ● I can identify nouns. ● I know a verb can be an action. ● I know a verb can show a state of being. (i.e., are, was, were, be, been, am) ● I can identify verbs. ● I know a sentence must have a noun and a verb. ● I know the noun in a sentence needs to match the verb. ● I can create sentences with a noun and a verb. ● I can create sentences with matching nouns and verbs.

Supporting Standards:
L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Common, proper, and possessive nouns.

Academic Vocabulary:

Priority Standard: L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:	**Learning Targets:** ● I know pronouns can take the place of nouns. ● I can use pronouns to take the place of nouns. ● I know adjectives describe nouns. ● I can use adjectives to describe nouns. ● I know conjunctions, or connecting

c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.	words, show a relationship. ● I can use conjunctions, or connecting words, to show a relationship. ● I know verb tenses show when the action happened. ● I know past tense shows something that already happened. ● I know present tense shows something that is happening now. ● I know future tense shows something that will be happening. ● I can use verb tenses to show when the action happened. ● I can use past tense to show something that already happened. ● I can use present tense to show something that is happening now. ● I can use future tense to show something that will be happening. ● I know prepositions tell where the noun is. ● I know prepositions tell when something happens. ● I can use prepositions to tell where the noun is or when something happens.

Supporting Standards:

Academic Vocabulary: noun; pronoun; adjective; conjunction; verb tense (past, present, future); preposition

Priority Standard: L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: d. Production and expansion of complete sentences in response to prompts.	**Learning Targets:** ● I know I can add more to my sentence to tell more. ● I can tell more in my sentences when asked questions. ● I can describe nouns using adjectives when prompted. ● I can tell where or when using prepositions when prompted. ● I can connect sentences together using conjunctions when prompted.

Supporting Standards:
L.1.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Common, proper, and possessive nouns.
b. Nouns/verbs agreement in simple sentences.

c. Frequently occurring pronouns, adjectives, conjunctions, verb tenses, and prepositions.

Academic Vocabulary: complete sentence; adjectives; nouns; verbs; prepositions; conjunctions; prompted

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Priority Standard:	**Learning Targets:**
L.1.6 Demonstrate [contextually appropriate use of the conventions of standardized English] capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization of dates and names of people.	● I know that the first letter of a word is usually the only one that needs to be capitalized. ● I know that days of the week start with a capital letter. ● I can capitalize the first letter of days of the week. ● I know that months of the year start with a capital letter. ● I can capitalize the first letter of months of the year. ● I know that names of people start with a capital letter. ● I can capitalize the first letter of names of people.

Supporting Standards:

Academic Vocabulary: capitalize; months

Priority Standard:	**Learning Targets:**
L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: b. End punctuation.	● I know sentences end with punctuation. ● I know sentences that are statements end with a period. ● I can write a sentence that is a statement and end it with a period. ● I know sentences that are questions end with a question mark. ● I can write a sentence that is a question and end it with a question mark.

Supporting Standards:

Academic Vocabulary: punctuation; period; question mark; statement; question

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Priority Standard:	**Learning Targets:**
L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when	● I know commas tell readers when to pause in their reading. ● I know a comma can separate three or more items in a series or list.

writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: c. Commas in dates and simple sets.	● I can use commas to separate three or more items in a series or list. ● I know to use a conjunction before the last item in the series or list and after the last comma. ● I can use conjunctions before the last item in a series or list and after the last comma. ● I know a comma separates the day of the week and the month when writing a date. (i.e., Thursday, December 15) ● I can use a comma to separate the week and the month when writing a date. ● I know a comma separates the date and the year when writing a date. (December 15, 2022) ● I can use a comma to separate the date and the year when writing a date.

Supporting Standards:

Academic Vocabulary: comma; date; month; days of the week; list; series

Priority Standard: L.1.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: d. Use conventional spelling for words with common spelling patterns and draw on phonological awareness and spelling conventions to spell other words phonetically. Related to Reading Foundational standards (RF.1.3).	**Learning Targets:** ● I know that many words can be spelled using what I know about sounds and how they are spelled (spelling patterns). ● I can use the sounds I hear in a word to help spell the word. ● I can use spelling patterns to spell the sounds I hear in a word. ● I can use familiar words to spell new words. (i.e., look→book) ● I can spell words with common spelling patterns.

Supporting Standards:
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Know the spelling-sound correspondences for common consonant digraphs.
b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.
f. Read words with inflectional endings (i.e., -s, -ed, -ing).

Academic Vocabulary: spelling patterns

2nd Grade

Reading Foundational Skills

Unit Objectives (overarching objectives)**:** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: typically developing readers will need much less practice with these concepts than readers who struggle to learn to read and/or English learners. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

Priority Standard:	Learning Targets:
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	● I know every syllable has a vowel. ● I can identify the vowel sound in a word. ● I know short vowels have specific sounds: /ă//ĕ//ĭ//ŏ//ŭ/ y=/ĭ/. ● I know short vowels are spelled with a single vowel letter: a, e, i, o, u, y. ● I know long vowels have specific sounds: /ā//ē//ī//ō//ū/. ● I can state if the vowel sound is short or long. ● I can explain how I know the vowel sound is short or long. ● I know long vowels can be spelled in many different ways. ● I know long vowel patterns. ● I know when specific long vowel patterns are used. ● I understand generalizations of vowel patterns. ● I can read regularly spelled one-syllable words.

Supporting Standards:
RF.2.3b Know spelling-sound correspondences for additional common vowel teams. L.2.6d Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.

Academic Vocabulary: vowels; short vowels; long vowels; vowel teams; syllable

Priority Standard:	Learning Targets:

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words
b. Know spelling-sound correspondence for
	● I know vowel spelling patterns.
	   ○ /ā/: a, a_e, ay, ai
	   ○ /ē/: e, e_e, ee, ea (meat), y

| additional common vowel teams. | ○ /ī/: i, i_e, y, igh
○ /ō/: o, o_e, oa, ow
○ /ū/: ew, ue, u_e, u, oo
○ /ĕ/: ea (head)
○ /ĭ/: y (myth)
New in 2nd Grade
    ○ /ā/: eigh (weigh), ei (vein), ey (obey), ea (steak)
    ○ /ē/: ey (key), ie (thief), ei (either)
    ○ /ī/: i(ld), i(nd), ie (pie)
    ○ /ō/: o(ld), o(st), oe (toe)
    ○ /ū/: ew, ue, u_e, u, oo
    ○ /oo/ as in book: oo, u
    ○ /ow/: ou, ow
    ○ /oi/: oi, oy
    ○ /aw/: aw, au, a(lk), a(lt), a(l)
    ○ /su/re: treasure, measure
● I can read words using common vowel teams. |

Supporting Standards:
L.2.6d Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.

Academic Vocabulary: vowel teams; spelling patterns

| **Priority Standard:**
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (eg. mat; picnic; fantastic) | **Learning Targets:**
● I know every syllable contains a vowel.
● I can identify the vowels and consonants in a word.
● I can draw a line to separate syllables in a word.
● I understand that a closed syllable is a single vowel followed by a consonant, consonant blend, or digraph.
● I can read regularly spelled one, two and three syllable CVC pattern words.
● I can break apart a spoken word into syllables.
● I can break apart a spoken syllable into sounds.
● I can spell regularly spelled one, two and three syllable CVC pattern words. |

Supporting Standards:
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.2.6d Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.

Academic Vocabulary: decode; encode; syllable; closed syllable; CVC pattern; blend; digraph; schwa; consonant; vowel

Priority Standard: 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words d. Decode words with common prefixes and suffixes.	Learning Targets: ● I understand prefixes are added to the beginning of a word to change the meaning of the word. ● I know common prefixes: un-, re-, pre-, non-. ● I can identify the prefix within a word. ● I understand suffixes are added to the end of a word to change the meaning of the word ● I know common suffixes: -ful, -less, -ous/-us, -tion/-sion, -tial/-cial, -ly. ● I can identify the suffix within a word. ● I know prefixes and suffixes can be read as an entire unit rather than segmented sounds. ● I know base words are words that stand alone and have meaning. ● I can identify the base word within a word. ● I can read words with prefixes and suffixes.

Supporting Standards: L.2.6d Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.

Academic Vocabulary: decode; prefix; suffix; base word

Priority Standard: 2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. *Know when to drop the final e when adding -ing, -ed endings [(Silent -e vowel pattern base word)]. *Know when to double the final consonant when adding a suffix, -ing, -ed.	Learning Targets: ● I know to drop the final e from a silent-e base word when adding -ing or -ed. ● I can identify the silent-e base word if the word ends with -ing or -ed. ● I can read silent-e words when the suffixes -ing or -ed are added. ● I can drop the e when adding the suffixes -ing or -ed to a silent-e base word. ● I know to double the final consonant of a CVC word if it ends with a single consonant letter when adding -ing or -ed. ● I can identify the CVC base word if the word ends with -ing or -ed. ● I can read CVC words when the suffixes -ing or -ed are added. ● I can double the final consonant when adding the suffixes -ing or -ed to a CVC base word.

Supporting Standards: L.2.6d Use common spelling patterns, phonemic awareness, and basic reference materials to

solve words.	

Academic Vocabulary: decode; regularly spelled word; syllable; long vowels; encode; final e/Silent letter e; drop final e; double final consonant; base word; endings (suffix) -ing, -ed

Priority Standard:
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words
f. Recognize and read grade-appropriate irregularly spelled words.
	Learning Targets:
	● I know that not all words follow rules.
	● I know strategies to read irregular words.
	  ○ I can find the decodable parts of the word.
	  ○ I can break the word into smaller chunks.
	  ○ I can use context clues.
	● I can memorize words that are not decodable.

Supporting Standards:
L.2.6d Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.

Academic Vocabulary: irregularly spelled words (rule breakers, trick words, heart words); high frequency words

Fluency

Priority Standard: RFS.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	**Learning Targets:** ● I understand reading is decoding and making meaning from the text. ● I understand different types of texts have different purposes. ● I can identify the purpose for reading different types of text. ● I know texts can be sorted into different genres: fiction, nonfiction. ● I understand the characteristics of fiction texts. ● I understand the characteristics of nonfiction texts. ● I can decode grade-level text accurately. ● I can read irregular high frequency words. ● I can read with accuracy, appropriate rate, and expression. ● I can answer questions about the text to show understanding. ● I can ask questions about the text to show understanding.

Supporting Standards:
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling-sound correspondences for additional common vowel teams.

c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).

d. Decode words with common prefixes and suffixes.

e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. *Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). *Know when to double the final consonant when adding a suffix. -ing, -ed.

f. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

R.2.1 Develop and answer questions to demonstrate understanding of key ideas and details in a text. (RI & RL)

R.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI & RL)

R.2.3 Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)

R.2.4 Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI & RL)

R.2.5 Describe the overall structure of a story, including describing how the beginning introduces the text and the ending concludes the text. (RI & RL)

R.2.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI & RL)

R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI & RL)

R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)

R.2.9 Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one's own and others' culture. (RI & RL)

L.2.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

a. Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking).

L.2.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.

a. Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).

b. Identify real-life connections between words and their use (e.g., describe foods that are juicy).

c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).

Academic Vocabulary: genre; fiction; nonfiction

Reading

Unit Objectives (overarching objectives): Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details

Priority Standard:	Learning Targets:
R.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI & RL)	- I understand the difference between retelling and summarizing. - I know that retelling is telling all parts of a text that you remember. - I know that summarizing is condensing the text into your own words. - I understand that summarizing includes the main topic or central idea. - I can identify the character(s), setting(s), problem, event(s), and solution in a fiction text. - I understand that a fiction summary includes the beginning (characters, setting, problem), middle (events and how the character works to solve the problem), and ending (solution). - I know fiction texts have a central idea or lesson. - I can identify the central idea or lesson of fiction text. - I can summarize fiction text and include the beginning (characters, setting, problem), middle (events and how the characters work to solve the problem), and ending (solution) of the story, and the central idea or lesson in my own words. - I understand that a nonfiction summary includes the main topic and key details about that topic. - I can identify the main topic of nonfiction text. - I can provide key details about the main topic of nonfiction text. - I can summarize nonfiction text and include the main topic and key details in my own words.

Supporting Standards:
R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI & RL)
R.2.3 Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)
R.2.5 Describe the overall structure of a story, including describing how the beginning introduces the text and the ending concludes the text. (RI & RL)
R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI & RL)

Academic Vocabulary: retell; summary; summarize; character; setting; problem; event; solution; central idea; main topic; key details; fiction; nonfiction; "in your own words…"; text

Writing

Unit Objectives (overarching objectives): Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes

Priority Standard:	Learning Targets:
W.2.2 Write text in a variety of modes: a. Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.	● I understand the difference between fact and opinion. ● I can identify an opinion. ● I know the purpose of opinion writing is to share what I think or feel about a topic. ● I know the purpose of opinion writing can be to convince others to share my thoughts or feelings. ● I know opinions should be supported with reasons. ● I can write to introduce my opinion. ● I can provide supporting reasons for my opinion. ● I can use words to show importance. ● I can use words to add more information or give examples. ● I can use words to show a different opinion. ● I can use words to order my reasons. ● I can write to conclude the opinion.

Supporting Standards:
W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.2.3 Creating writing that utilizes:
    a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.
    b. Transitions: use transitions to link and build connections between ideas, text, and events.
    c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.
W.2.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.
W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified

information, and ideas presented in a text.

L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

    a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.

    b. Production, expansion, and rearrangement of complete simple and compound sentences.

L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

    a. Capitalization of holidays, products, geographic places.

    b. Commas in greetings and closings.

    c. Apostrophes in contractions and frequently occurring possessives.

    d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.

Academic Vocabulary: introduction statement; opinion; fact; reasons; concluding statement

Priority Standard:	Learning Targets:
W.2.2 Write text in a variety of modes: b. Informative/explanatory text in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	● I know informative writing can teach about a topic. ● I know informative writing can explain a procedure or how-to do something. ● I know informative writing shares facts and observations. ● I know similar information should be grouped together in informative writing. ● I know informative writing might have information shared in a sequence (i.e., steps in a procedure, timeline) ● I know text features enhance the writing. ● I know the different purposes of text features. ● I know the difference between facts and opinions ● I can write to introduce my topic. ● I can include facts to teach about my topic. ● I can include definitions to teach about my topic. ● I can write a concluding statement or section.

Supporting Standards:

W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.2.3 Creating writing that utilizes:

    a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.

    b. Transitions: use transitions to link and build connections between ideas, text, and

events.
   c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.
W.2.4With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.
W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
Appropriately use and explain the intended purpose of language choice with:
   a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.
   b. Production, expansion, and rearrangement of complete simple and compound sentences.
L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.
   a. Capitalization of holidays, products, geographic places.
   b. Commas in greetings and closings.
   c. Apostrophes in contractions and frequently occurring possessives.
   d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words.

Academic Vocabulary: introduction; concluding statement; facts; definitions; text features

Priority Standard:	Learning Targets:
W.2.2 Write text in a variety of of modes: c. Convey events, real or imagined, through narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	● I understand narrative writing can share things that I have done. ● I understand narrative writing can be about imagined events. ● I understand narrative writing includes setting, character, problem, events, solution. ● I understand narrative writing is organized by beginning, middle, end. ● I know the beginning includes a hook (action, sound effect, dialogue, question), and introduces the characters, setting, and problem (if the story has one). ● I can write a beginning for my story. ● I know the middle includes transition

	words (after that, next, then, etc.) and related events. ● I can write the events that happen in the middle of my story. ● I know the ending includes a solution to the problem (if there is one), and a concluding statement (question, cliffhanger, feeling, lesson, advice). ● I can write an ending for my story. ● I can use details (i.e., dialogue, five senses, strong words, actions) to paint a picture for the reader. ● I can use transition words to link events in the story together.

Supporting Standards:
W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.2.3 Creating writing that utilizes:
    a. Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.
    b. Transitions: use transitions to link and build connections between ideas, text, and events.
    c. Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.
W.2.4 With guidance and support from adults, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose.
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.
W.2.7 Participate in shared and independent inquiry and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
W.2.9 With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.
L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
Appropriately use and explain the intended purpose of language choice with:
    a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.
    b. Production, expansion, and rearrangement of complete simple and compound sentences.
L.2.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.
    a. Capitalization of holidays, products, geographic places.
    b. Commas in greetings and closings.
    c. Apostrophes in contractions and frequently occurring possessives.
    d. Use common spelling patterns, phonemic awareness, and basic reference materials to

solve words.

Academic Vocabulary: hook; characters; setting; problem; solution; conclusion; introduction; dialogue; transition words; cliffhanger; sound effects/sound words

Production and Distribution of Writing

Priority Standard: W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower-case letters), cursive, and/or typing.	**Learning Targets:** ● I know the paths of motion for most upper- and lower-case letters. ● I can print most upper- and lower-case letters using correct paths of motion. ● I understand that publishing writing is making your work public. ● I can produce writing using digital tools (i.e., Seesaw, Book Creator, Google Slides or Google Docs, My Story). ● I can publish writing using digital tools (i.e., Seesaw, Book Creator, Google Slides or Google Docs, My Story).
Supporting Standards: W.2.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.	
Academic Vocabulary: path of motion; uppercase letter/capital letter; lowercase letter	

Speaking and Listening

Unit Objectives (overarching objectives): Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify language choices and how those choices differ for culture and context.

Comprehension and Collaboration

Priority Standard: SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic. b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	**Learning Targets:** ●

d. Consider individual differences when communicating with others.	

Supporting Standards:
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.
SL.2.4 Tell a story or recount an experience with descriptive details, expressing ideas clearly.
SL.2.5 Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.

The speaking and listening standards, both priority and supporting, are woven throughout most elements of curriculum and instruction.

Language

Unit Objectives (overarching objectives): Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Vocabulary Acquisition and Use

Priority Standard:	**Learning Targets:**
L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Determine the meaning of a new word when a prefix or suffix is added.	● I understand what a base word is (a word that can stand alone) ● I understand the difference between a base word and a root word (a word part that cannot stand alone) ● I can identify the base word ● I can identify 2nd Grade prefixes ● I know prefixes are added before a base word. ● I can identify 2nd Grade suffixes ● I know suffixes are added after a base word. ● I know words with prefixes or suffixes may have a root word instead of a base word ● I know the meaning of 2nd Grade prefixes ● I know the meaning of 2nd Grade suffixes ● I know the purpose of prefixes and suffixes is to change the meaning of a base word ● I know that prefixes and suffixes change the base word's part of speech ● I can break word into its parts (prefix/base/suffix)

	● I can give the meaning a word when a prefix or suffix is added

Supporting Standards:
L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
b. Use a common root word as a clue to the meaning of an unknown word.

Academic Vocabulary: base word; prefix; suffix; root word

Priority Standard: L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. b. Use a common root word as a clue to the meaning of an unknown word.	● I know base words have meaning ● I know base words can stand alone (are a word by themselves) ● I know other word parts (prefixes and suffixes) can be added to a base word to change its meaning

Supporting Standards:
L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
a. Determine the meaning of a new word when a prefix or suffix is added.

Academic Vocabulary: base word

Priority Standard: L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. c. Use individual words to predict the meaning of compound words (e.g., birdhouse).	**Learning Targets:** ● I know sometimes the smaller words help you understand the new word ● I know a compound word is made up of two smaller words ● I can identify the two smaller words within a compound word ● I know when two smaller words are together, they make a word with a new meaning ● I can give the meaning of a compound word

Supporting Standards:
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
b. Know spelling-sound correspondences for additional common vowel teams.
c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words

(e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).
L.2.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy).

Academic Vocabulary: compound word

Priority Standard:	Learning Targets:
L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. d. Use resources to clarify the meanings of words.	● I know there are resources to help understand what words mean 　○ Dictionary: print, online 　○ Text features: glossary, captions, illustrations/photos, insets 　○ Online resources: Siri, Alexa, Google, dictionary apps 　○ Class created materials: anchor charts, personal dictionaries ● I can use resources to clarify or confirm the meanings of words

Supporting Standards:

Academic Vocabulary: resources; dictionary; text Features: glossary, captions, illustrations/photos, insets

Priority Standard:	
L.2.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy).	● I understand that I will not know the meaning of all words ● I can use strategies to figure out the meaning of an unknown word ● I can understand the meaning of an unknown word ● I can use strategies to find the meaning of unknown words ● I can identify an unknown word (meaning) 　○ I can use word parts (prefix, base word, suffix) 　○ I can use context clues 　○ I can use text features 　○ I can talk with another person ● I know adjectives describe a noun ● I can use adjectives to describe a noun ● I know adverbs describe a verb ● I can use adverbs to describe a verb ● I can use vocabulary appropriate to

	context and situation

Supporting Standards:
L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
a. Determine the meaning of a new word when a prefix or suffix is added.
b. Use a common root word as a clue to the meaning of an unknown word.
c. Use individual words to predict the meaning of compound words (e.g., birdhouse).
d. Use resources to clarify the meanings of words.
L.2.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
b. Identify real-life connections between words and their use (e.g., describe foods that are juicy).
c. Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).
L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.

Academic Vocabulary: adverb; adjective; vocabulary; noun; verb; word parts (prefix/base word/suffix); context clues; text features

Conventions of Standardized English

Priority Standard: L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.	● I know collective nouns are the name of a group ● I can use collective nouns ● I know adjectives describe nouns ● I can use adjectives to describe nouns ● I know adverbs describe verbs ● I can use adverbs to describe verbs ● I know regular plural nouns add -s or -es to the end of a singular noun ● I can use regular plural nouns ● I know some past tense verbs are irregular (i.e. run→ran) ● I can use irregular past tense verbs ● I know irregular past tense verbs are not formed by adding -ed to the end of the verb
Supporting Standards:	
Academic Vocabulary: collective nouns; adjectives; adverbs; nouns; verbs; regular (follows generalizations/rules); irregular (does not follow generalizations/rules); regular plural nouns	

Priority Standard: L.2.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. b. Production, expansion, and rearrangement of complete simple and compound sentences.	Learning Targets: ● I know a complete sentence includes a subject and verb, capital letter and punctuation. ● I understand a compound sentence includes two complete sentences using a comma and conjunction (and, or, for, nor, yet, but, so). ● I can write a complete sentence ● I can expand complete sentences to create compound sentences ● I can revise simple sentences so they are less repetitive by creating a compound sentence (i.e., I like to bake cookies. I like to sleep late. I like to read books.→I like to bake cookies, sleep late, and read books.)
Supporting Standards:	
Academic Vocabulary: complete sentence; simple sentence; conjunctions; compound sentence; comma	

Priority Standard: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. a. Capitalization of holidays, products, geographic places.	Learning Targets: ● I know proper nouns must be capitalized: holidays, name-brand products, places. ● I can capitalize names of holidays. ● I can capitalize names of products. ● I can capitalize names of geographic places.
Supporting Standards:	
Academic Vocabulary: capitalize; proper nouns; name-brand products; geographic places	

Priority Standard: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. b. Commas in greetings and closings.	Learning Targets: ● I know greetings are a part of a letter, note, email, etc. ● I know closings are a part of a letter, note, email, etc. ● I know commas indicate a pause to the reader. ● I know commas come after a greeting. ● I know commas come after a closing. ● I can use a comma after a greeting. ● I can use a comma after a closing.

Supporting Standards:

Academic Vocabulary: letter; greeting; closing; comma

Priority Standard: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. c. Apostrophes in contractions and frequently occurring possessives.	**Learning Targets:** ● I know contractions are when two smaller words are combined with an apostrophe. ● I can use 's and s' to show possession or ownership. ● I can show possession or ownership by adding 's at the end of a singular noun, ● I can show possession or ownership by adding s' at the end of a plural noun. ● I can place apostrophes in appropriate places when writing contractions. ● I can form contractions by combining two smaller words.

Supporting Standards:

Academic Vocabulary: apostrophe; contractions; possessives

Priority Standard: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. d. Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).	**Learning Targets:** ● I know common 2nd Grade spelling patterns: 　○ Short vowels 　○ Long vowels (open, VCe) 　○ Vowel teams ● I know different syllable types (closed, open, Vowel-Consonant-e, vowel team, r-controlled, Consonant+le) ● I can spell words using phonemic awareness skills (i.e., syllables, segmenting). ● I can spell words using common spelling patterns. ● I know reference materials can be used to help spell words 　○ Dictionary 　○ Online resources 　○ Class created materials ● I can spell words using reference materials.

Supporting Standards:
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling-sound correspondences for additional common vowel teams.
c. Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).
d. Decode words with common prefixes and suffixes.
e. Decode regularly spelled two-syllable words with long vowels. Encode some of these words. *Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). *Know when to double the final consonant when adding a suffix. -ing, -ed.

Academic Vocabulary: syllable; segmenting; spelling patterns; reference materials

3rd Grade

Reading Foundational Skills

Unit Objectives (overarching objectives)**:** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: typically developing readers will need much less practice with these concepts than readers who struggle to learn to read and/or English learners. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

Priority Standard:	Learning Targets:
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes	- I know a base word is a word on its own. - I can identify the base word. - I know a prefix is a group of letters that is added to the beginning of a base word. - I know prefixes have meanings. - I can identify prefixes. - I know the meaning of prefixes.* - I know a suffix is a group of letters that is added to the end of a base word. - I know suffixes can have meanings. - I can identify suffixes. - I know the meaning of suffixes.**
Supporting Standards:	
Academic Vocabulary: prefix; suffix; base word	

Priority Standard:	Learning Targets:
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Decode words with common Latin suffixes.	- I know suffixes can be read as a word part (chunk). - I can read words with common suffixes.
Supporting Standards:	
Academic Vocabulary: suffix; word ending; chunk	

Priority Standard:	Learning Targets:
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	- I know a syllable is a part of a word. - I know there are six syllable types.

c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).	● I know multisyllable words can be read in word parts (chunks). ● I can read multisyllable words with all learned syllable patterns.

Supporting Standards:

Academic Vocabulary: syllables; multisyllable words; syllable types: closed, open, vowel-consonant-e, r-controlled vowels, vowel team, consonant+le

Priority Standard: RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. d. Read grade-appropriate irregularly spelled words.	**Learning Targets:** ● I know high frequency words are words that show up often in my reading and writing. ● I know I can decode some high frequency words. ● I know I cannot decode some high frequency words. ● I can read regular high frequency words. ● I can read irregular high frequency words.

Supporting Standards:

Academic Vocabulary: irregularly spelled words; sight words; high frequency words

Priority Standard: RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Apply common encoding rules (See RF.3.3f and RF.3.3g)	**Learning Targets:**

Supporting Standards:

Academic Vocabulary:

Priority Standard: RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).	**Learning Targets:** ● I know I usually drop the final e if I am adding a vowel suffix. ● I know I might need to keep the final e if the base word ends in -ce or -ge, and the suffix does not begin with e, i, or y.

Supporting Standards:

Academic Vocabulary: vowel suffix; word endings; base word

Priority Standard:	Learning Targets:
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. g. Know when to double the final consonant when adding a suffix.	● I know the final consonant may need to be doubled if the base word ends in a vowel-consonant and I am adding a vowel suffix.

Supporting Standards:

Academic Vocabulary: consonants; vowel suffix (word endings)

Fluency

Priority Standard:	Learning Targets:
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	● I know I can read for enjoyment. ● I know I can read to learn something. ● I know there are different genres of books. ● I can use grade-level phonics skills to decode text. ● I can read grade-level text. ● I can read grade-level text with fluency (accurately, with appropriate rate, expression). ● I can self-correct while ● reading. ● I can reread to better understand. ● I can understand grade-level text. ● I can answer "within-the-text" questions. ● I can answer "about-the-text" questions. ● I can answer "beyond-the-text" questions. ● I can identify the purpose for reading a text. ● I can identify the genre.

Supporting Standards: This standard is supported by ALL of the Reading Foundational Skills standards, Reading standards, and Language Standards except L3.5 a- e; L3.6 a-g

Academic Vocabulary: within-the-text; about-the-text; beyond-the-text; fluency; accurately; appropriate rate; expression; genre (fiction, nonfiction)

Reading

Unit Objectives (overarching objectives): Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details

Priority Standard:	Learning Targets:
R.3.2 Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details (RI & RL)	- I know the difference between fiction and nonfiction texts (genre). - I can identify the genre (fiction/nonfiction) of a text. Informational Text - I know that the central idea is the idea that unifies the point of an article or text (nonfiction). - Who (the topic) + What (the specific thing they are learning about the topic) - I know the difference between key details and the central/main idea. - I know that key details are the most important details. - I can identify key details. - I know nonfiction text includes: central/main idea, supporting details. Literature - I know the theme is a moral, message, or lesson learned in a text (fiction). - I know fiction text includes: Character(s), Setting - place and time, What happened? Problem, Solution. All Text - I can summarize text. - I can identify from choices: Theme (fiction), Central/Main Idea (nonfiction) . - I can determine: Theme (fiction), Central/Main Idea (nonfiction). - I can explain how I determined the theme using details from the text. - I can explain how I determined the central/main idea using details from the text.

Supporting Standards:
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI & RL)
R.3.3 Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL)
Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)
R.3.5 Identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL) Identify and use text features to build comprehension. (RI)
R.3.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when,

why, and how key events occur). (RI & RL)
R.3.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)
R.3.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI & RL)

Academic Vocabulary: genre; central idea; main idea; theme; key details; summarize

Priority Standard:	Learning Targets:
R.3.3 Describe a character (traits, motivations, and/or feelings) drawing on specific details from the text. (RL) Describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)	Reading Literature ● I know the difference between character feelings, traits and motivations. ● I know character feelings are how the character responds or reacts at a specific moment in the story. ● I can identify a character's feeling(s). ● I can explain how I know the character's feeling(s) using details from the text. ● I know character traits are how the character acts over time and can be found in what the character feels, acts, says, and thinks. (FAST) ● I can identify a character's trait(s). ● I can explain how I know a character's trait(s) using details from the text. ● I know character motivations are the reasons why a character does something. ● I can identify a character's motivation(s). ● I can explain how I know a character's motivation(s) using details from the text. Reading Information ● I know events, ideas, concepts, or steps in a text usually are related. ● I know events, ideas, concepts, or steps can be connected together through the use of time, sequence, or cause/effect. ● I can identify events, ideas, concepts or steps in a nonfiction text ● I can identify the relationship between events, ideas, concepts, or steps in a nonfiction text. ● I know time is dependent on dates/months/years. ● I know sequence is dependent on order of events. ● I know cause/effect is when one event leads to another event happening. ● I can describe the relationship using language that shows time, sequence, or cause/effect.

Supporting Standards:
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI & RL)
R.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI & RL)
R.3.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI & RL)
R.3.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI & RL)

Academic Vocabulary: feelings; traits; motivations; concepts; time - dates; sequence - first, next, after, finally; Cause/Effect - If/Then, First/Then, because, therefore

Craft and Structure

Priority Standard:	Learning Targets:
R.3.5 Identify and use text features to build comprehension. (RI)	- I know text features teach information about the topic. - I can identify text features: title, table of contents, heading, subheading, words in bold/highlighted/italics, captions, charts/graphs, maps, diagrams/labels, cutaway, timeline, table, illustration/photo, text box/sidebar, glossary. - I can answer questions about the text using the text features.

Supporting Standards:
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
R.3.1 Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI & RL)
R.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI & RL)
R.3.7 Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI & RL)

Academic Vocabulary: text features: title, table of contents, heading, subheading, words in bold/highlighted/italics, captions, charts/graphs, maps, diagrams/labels, cutaway, timeline, table, illustration/photo, text box/sidebar, glossary

Writing

Unit Objectives (overarching objectives): Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes

Priority Standard:	Learning Targets:
W.3.2 Write text in a variety of modes: a. Opinion pieces in which the student supports a point of view about a topic or text they are writing about, state an opinion, list reasons that support the opinion.	● I know the difference between fact and opinion. ● I know opinions and points of view are my personal thoughts and feelings. ● I know opinions are supported by reasons. ● I know opinion writing shares a point of view and the reasons why. ● I can introduce my topic by stating my opinion about a topic or text. ● I can give reasons that tell why I think or feel that way about the topic or text.

Supporting Standards:
W.3.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.3.3 Create writing that utilizes:
a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.
c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
W.3.4 With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.3.5 With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
W.3.6 With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
W.3.9 Recall facts from literary or informational texts to support reflection and inquiry.
L.3.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
c. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

a. Irregular and regular nouns and verbs.
b. Simple verb tenses.
c. Subject-verb agreement.
d. Simple and compound sentences.
e. Easily confused words (e.g., to, too, two).
Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Titles.
b. Quotation marks for speech.
c. Possessives
d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
e. Use conventional spelling for high frequency words.
f. Use conventional spelling for adding suffixes to basic words.
g. Use learned syllable patterns and reference materials to solve and write unknown words.

Academic Vocabulary: opinion; fact; point of view; reasons

Priority Standard:	**Learning Targets:**
W.3.2 Write text in a variety of modes: b. Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points.	- I know the difference between facts and opinions. - I know informative writing teaches about a topic - I know topics have subtopics (points). - I know facts, definitions, and details can be grouped together by subtopics. - I can write an introduction in which I name the topic. - I can group related information together to share facts, definitions, and details.

Supporting Standards:
W.3.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.3.3 Create writing that utilizes:
a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.
c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
W.3.4 With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.3.5 With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
W.3.6 With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing,

cursive, and/or typing.

W.3.7 Conduct short inquiry projects that build knowledge about a topic.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.3.9 Recall facts from literary or informational texts to support reflection and inquiry.

L.3.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

c. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.

L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

a. Irregular and regular nouns and verbs.

b. Simple verb tenses.

c. Subject-verb agreement.

d. Simple and compound sentences.

e. Easily confused words (e.g., to, too, two).

Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

a. Titles.

b. Quotation marks for speech.

c. Possessives

d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

e. Use conventional spelling for high frequency words.

f. Use conventional spelling for adding suffixes to basic words.

g. Use learned syllable patterns and reference materials to solve and write unknown words.

Academic Vocabulary: subtopics; informative; explanatory

Priority Standard:	Learning Targets:

W.3.2 Write text in a variety of modes:
c. Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations.
	● I know narrative writing shares a story.
	● I know narrative stories have a beginning, middle and end
	    ○ Beginning introduces who/what the story is about and the setting
	    ○ Middle includes the events that happened in the order in which they occur
	    ○ Ending wraps up the story
	● I know narrative stories include dialogue and descriptive details that add to the events or show how the character responded to what happened
	● I can write a beginning to a story that: introduces who/what the story is about

	and include when/where the story takes place.
	● I can write a middle to a story that includes the events that happened in the order in which they occur.
	● I can write an ending to a story that wraps it up.
	● I can include details to add more to the story or to show how the character responds: thoughts, feelings, actions.
	● I can include dialogue to add more to the story or to show how the character responds.

Supporting Standards:
W.3.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.3.3 Create writing that utilizes:
a. Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing.
b. Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events.
c. Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning.
W.3.4 With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.3.5 With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed by planning, revising, and editing.
W.3.6 With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
L.3.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
c. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Irregular and regular nouns and verbs.
b. Simple verb tenses.
c. Subject-verb agreement.
d. Simple and compound sentences.
e. Easily confused words (e.g., to, too, two).
Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

a. Titles.

b. Quotation marks for speech.

c. Possessives

d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

e. Use conventional spelling for high frequency words.

f. Use conventional spelling for adding suffixes to basic words.

g. Use learned syllable patterns and reference materials to solve and write unknown words.

Academic Vocabulary: beginning; middle; end; descriptive details: thoughts, feelings, actions; develop; dialogue; response; situation; fantasy (writing about imagined events): narrator, problem/solution

Production and Distribution of Writing

Priority Standard:	Learning Targets:
W.3.6 With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing.	- I know publishing writing is making writing public. - I know cursive letters can be formed efficiently using a path of motion. - I can use digital tools to create writing: Google: Docs, Slides. - I can use digital tools to publish writing: Google: Docs, Slides, Kami, Canvas, and Canva. - I can write using printing, cursive, and/or typing.
Supporting Standards:	
Academic Vocabulary: digital tools; document; publish; public; produce; cursive	

Speaking and Listening

Unit Objectives (overarching objectives): Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify language choices and how those choices differ for culture and context.

Comprehension and Collaboration

Priority Standard:	Learning Targets:
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing one's own thinking clearly. a. Come to discussions prepared, explicitly draw on topics and texts along with personal	

knowledge and experiences to explore ideas under discussion.
b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
d. Explain their own ideas and understanding in light of the discussion.

Supporting Standards:
SL.3.2 Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4 Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.3.5 Include digital media and visual displays in presentations to enhance certain facts and details.

The speaking and listening standards, both priority and supporting, are woven throughout most elements of curriculum and instruction.

Language

Unit Objectives (overarching objectives): Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Vocabulary Acquisition and Use

Priority Standard:	**Learning Targets:**
L.3.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Use sentence-level context as a clue to the meaning of a word or phrase.	● I know the meaning of unknown words and phrases can be determined by reading the words and sentences around it. ● I know context clues are hints, or bits of information, gathered from the text around the word. ● I can use context clues to define what a word or phrase means.

Supporting Standards:
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.3.4 Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI & RL)
L.3.3 Demonstrate an understanding of figurative language, word relationships, and nuances

in word meanings.
a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language.

Academic Vocabulary: context clues, phrase

Priority Standard:	**Learning Targets:**
L.3.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. b. Determine the meaning of new words when a suffix or prefix is added.	● I know suffixes and prefixes change the meaning of the base words or root words. ● I can identify the base word or root word. ● I know the meanings of 3rd Grade prefixes* and suffixes**. (see below) ● I can define a word that has a suffix or prefix added to it.

Supporting Standards:
RF.3.3 Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language.
a. Identify and know the meaning of the most common prefixes and derivational suffixes.
b. Decode words with common Latin suffixes.
c. Decode multisyllable words that include all learned syllable patterns (see previous grade level standards for specific targets).

Academic Vocabulary: determine; suffix; prefix; base~base word can stand alone (e.g., amusement); root word (e.g., eject)

Priority Standard:	**Learning Targets:**
L.3.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. c. Use resources to determine word meanings.	● I know what resources (print and/or digital) are available to me: dictionary, thesaurus, search engines, visual resources (notebook, anchor charts, etc.). ● I can determine which resource to use. ● I can utilize the resources to find the meaning of a word.

Supporting Standards:

Academic Vocabulary: alphabetical; guide words; resources

Priority Standard:	**Learning Targets:**
L.3.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases;	● I know the setting is where something happened. ● I know the setting is when something happened. ● I can identify the setting.

use vocabulary appropriate to the context and situation. a. Identify and use phrases that signal spatial and temporal relationships (e.g., after dinner that night, we went looking for them).	● I can identify phrases that show where something happened. ● I can identify phrases that show when something happened. ● I can use phrases in speaking and writing that show where something happened. ● I can use phrases in speaking and writing that show when something happened.

Supporting Standards:
L.3.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
c. Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking.
L.3.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
a. Determine the meaning of words and phrases as they are used in a text, distinguishing between literal and non-literal language.
c. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Academic Vocabulary: setting (includes time and place)

Conventions of Standardized English

Priority Standard: L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Irregular and regular nouns and verbs.	**Learning Targets:** ● I know some singular nouns are regular. ● I know regular nouns can be made plural by adding -s or -es to the end of the word. (i.e., table→tables; brush→brushes) ● I can identify if a singular noun is regular. ● I can form regular plural nouns by adding -s or -es to the end of a regular noun. ● I know some singular nouns are irregular. ● I know irregular nouns cannot be made plural by adding -s or -es to the end of the word, but instead use a different word to show the plural. (i.e., man→men; child→children) ● I can identify if a singular noun is irregular. ● I can use the correct word for the irregular plural noun. ● I know some verbs are regular. ● I know regular verbs can be made past tense by adding -ed. (i.e., walk→walked;

	stop→stopped)
	● I can identify if a verb is regular.
	● I can form regular past tense verbs by adding -ed to the end of a regular verb.
	● I know some verbs are irregular.
	● I know irregular verbs cannot be made past tense by adding -ed, but instead use a different word to show past tense. (i.e., sit→sat; sing→sang)
	● I can identify if a verb is irregular.
	● I can use the correct word for the irregular past tense verb.

Supporting Standards:
L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
b. Simple verb tenses.

Academic Vocabulary: regular; irregular; noun; verb; singular; plural

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Priority Standard:	**Learning Targets:**
L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: b. Simple verb tenses.	● I know verbs show time - past, present, future. ● I know past tense verbs show an action or condition that was completed in the past. ● I know present tense verbs show an action or condition that occurs now. ● I know future tense verbs show an action or condition that will occur in the future. ● I can use the correct verb tense with an action or condition.

Supporting Standards:

Academic Vocabulary: verb; verb tense; past; present; future; action; condition

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Priority Standard:	**Learning Targets:**
L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: c. Subject-verb agreement.	● I know the subject is who or what the sentence is about. ● I know a verb is the action or condition. ● I know a singular subject needs a singular verb (i.e., The girl rides the train.). ● I know a plural subject needs a plural verb (i.e., The girls ride the train.).

	● I can use correct subject-verb agreement when speaking and writing.

Supporting Standards:
L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Irregular and regular nouns and verbs.
b. Simple verb tenses.

Academic Vocabulary: subject of a sentence; verb; singular; plural

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Priority Standard:	**Learning Targets:**
L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: d. Simple and compound sentences.	● I know a compound sentence combines two simple sentences with a comma and a conjunction. ● I know conjunctions* are words used to put simple sentences together. ● I can use the correct conjunction to combine simple sentences. ● I know "and" connects similar statements. ● I know "but" connects unlike statements. ● I know "or" expresses choices. ● I know "so" explains causes, reasons, and results. ● I know "because" gives reasons. ● I can write compound sentences that combine two simple sentences with a comma and a conjunction.

Supporting Standards:
L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
c. Subject-verb agreement.

Academic Vocabulary: subject(s); verb(s); conjunction(s); compound sentence; simple sentence

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Priority Standard:	**Learning Targets:**
L.3.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:	● I know some words sound the same, but have different meanings. ● I know some words sound the same, and are spelled differently. ● I can use the correct easily confused word* in my writing.

e. Easily confused words (e.g., to, too, two).	

Supporting Standards:

Academic Vocabulary: homonym (includes both homophones & homographs); homophone; homograph(ie. read;lead)

Priority Standard:	**Learning Targets:**
L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Titles.	● I know titles are the names of written pieces (books, songs, etc.) and other media (movies, games, shows, etc.). ● I can capitalize the first and last word in a title. ● I can capitalize all first letters of words in a title except: a, the, to, is, are, and, of. ● I can capitalize the words in titles correctly.

Supporting Standards:

Academic Vocabulary: capitalize; media

Priority Standard:	**Learning Targets:**
L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: b. Quotation marks for speech.	● I understand dialogue shows when people/characters are speaking in a written text. ● I know quotation marks show dialogue or speech. ● I know quotation marks are used to mark the actual words the speaker says. ● I will enclose the actual words the speaker is saying in quotation marks. ● I will correctly punctuate dialogue in my writing.

Supporting Standards:

Academic Vocabulary: dialogue; quotation marks

Priority Standard:	**Learning Targets:**
L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:	● I know possessives show ownership and relationships with an apostrophe. ● I will correctly use an apostrophe to show ownership. ● I know a singular possessive is created by adding 's.

c. Possessives.	● I know a plural possessive is created by adding an apostrophe after the -s or -es.

Supporting Standards:

Academic Vocabulary: possessives; ownership; apostrophe

Priority Standard: L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	**Learning Targets:** ● I can spell words with prefixes and suffixes. ● I can use generalizations to spell words.

Supporting Standards:
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
e. Apply common encoding rules:
f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word).
g. Know when to double the final consonant when adding a suffix.
L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
e. Use conventional spelling for high frequency words.
f. Use conventional spelling for adding suffixes to basic words.
g. Use learned syllable patterns and reference materials to solve and write unknown words.

Academic Vocabulary: word parts; suffix; prefix;

Teacher Background Knowledge: word families; position-based spelling: using -ck, -tch, -dge at the end of a word after a short vowel; sounds of Y; soft C; soft G; syllable types: closed, open, vowel-consonant e, vowel team, consonant +le, r-controlled vowels; ending rules: double the final consonant after a short vowel; drop -e rule; change y to i

Priority Standard: L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: e. Use conventional spelling for high frequency words.	**Learning Targets:** ● I know some high frequency words follow common spelling patterns. ● I know some high frequency words are irregular and need to be learned. ● I will correctly spell regular high frequency words correctly. ● I will correctly memorize and spell irregular words correctly.

Supporting Standards:

Academic Vocabulary: high frequency; irregular

Priority Standard: L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: f. Use conventional spelling for adding suffixes to basic words.	**Learning Targets:** ● I know some words have a spelling change to add the suffix. ● I can spell words with third grade suffixes** and Latin suffixes*** correctly.
Supporting Standards: RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. e. Apply common encoding rules: f. Know when to drop the final e when adding endings. (Silent-e vowel pattern base word). g. Know when to double the final consonant when adding a suffix.	
Academic Vocabulary: suffix	

Priority Standard: L.3.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: g. Use learned syllable patterns and reference materials to solve and write unknown words.	**Learning Targets:** ● I know the six syllable types: closed, open, vowel-consonant-e, vowel team, consonant +le, r-controlled vowel. ● I can spell words using the six syllable types. ● I know which reference materials I can use to solve and write unknown words. ● I can use reference materials to solve and write unknown words.
Supporting Standards:	
Academic Vocabulary: syllable types: closed, open, vowel-consonant-e, vowel team, consonant +le, r-controlled vowel	

4th Grade

Reading Foundational Skills

Unit Objectives (overarching objectives)**:** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: typically developing readers will need much less practice with these concepts than readers who struggle to learn to read and/or English learners. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

Priority Standard:	Learning Targets:
RF.4.3 Know and apply grade level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	- I know which letter or letters spell different sounds within words. - I know syllable patterns: - Closed Syllables - Open Syllables - VCe Syllables - R-controlled Syllables - C+le Syllables - Vowel Team Syllables - I know rules for breaking apart syllables: - VC/CV - V/CV; VC/V /Cle - V/V - I can break multisyllabic words into syllables using syllable types and rules. - I know word parts including bases, roots, prefixes, and suffixes. - I can accurately read unknown multisyllable words.
Supporting Standards:	
Academic Vocabulary: syllable; base; root; prefix; suffix; vowel; consonant	

Fluency

Priority Standard:	Learning Targets:

RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	● I know I can read for enjoyment. ● I know I can read to learn something. ● I know there are different genres of books. ● I can use grade-level phonics skills to decode text. ● I can read grade-level text. ● I can read grade-level text with fluency (accurately, with appropriate rate, expression). ● I can self-correct while ● reading. ● I can reread to better understand. ● I can understand grade-level text. ● I can answer "within-the-text" questions. ● I can answer "about-the-text" questions. ● I can answer "beyond-the-text" questions. ● I can identify the purpose for reading a text. ● I can identify the genre.

Supporting Standards:
This standard is supported by ALL of the Reading Foundational Skills standards, Reading standards, and Language Standards except L.4.5 a- e; L.4.6 a-g

Academic Vocabulary: within-the-text; about-the-text; beyond-the-text; fluency; accurately; appropriate rate; expression; genre (fiction, nonfiction)

Reading

Unit Objectives (overarching objectives): Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details

Priority Standard: R.4.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI & RL)	**Learning Targets:** ● I know the difference between retelling and summarizing. ● I know there are different genres. ● I know the characteristics of fiction and nonfiction texts. ● I know fiction texts contain story elements: characters, setting, events, problem, solution. ● I know nonfiction texts teach information about a topic. ● I can determine the genre of a text. ● I know the difference between

	summarizing fiction and nonfiction text.
	● I know a fiction summary includes the main character(s), what they want, a problem, and a solution.
	● I know a nonfiction summary includes the central, or main, idea and supporting details.
	● I can summarize texts.
	● I know fiction texts usually have themes.
	● I know a theme is the author's overall message or lesson.
	● I know nonfiction texts usually have central, or main, ideas.
	● I know a central, or main, idea is what the author is teaching about the topic.
	● I can identify the theme or central idea of a text when given a list of choices.
	● I can determine the theme or central idea of a text.
	● I know a key detail supports the main, or central, idea.
	● I can use key, or supporting, details from the text to support the theme or central idea.

Supporting Standards:
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical references. (RI & RL)
R.4.3 Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL) Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)
R.4.5 Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational text, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)
R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI & RL)
W.4.9 Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats.
SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an

organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.
SL.4.5 Integrate audio and visual content in presentations to enhance the development of main ideas or themes.

Academic Vocabulary: summarize/summary; story elements; characters; setting; problem; solution; central idea; main idea; theme; supporting details; evidence; key details; genre

Priority Standard:	**Learning Targets:**
R.4.3 Describe a character (traits, motivations, and/or feelings), setting, or event, drawing on specific details in the text. (RL)	*READING LITERATURE*
	● I know fiction story elements: characters, setting, and events.
Explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)	● I know the difference between character feelings and character traits.
	● I know characters have both internal traits and external traits.
	● I know character motivation is what the character wants.
	● I can use evidence from the text to describe a character by what the character does, says, or thinks.
	● I know the setting can include place and/or time (i.e., day/night, season).
	● I can use evidence from the text to describe the setting (i.e., place, time of day, time of year, year, weather, season).
	● I know fiction stories have a plot with a beginning, middle, and end.
	● I know the beginning of a story introduces the character(s) and setting.
	● I know the middle of a story contains events, including the problem and attempts to solve the problem.
	● I know the ending of a story contains the solution, or resolution, to the problem.
	● I can describe events (i.e., problem, solution/resolution) in a story using supporting evidence from the text.
	READING INFORMATION
	● I know information text has different purposes: to inform (describe, teach); to explain how-to or a procedure; to persuade.
	● I can recall events or details from a nonfiction text.
	● I can explain why events happened using evidence from nonfiction text.
	● I can explain procedures from a nonfiction text.
	● I can recount ideas or concepts from a

	nonfiction text. *READING LITERATURE & INFORMATION* ● I can use specific evidence from the text when sharing about fiction and nonfiction texts.

Supporting Standards:
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical references. (RI & RL)
R.4.5 Identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL) In informational text, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)
R.4.7 Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI & RL)
R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)
R.4.9 Recognize genres and make connections to other texts, ideas, cultural perspectives, identities, eras, personal events, and situations. (RI & RL)
SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

Academic Vocabulary: character traits; evidence; plot; climax; resolution; solution; rising action; falling action; internal traits; external traits; character motivation

Craft and Structure

Priority Standard:	**Learning Targets:**

R.4.5 In informational text, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	● I know the purpose of text features is to help me learn more about the topic.
	● I can identify text features.
	● I can use text features to help identify the structure of the text.
	● I know different text structures:
	   ○ Sequence/Chronological
	   ○ Compare/Contrast
	   ○ Cause/Effect
	   ○ Problem/Solution
	   ○ Descriptive
	● I know the characteristics of various text structures.
	● I can identify the overall structure of a

	text.

Supporting Standards:
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical references. (RI & RL)
R.4.4 Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI & RL)
R.4.7 Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI & RL)

Academic Vocabulary: chronology; sequence; comparison; contrast; cause/effect; problem/solution

Integration of Knowledge and Ideas

Priority Standard:	**Learning Targets:**
R.4.8 Explain how claims in a text are supported by relevant reasons and evidence. (RI)	● I know authors support claims with reasons and evidence. ● I know claims are usually in persuasive or argumentative texts. ● I know claims include the author's position and are supported by reasons and evidence. ● I can identify the claim in a text. ● I can identify at least two supporting reasons and evidence. ● I can explain how the reasons and evidence support claims.

Supporting Standards:
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.4.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical references. (RI & RL)
R.4.3 Explain events, procedures, ideas, or concepts, including what happened and why,

based on specific evidence from the text. (RI)

R.4.5 In informational text, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)

R.4.7 Explain how text features (e.g., charts, graphs, diagrams, timelines, animations, and illustrations) contribute to an understanding of the text. (RI & RL)

Academic Vocabulary: claim; relevant; reasons; evidence; argumentative; persuasive

Writing

Unit Objectives (overarching objectives): Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes

Priority Standard:	**Learning Targets:**
W.4.2 Write text in a variety of modes: a. Write opinion pieces in which the student introduces the topic or text they are writing about, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose. List reasons that support the opinion.	● I know opinion writing states an opinion that is supported by reasons and evidence. ● I know the purpose of opinion writing is to share thoughts or feelings about a topic or to persuade. ● I know a thesis is a strong opinion. ● I know the reasons are ideas that support the thesis. ● I know evidence (i.e., facts, details, statistics, quotes, stories, examples) proves or supports the thesis and reasons. ● I can state an opinion. ● I can provide at least three reasons to support my opinion. ● I can use evidence to support the reasons. ● I can organize the writing logically. ● I can write an opinion piece.

Supporting Standards:

W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.4.3 Create writing that utilizes:

a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.

b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.

c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).

W.4.5 Produce clear and coherent writing in which the development and organization are

appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
SL.4.3 Paraphrase portions of a text read aloud or information presented in diverse media and formats.
L.4.1 b. Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations).
c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
d. Choose punctuation for effect.
L.4.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
a. Identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Relative pronouns and adverbs.
b. Prepositional phrases.
c. Order of adjectives.
d. Adjectives, adverbs, conjunctions.
e. Compound and complex sentences.
f. Easily confused words (e.g., to, too, two).
L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Capitalization.
b. Commas and quotation marks for quotations.
c. Commas in compound sentences.
d. Spell grade-level words correctly using reference materials to solve words as needed.

Academic Vocabulary: opinion; claim; point of view (position or perspective from which something is considered or evaluated); perspective; position; reasons; evidence; support; persuade; thesis

Priority Standard:	Learning Targets:
W.4.2 Write text in a variety of modes: b. Write informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia [when useful to aid comprehension]. Use facts, definitions and details to develop points.	● I know information writing teaches about a topic using subtopics and supporting details. ● I know the purpose of informative text is to teach or explain. ● I know subtopics include a main idea and supporting details. ● I know information writing follows an

	organizational pattern with topic, subtopics, and details. ● I know text features are purposeful and enhance the writing. ● I know plagiarism is copying someone else's work word for word. ● I can use strategies to prevent plagiarism. ● I can take notes on a topic. ● I can paraphrase information from a text. ● I can introduce a topic. ● I can use facts, definitions, and details to teach about a topic. ● I can group related information in paragraphs and sections. ● I can include purposeful text features. ● I can cite sources. ● I can write a multi-paragraph informative text.

Supporting Standards:

W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.4.3 Create writing that utilizes:

a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.

b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.

c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).

W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).

W.4.7 Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.

W.4.9 Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry.

SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

SL.4.5 Integrate audio and visual content in presentations to enhance the development of main ideas or themes.

L.4.1 b. Determine the language demands of varied writing and speaking situations; respond

appropriately (e.g., formal writing and presentations; personal writing and conversations).
c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
d. Choose punctuation for effect.
L.4.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
a. Identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Relative pronouns and adverbs.
b. Prepositional phrases.
c. Order of adjectives.
d. Adjectives, adverbs, conjunctions.
e. Compound and complex sentences.
f. Easily confused words (e.g., to, too, two).
L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Capitalization.
b. Commas and quotation marks for quotations.
c. Commas in compound sentences.
d. Spell grade-level words correctly using reference materials to solve words as needed.

Academic Vocabulary: main idea; topic; subtopics; text features (headings, graphics [photos, illustrations, maps, charts, diagrams], definitions, bold print, glossary, table of contents, captions, sidebar, etc.); paraphrase; sources; plagiarism; cite

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Priority Standard:	Learning Targets:
W.4.2 Write text in a variety of modes: c. Convey events, real or imagined, through narrative/short stories which orient a reader by establishing a real or imagined situation introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	- I know narrative writing tells a story. - I know what plot structure is. - I know the beginning/lead introduces the characters and setting of the story. - I know characters will respond to the events in the story. - I know the middle of the story introduces the problem and the events of the story. - I know the ending of the story includes the solution to the problem. - I can develop the story elements: characters, setting, events, problem, solution. - I can write a beginning that introduces a narrator and/or characters. - I can develop events with dialogue, description, thinking, and action. - I can organize events into a logical

	sequence. ● I can write a narrative story based on real or imagined events.

Supporting Standards:
W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.4.3 Create writing that utilizes:
a. Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose.
b. Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events.
c. Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas.
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).
W.4.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
L.4.1 b. Determine the language demands of varied writing and speaking situations; respond appropriately (e.g., formal writing and presentations; personal writing and conversations).
c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
d. Choose punctuation for effect.
L.4.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
a. Identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:
a. Relative pronouns and adverbs.
b. Prepositional phrases.
c. Order of adjectives.
d. Adjectives, adverbs, conjunctions.
e. Compound and complex sentences.
f. Easily confused words (e.g., to, too, two).
L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Capitalization.
b. Commas and quotation marks for quotations.
c. Commas in compound sentences.

d. Spell grade-level words correctly using reference materials to solve words as needed.	

Academic Vocabulary: plot; rising action; climax; solution; narrator; dialogue; narrative

Production and Distribution of Writing

Priority Standard:	**Learning Targets:**
W.4.6 With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting).	- I know publishing is part of the writing process. - I know the purpose of publishing is to share my writing with others. - I know publishing concludes the writing process. - I know what digital tools are available to me. - I can use digital tools to produce and publish writing with guidance and support from adults. - I know the strokes to write letters and words (printing and/or cursive). - I can produce writing through printing and/or cursive. - I can produce writing through typing. - I can stay on task for longer periods of time to produce writing through printing, cursive, and/or typing.

Supporting Standards: W.4.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
Academic Vocabulary: publishing; produce; digital tools; strokes

Speaking and Listening

Unit Objectives (overarching objectives): Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify language choices and how those choices differ for culture and context.

Comprehension and Collaboration

Priority Standard:	**Learning Targets:**
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing one's own thinking clearly.	

| a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | |

Supporting Standards:
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats.
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4 Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.
SL.4.5 Integrate audio and visual content in presentations to enhance the development of main ideas or themes.

The speaking and listening standards, both priority and supporting, are woven throughout most elements of curriculum and instruction.

Language

Unit Objectives (overarching objectives): Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Vocabulary Acquisition and Use

| **Priority Standard:**
L.4.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.
a. Use context as a clue to the meaning of a word or phrase. | **Learning Targets:**
● I know context clues can include:
  ○ word parts
  ○ definitions
  ○ synonyms/antonyms
  ○ examples
  ○ inferences
● I know words are made of different parts: prefixes, bases, roots, suffixes.
● I know how word parts (e.g., prefixes, bases, roots, suffixes) influence the meaning of the word.
● I can use context clues to determine |

	the meaning of an unknown word or phrase.

Supporting Standards:
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
L.4.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
b. Explain common idioms and proverbs.
c. Understand words by relating them to synonyms and antonyms.
d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Academic Vocabulary: affixes; inference; synonym; antonym; bases; roots; prefixes; suffixes; context clues; multiple-meaning words; reference materials.

Priority Standard:	**Learning Targets:**
L.4.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. b. Consult print and digital reference materials for meaning and pronunciation.	● I can use reference materials to find the definition of unknown words. ● I can use reference materials to find how to pronounce unknown words.

Supporting Standards:
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.4.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
a. Determine the meaning of words and phrases as they are used in a text, including figurative language such as similes and metaphors.
b. Explain common idioms and proverbs.
c. Understand words by relating them to synonyms and antonyms.
d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Academic Vocabulary: reference materials

Priority Standard:	**Learning Targets:**

L.4.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. a. Identify and use phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	● I can identify words and phrases that show specific actions, emotions, or states of being. ● I can use words and phrases to show specific actions, emotions, or states of being. ● I know vocabulary related to particular topics (e.g., hurricane in a weather unit). ● I can use appropriate vocabulary words when discussing or writing about a particular topic.

Supporting Standards:
L.4.1Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Compare and contrast the ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
c. Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking.
L.4.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
c. Understand words by relating them to synonyms and antonyms.
d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Academic Vocabulary: actions, emotions, states of being

Conventions of Standardized English

Priority Standard: L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Relative pronouns and adverbs.	**Learning Targets:** ● I know relative pronouns and adverbs show a relationship. ● I can use relative pronouns and adverbs.

Supporting Standards:

Academic Vocabulary: relative pronoun; adverb

Priority Standard: L.4.5 Demonstrate contextually appropriate	**Learning Targets:** ● I know prepositional phrases show

use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: b. Prepositional phrases.	where or when. ● I can use prepositional phrases.

Supporting Standards:

Academic Vocabulary: prepositional phrase

Priority Standard: L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: c. Order of adjectives.	**Learning Targets:** ● I know adjectives describe nouns. ● I can use adjectives. ● I know adjectives should be listed in a certain order. ● I can list adjectives in an appropriate order.

Supporting Standards:

Academic Vocabulary: adjective; noun

Priority Standard: L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: d. Adjectives, adverbs, conjunctions.	**Learning Targets:** ● I know adjectives describe nouns. ● I can use adjectives. ● I know adjectives should be listed in a certain order. ● I can list adjectives in an appropriate order. ● I know adverbs describe verbs. ● I can use adverbs. ● I know conjunctions combine sentences or clauses. ● I can use conjunctions.

Supporting Standards:

Academic Vocabulary: adverb; verb; adjective; noun; conjunction; clause

Priority Standard:	**Learning Targets:**

L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: e. Compound and complex sentences.	● I know a compound sentence is made up of two or more simple sentences. ● I know a complex sentence includes a simple sentence and a phrase related to the sentence. ● I can write compound and complex sentences.

Supporting Standards:

Academic Vocabulary: complex sentence; compound sentence

Priority Standard: L.4.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: f. Easily confused words (e.g., to, too, two).	**Learning Targets:** ● I know the meaning of easily confused words (e.g., to, too, two). ● I can use the correct homophone.

Supporting Standards:

Academic Vocabulary: homophone

Priority Standard: L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: a. Capitalization.	**Learning Targets:** ● I can use correct capitalization rules.

Supporting Standards:

Academic Vocabulary: capitalization

Priority Standard: L.4.6 Demonstrate contextually appropriate use of the conventions of standardized	**Learning Targets:** ● I can use quotation marks and commas to show a person or

English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: b. Commas and quotation marks for quotations.	character is speaking. ● I can use quotation marks and commas when using direct quotes.

Supporting Standards:

Academic Vocabulary: comma; quotation marks; direct quote

Priority Standard: L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: c. Commas in compound sentences.	**Learning Targets:** ● I can use commas to write compound sentences.

Supporting Standards:

Academic Vocabulary: compound sentence; comma

Priority Standard: L.4.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: d. Spell grade-level words correctly using reference materials to solve words as needed.	**Learning Targets:** ● I can spell grade-level words correctly using reference materials.

Supporting Standards:

Academic Vocabulary:

5th Grade

Reading Foundational Skills

Unit Objectives (overarching objectives)**:** These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: typically developing readers will need much less practice with these concepts than readers who struggle to learn to read and/or English learners. The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

Priority Standard:	Learning Targets:
RF.5.3 Know and apply grade level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	- I know letter sound correspondences. - I know syllabication patterns. - I understand words have parts including roots and affixes. - I can accurately read unfamiliar multisyllabic words.

Supporting Standards:
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
L.5.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate
a.Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word
L.5.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Academic Vocabulary: syllable, root, base, prefix, suffix

Fluency

Priority Standard:	Learning Targets:
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	- I know I can read for enjoyment. - I know I can read to learn something.

a. Read grade-level text with purpose and understanding.	- I know there are different genres of books. - I can use grade-level phonics skills to decode text. - I can read grade-level text. - I can read grade-level text with fluency (accurately, with appropriate rate, expression). - I can self-correct while - reading. - I can reread to better understand. - I can understand grade-level text. - I can answer "within-the-text" questions. - I can answer "about-the-text" questions. - I can answer "beyond-the-text" questions. - I can identify the purpose for reading a text. - I can identify the genre.

Supporting Standards:
This standard is supported by ALL of the Reading Foundational Skills standards, Reading standards, and Language Standards except L.5.5 a- e; L.5.6 a-g

Academic Vocabulary: within-the-text; about-the-text; beyond-the-text; fluency; accurately; appropriate rate; expression; genre (fiction, nonfiction)

Reading

Unit Objectives (overarching objectives): Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.

Key Ideas and Details

Priority Standard: R.5.2 Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI & RL)	**Learning Targets:** - I understand the difference between summarizing and retelling. - I can summarize any genre of text. - I know that key details are used to support a theme or central idea. - I can paraphrase important parts of a text (fiction, nonfiction, & argumentative). - I can quote important parts of a text (fiction, nonfiction, & argumentative). - I can use paraphrasing and quotations from the text to support my ideas. *LITERATURE* - I know the difference between theme and

topic.
- I understand that the theme is the message or life lesson of the story that we can learn and connect to our own lives.
- I can determine a theme.
- I know the parts of a fiction summary.
- I understand fiction story summaries state what happened in the story.

INFORMATIONAL TEXT
- I know the difference between topic and main idea.
- I understand that the central idea states in one sentence what the text is all about.
- I can determine a central idea (main idea).
- I know the parts of a nonfiction summary.
- I understand that nonfiction summaries state the main idea and supporting details.

ARGUMENTATIVE TEXT
- I know the parts of an argumentative summary.

Supporting Standards:
RF.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
R.5.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical references.
R.5.5 Explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem.
R.5.8 Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats.
SL.5.3 Summarize the points a speaker makes and explain how each claims is supported by reasons and evidence.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

SL.5.5 Integrate multimedia components and visual displays in presentations to enhance the development of main ideas or themes.

L.5.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Academic Vocabulary: summarize; theme; topic; central idea; main idea; paraphrase; quote; evidence; key details

Priority Standard:	**Learning Targets:**
5.R.3 Compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI)	● I know compare and contrast means similarities and differences. ● I know the character is the subject of a text/story. ● I know the setting includes where and when a story takes place. ● I understand there are important and unimportant events in a text. ● I know two or more things can influence each other. ● I can state similarities and differences for two or more texts. ● I can use similarities and differences to draw conclusions from a text. ● I can explain how two or more (individuals, events, ideas or concepts) are connected within a text. ● I can include specific details to support my ideas.

Supporting Standards:
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
R.5.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical references.
L.5.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
a. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters (e.g., Herculean)
b. Interpret similes and metaphors in context.
L.5.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).

c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.

Academic Vocabulary: compare; contrast; setting; characters

Craft and Structure

Priority Standard:	Learning Targets:
R.5.5 Compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI)	- I know compare and contrast means similarities and differences. - I understand the sequence text structure. - I understand the comparison text structure. - I understand the cause/effect text structure. - I understand the problem/solution text structure. - I can determine the structure of a text. - I can compare and contrast texts using their text structure.

Supporting Standards:
RF.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
L.5.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.
a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.

Academic Vocabulary: sequence; comparison; cause/effect; problem/solution; compare/contrast; text structure

Integration of Knowledge and Ideas

Priority Standard:	Learning Targets:
R.5.8 Explain how claims in a text are supported by relevant reasons and evidence,	I know the claim of a text is a strong opinion.

identifying which reasons and evidence support which claims. (RI)	● I know the reasons included in text are ideas that tell why the claim is true. ● I know the evidence (facts, details, statistics, quotes, stories, examples) proves or supports the claim and reasons of a text. ● I understand evidence supports reasons that support claims in a text. ● I can determine the claim(s) of a text. ● I can determine reasons that support a claim. ● I can determine evidence that supports a reason. ● I can explain why reasons and evidence support a claim.

Supporting Standards:
RF.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
R.5.1 Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical references.
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
R.5.8 Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on topics and texts, building on others' ideas and expressing one's thinking clearly.
a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion.
b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion).
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

Academic Vocabulary: claim; reasons; supports; evidence; opinion

Writing

Unit Objectives (overarching objectives): Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.

Text Types and Purposes

Priority Standard:	Learning Targets:

W.5.2 Write text in a variety of modes:	
a. Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose.	- I know the purpose of opinion writing is to persuade the audience. - I know a claim is a strong opinion. - I know reasons are the ideas that tell why the claim is true. - I know the evidence (facts, details, statistics, quotes, stories, examples) proves or supports the claim and reasons. - I know issues have two or more viewpoints. - I can research an issue. - I can take notes while researching an issue. - I know the thesis includes the claim and three reasons in a single sentence. - I can determine and state an opinion. - I can determine and use reasons and evidence to support my opinions. - I can determine and acknowledge the opposing viewpoints in a text. - I can write an opinion piece. - I can use evidence from reliable sources. - I can organize my writing logically.

Supporting Standards:
W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.5.3 Create writing that utilizes:
a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).
W.5.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.5.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-

specific terms and phrases; use vocabulary appropriate to the context and situation.
a Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
Appropriately use and explain the intended purpose of language choice with:
a. Conjunctions
b. Verb tenses
c. Correlative conjunctions.
d. Use of "they" and "their" when referring to singular people or ideas.
L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Commas (introductory elements, and elements that need to be set off like a question or direct address).
b. Italics, underlining, quotes with titles.
c. Spell grade-level words correctly using reference materials to solve words as needed.
R.5.6 In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

Academic Vocabulary: opinion; claim; point of view (position or perspective from which something is considered or evaluated); perspective; position; reasons; evidence; substantiated; support; persuade; thesis

Priority Standard:	**Learning Targets:**
W.5.2 Write text in a variety of modes: b. Informative texts that introduce a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information.	● I know the purpose of informative texts is to teach or explain a topic. ● I know subtopics include a main idea and supporting details. ● I know information writing follows an organizational pattern: topic, subtopics, details. ● I know text features are purposeful and enhance the writing. ● I can paraphrase information to take notes about a topic. ● I can group related information while taking notes. ● I can introduce a topic. ● I can present information gathered from research in an organized way. ● I can use vocabulary specific to the topic in my writing. ● I can include purposeful text features (headings, illustrations, etc.) in my papers. ● I can provide a list of sources. ● I can write informative texts.

Supporting Standards:
W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or

independently, for a variety of high-stakes and low-stakes purposes.

W.5.3 Create writing that utilizes:

a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.

b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.

c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).

W.5.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

L.5.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

L.5.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation.

a Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose of language choice with:

a. Conjunctions

b. Verb tenses

c. Correlative conjunctions.

d. Use of "they" and "their" when referring to singular people or ideas.

L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

a. Commas (introductory elements, and elements that need to be set off like a question or direct address).

b. Italics, underlining, quotes with titles.

c. Spell grade-level words correctly using reference materials to solve words as needed.

R.5.6 In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

Academic Vocabulary: main idea; topic; subtopics; text features (headings, graphics [photos, illustrations, maps, charts, diagrams], definitions, bold print, glossary, table of contents, captions, sidebar, etc.); paraphrase; sources

Priority Standard:	Learning Targets:

W.5.2 Write text in a variety of modes: c. Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	● I know the purpose of narrative writing is to entertain. ● I know the plot structure of a narrative story. ● I know the beginning of a story introduces the characters and setting. ● I know the middle of my story introduces the problem and includes the rising action and climax. ● I know the end of the story includes the solution. ● I can introduce a narrator and characters. ● I can organize events into a logical sequence. ● I can develop the story elements: characters, setting, events, problem, solution. ● I can develop experiences and events with dialogue, description, thinking, and action. ● I can include character responses to the events in the story. ● I can write a narrative story based on real or imagined events.

Supporting Standards:
W.5.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.5.3 Create writing that utilizes:
a. Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition.
b. Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
c. Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above).
W.5.5 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing.
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
L.5.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-

specific terms and phrases; use vocabulary appropriate to the context and situation.
a Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
Appropriately use and explain the intended purpose of language choice with:
a. Conjunctions
b. Verb tenses
c. Correlative conjunctions.
d. Use of "they" and "their" when referring to singular people or ideas.
L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Commas (introductory elements, and elements that need to be set off like a question or direct address).
b. Italics, underlining, quotes with titles.
c. Spell grade-level words correctly using reference materials to solve words as needed.
R.5.6 In informational text, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI)

Academic Vocabulary: plot; rising action; climax; solution; narrator; dialogue; narrative

Production and Distribution of Ideas

Priority Standard:	Learning Targets:
W.5.6 With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).	- I know the purpose of publishing is to make work public. - I know publishing is part of the writing process. - I know what digital tools are available to me. - I can produce writing through typing. - I can select digital tools to produce writing with guidance and support from adults. - I can select digital tools to publish writing with guidance and support from adults. - I know the elements of proficient handwriting (printing and/or cursive). - I can produce writing through printing and/or cursive. - I can increase my stamina to produce writing through printing, cursive, and/or typing.

Supporting Standards:

Academic Vocabulary: publish; digital tools; stamina

Speaking and Listening

Unit Objectives (overarching objectives): Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify language choices and how those choices differ for culture and context.

Comprehension and Collaboration

Priority Standard:	**Learning Targets:**
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts, building on others' ideas and expressing one's own thinking clearly. a. Come to discussions prepared, explicitly draw on topics and texts along with personal knowledge and experiences to explore ideas under discussion. b. Follow agreed-upon norms for discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion). c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.	●

Supporting Standards:
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats.
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.
SL.5.5 Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes.

The speaking and listening standards, both priority and supporting, are woven throughout most elements of curriculum and instruction.

Language

Unit Objectives (overarching objectives): Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.

Vocabulary Acquisition and Use

Priority Standard:	Learning Targets:
L.5.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	● I know words can be broken down into affixes and roots. ● I know affixes and roots have meanings. ● I can use syllabication patterns to break down words into word parts. ● I can use word solving strategies to determine the meaning of unknown words and phrases.

Supporting Standards:
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive reading.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.5.4 Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI & RL)
L.5.3 Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.
c. Clarify the precise meaning of words by comparing and contrasting them with related words (i.e., compare and contrast words to synonyms, antonyms, and homographs to better understand each word).
d. Make connections between words and how they are used in real life (i.e., help students build or add on to existing schema when encountering new words).

Academic Vocabulary: context clues; multiple meaning words; reference materials

Priority Standard:	Learning Targets:
L.5.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. a. Identify and use phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	● I know strategies to figure out the meaning of unknown words. ● I can use strategies to determine the meaning of unknown words. ● I can use reference materials to determine the meaning of unknown words. ● I know transitional words and phrases show relationships between ideas. ● I know the purposes of different transitional words and phrases. ● I can use transitional words and phrases

	to show relationships between ideas.

Supporting Standards:
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
a. Read grade-level text with purpose and understanding.
b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive reading.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
R.5.4 Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI & RL)
W.5.3 Create writing that utilizes:
b Transitions: use a variety of transitional words and phrases that logically connect and develop ideas.
c Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats.
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.
L.5.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Recognize that standard English is only one dialect of many and has a specific history that is implicated in power relationships.
b. Compare and contrast ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Academic Vocabulary: transitional words; transitional phrases; reference materials

Conventions of Standardized English

Priority Standard:	Learning Targets:
L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.Appropriately use and explain the	- I know conjunctions are words used to connect clauses or sentences. - I can identify, use, and explain conjunctions.

| intended purpose of language choice with:
a. Conjunctions. | |

Supporting Standards:
L.5.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Recognize that standard English is only one dialect of many and has a specific history that is implicated in power relationships.
b. Compare and contrast ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

Academic Vocabulary: conjunctions; clauses

Priority Standard: L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.Appropriately use and explain the intended purpose of language choice with: b. Verb tenses.	**Learning Targets:** ● I know verbs have three tenses (past, present and future). ● I can identify, use, and explain verb tenses.

Supporting Standards:
L.5.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Recognize that standard English is only one dialect of many and has a specific history that is implicated in power relationships.
b. Compare and contrast ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

Academic Vocabulary: verb tenses

Priority Standard:	Learning Targets:
L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: c. Correlative conjunctions.	● I know correlative conjunctions are two words working in pairs to join words, phrases or clauses (either/or, neither/nor). ● I can identify, use, and explain correlative conjunctions.

Supporting Standards:
L.5.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Recognize that standard English is only one dialect of many and has a specific history that is implicated in power relationships.
b. Compare and contrast ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

Academic Vocabulary: conjunctions; correlative conjunctions

Priority Standard:	Learning Targets:
L.5.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: d. Use of "they" and "their" when referring to singular people or ideas.	● I know "they" and "their" can be used to describe a singular person. ● I can use and explain "they" and "their".

Supporting Standards:
L.5.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Recognize that standard English is only one dialect of many and has a specific history that is implicated in power relationships.
b. Compare and contrast ways in which language is used in familiar and unfamiliar contexts (e.g., at home, outside of their own communities, by diverse authors and speakers).
c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories,

dramas, or poems.
d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

Academic Vocabulary: singular

Priority Standard:	**Learning Targets:**
L.5.6 Demonstrate contextually appropriate use of the conventions of standardized English spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: c. Spell grade-level words correctly using reference materials to solve words as needed.	● I know reference materials including dictionaries, classmates, adults, and spell check. ● I can use reference materials when needed.

Supporting Standards:
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
W.5.6 With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting).

Academic Vocabulary: reference materials

MIDDLE SCHOOL CURRICULUM PLAN

Grade 6 ELA Curriculum

Unit 1: Autobiography	**Duration**: 10 Class Periods

Essential Question(s): Can you present a Google Slides presentation to an audience that includes: • Standardized English capitalization • Punctuation • Correct spelling	

Priority Standards: L.6.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:	**Learning Targets**: Students will be able to: • I can use standardized English capitalization correctly in my writing • I can use punctuation correctly in my writing • I can spell grade level words correctly in my writing

Supporting Standards: S.L.6.4: Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	
Academic Vocabulary: Proper noun/common noun; Commas; Periods; Complete sentence; Fragment; Google Slides formatting; Eye contact; Pacing; Fillers; Voice	

Unit 2: Non-Fiction/Central Idea Unit	**Duration**: 15 Class Periods

Essential Question(s): Can you write a summary of a nonfiction text to determine a central idea and supporting evidence?	

Priority Standards: R.6.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	Students will be able to: • Closely read the text. • Reread the text to find the evidence. • Cite text evidence to answer a question. • Support an analysis of what the text says explicitly.
R.6.2: Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)	Students will be able to: • Write a summary. • Determine a central idea. • Determine key details that support a central idea.

Supporting Standards:
R.6.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

Academic Vocabulary:
Central Idea; Main Idea; Text Evidence; Supporting Details; Summary; Text structure - cause and effect, description, chronological, problem and solution, and compare and contrast; Text features

Unit 3: Non-Fiction Author's Purpose/Craft	**Duration:** 15 Class Periods

Essential Question(s): Can you analyze parts of a nonfiction text to develop an understanding of the text?	
Priority Standards: R.6.3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	Students will be able to: • Analyze a text to determine how individuals, events, and ideas are introduced. • Analyze a text to determine how individuals, events, and ideas are related to each other. • Analyze a text to determine how individuals, events, and ideas are developed.
R.6.5: In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL) In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)	Students will be able to: • Analyze how a particular sentence, paragraph, chapter, or section fits into the structure. • Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the central idea.

Supporting Standards:
R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

Academic Vocabulary:
Analyze; Text Structure; Author's Craft; Tone/Mood; Author's Purpose; Author's Point of View; Central Idea Text structure - cause and effect, description, chronological, problem and solution, and compare and contrast; Text features

Unit 4: Diversity Fiction Unit	**Duration:** 32 Class Periods

Essential Question(s):
1. Can you read to analyze a fiction book to write a summary in order to determine the theme and support it with evidence?
2. Can you read to analyze a fiction book to describe how events unfold and impact the character?
3. Can you read to analyze a fiction book to describe how characters are developed and impact the plot?
4. Can you use evidence from a text to support your ideas about the text that are explicitly stated and implied?
5. Can you read a text and make connections between multiple cultures?

Priority Standards: R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	Students will be able to: • Cite text evidence to answer a question. • Support an analysis of what the text says explicitly. • Support an analysis of what the text says implicitly • Make logical inferences.
R.6.2: Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)	Students will be able to: • Write a summary. • Determine a theme. • Develop the theme with supporting details.
R.6.3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)	Students will be able to: • Describe how events unfold. • Describe how characters respond as the plot moves forward. • Describe how characters change as the plot moves forward.

Supporting Standards:

R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

R.6.9 Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

Academic Vocabulary:
Plot Diagram; Exposition; Rising Action; Climax; Falling Action; Resolution; Conflict; Summary; Theme; Point of View; Culture; Perspective; Character Development; Dynamic Characters; Static Characters

Unit 5: Descriptive Narrative	**Duration:** 30 Day

| **Essential Question(s)**: Can you develop a narrative story using narrative techniques? ||

Priority Standards: W.6.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. b. Transitions: use appropriate transitions to clarify the relationships among ideas and concepts.	Students will be able to: - write an introduction for my narrative story. - organize ideas. - write a conclusion for my narrative story. - use a variety of words or phrases to connect my ideas and concepts for the type of writing I am doing.
W.6.2: Write text in a variety of modes: 1. Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences.	- use narrative techniques (dialogue and pacing) to develop a real or imagined experience or event. - use descriptive language to develop a real or imagined experience or event. - use a structured sequence of events to develop a real or imagined experience or event.
L.6.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	- use figurative language in my writing. - use word relationships and nuances in word meaning in my writing.

Supporting Standards:

R.6.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

W.6.3.c: Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events.

W6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

L 6.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a.   Commas, parentheses, and dashes
b.   Correct spelling

Academic Vocabulary:
Narrative; Story; Descriptive; Adjectives/Adverbs; Sensory details; Figurative language; Transitions; Leads; Conclusions; Standard English; Capitalization; Commas and punctuation

Unit 6: Non-Fiction 2	**Duration:** 20 Day

Essential Question(s):
Can you read a nonfiction text and think beyond the text to make logical inferences that are supported by information in the text?
Can you read a nonfiction text and locate key details to include in a summary in order to develop a central idea of a text?

Priority Standards	Students will be able to:
6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) 6.2 Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) 6.5 In informational texts, analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and how it contributes to the development of theme or central ideas. (RI)	• support an analysis of what the text says explicitly. • support an analysis of what text says implicitly. • make logical inferences. • write a summary. • explain why a given sentence, paragraph, chapter, or section is included in the text.

Supporting Standards:
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Academic Vocabulary:
Summary; Text evidence; Explicit; Implicit; Inference; Supporting details; Key details; Text; features/headings; Text structure - cause and effect, description, chronological, problem and solution, and compare and contrast; Author's point of view; Author's purpose

Unit 7: Persuasive Writing	**Duration**: 30 Days

Essential Question(s):
1. Can students pick a side on an argumentative topic and choose a side?
2. Can students clearly present their topic to their peers?

Priority Standards:	Students will be able to:
W6.2.a: Write arguments to support claims with clear reasons, relevant evidence, and literary theory.	• Develop reasons to support a claim • Use relevant evidence to support a claim

W6.3: a. Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing.	• Introduce a topic • Organize ideas and information in a logical order • Write a conclusion
W6.8: Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	• Determine a credible source • Gather relevant information • Quote or paraphrase evidence from a source • Provide a bibliography
SL 6.4: Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.	• Present claims and findings in a logical order • Communicate information in an engaging manner
L.6.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:	• Capitalize correctly • Spell correctly • Punctuate correctly

Supporting Standards:
L.6.5: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

SL.6.5: Include multimedia components and visual displays in presentations to clarify and enhance information.

W.6.6: Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose.

Academic Vocabulary:
Claim/Thesis; Argument/Persuasive; Support; Evidence; Paraphrase/Restating; Source/Resource; Direct Quote; Credible; Research; Search terms; Database; Fact vs. Opinion; Connotation vs. Denotations; Citation Bibliography; Transitions; Evidence Base

Unit 8: Fiction 2 - Dystopian Lit Circle	**Duration**: 30 Days

Essential Question(s):
1. Can you read to analyze a fiction book to write a summary in order to determine the theme and support it with evidence?
2. Can you read a text and make inferences regarding how events unfold and impact the character?
3. Can you read to analyze a fiction book to describe how events unfold and impact the character?
4. Can you read to analyze a fiction book to describe how characters are developed and impact the plot?
5. Can you use evidence from a text to support your ideas about the text that are explicitly stated and implied?

Priority Standards:	
R.6.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	Students will be able to: • Cite text evidence to answer a question. • Support an analysis of what the text says explicitly. • Support an analysis of what the text says implicitly • Make logical inferences.
R.6.2: Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL)	Students will be able to: • Write a summary. • Determine a theme. • Develop the theme with supporting details.
R.6.3: In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL)	Students will be able to: • Describe how events unfold. • Describe how characters respond as the plot moves forward. • Describe how characters change as the plot moves forward.
R.6.5: In literary texts, analyze how a sentence, paragraph, stanza, chapter, scene, or section fits into the overall structure and how it contributes to the development of theme, central idea, setting, or plot. (RL)	Students will be able to: • Analyze how a sentence fits into the overall structure of the plot •

Supporting Standards:
R.6.1 Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

R.6.9 Evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

Academic Vocabulary:
Dystopian; Theme; Summary; Text Evidence; Supporting Details; Character Development; Plot Diagram Exposition; Rising Action; Climax; Falling Action; Resolution; Conflict; Symbolism

Unit 8: Vocabulary	**Duration**: All Year
Essential Question(s): Can you use parts of words in order to make meaning of the word as a whole to correctly determine the meaning of words?	
Priority Standards: L.6.2.b: Use grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.	Students will be able to: • Correctly determine the meaning of words that include Greek or Latin affixes and roots. • Currently use words with Greek/Latin affixes and roots in context.
Supporting Standards:	
Academic Vocabulary: Roots; Prefixes; Part to whole	

Grade 7 ELA Curriculum

Unit: Types of Sentences	Duration: 2 weeks at beginning, 3 weeks in winter, accessed on writing assessment throughout the year

| Essential Question(s): How can students effectively communicate by using different types of sentences? ||

Priority Standards:	Learning Target:
L.7.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: L.7.5a:Phrases and clauses L.7.5b: Simple, compound, and complex sentences signaling differing relationships among ideas L.7.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:	Students will be able to identify simple, compound and complex sentences. Students will be able to write simple, compound and complex sentences in their writing. Students will know when to appropriately use a comma.

What will students do (verbs)	With what knowledge or concept (nouns)?	In What Concept	DOK
Demonstrate	conventions	Writing and speaking, Phrases and clauses, Simple, compound, and complex sentences,	2
use	Standard English	Writing and speaking, Phrases and clauses, Simple, compound, and complex sentences,	1
explain	purpose	Language choice	2
Discern	purpose	Language choice	2

| Supporting Standards:
7.5.c. Recognizing and correcting dangling modifiers
7.6.a. Commas to separate coordinate adjectives
7.6.b. Correct spelling ||||

| **Academic Vocabulary**: |
| Phrases; Dependent clause; Independent clause ; Subject; Predicate; Conjunction; Preposition |

Unit: The Outsiders	**Duration**: 6 weeks

Essential Question(s): How can you prove a character's personality or theme with evidence from the text? How can you prove a theme with evidence from the text?

Priority Standards:	**Learning Target**:
R.7.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) RL.7.4: Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text (RI&RL). L.7.2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.	I can determine a character's personality. I can use evidence from the text to support my inference. I can make a prediction about what a word means using context clues and then check my definition with a dictionary.

What will students do (verbs)	**With what knowledge or concept (nouns)?**	**In What Concept**	**DOK**
Cite	Several pieces of textual evidence	From the text	1
Draw Inferences	Using several pieces of textual evidence (Prior knowledge)	From the text	2
Determine	Meaning of words	In the text	2
Determine/clarify	meaning	In the text	2

Supporting Standards: L.7.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions. RL.7.5: In literary texts, analyze how structure, including genre specific features, contributes to the development of themes or central ideas. (RL) In informational texts, analyze the structure an author uses to organize a text, including how the sections contribute to the whole and to the development of themes or central ideas. (RI)

Academic Vocabulary:
Evidence; Citation; Context Definition; Character Traits; Plot Vocab; Mood/Tone; Setting (integral and backdrop); Conflict Types; Theme

Unit: Figurative Language/Poetry Analysis/Ballad	Duration: Seven weeks

Essential Question(s): How do poets use figurative language to make meaning?

Priority Standards:	Learning Targets:
W.7.2 c.: Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters.	I can use figurative language and rhyme to craft a narrative ballad.
	I can identify different types of figurative language in poems.
W.7.3c: Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.	I can utilize my understanding of figurative language to find the meaning of poetry.
L.7.3: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze the impact of rhyme and other repetitions of sound (e.g., alliteration; assonance) in varied texts (e.g., poetry; drama; section of a story).	I can cite evidence from a poem to support my analysis of the poem.
L.7.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:	
R.7.1: Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	
W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards)	

What will students do (verbs)	With what knowledge or concept (nouns)?	In What Context	DOK
Write	A Narrative Ballad	In their own writing	4
Choose	Precise words to show relationships and describe an event	In their own writing	3

Demonstrate	figurative language,	In a text (poems) and in their writing	1
Cite and Analyze	textual evidence	In poems	3
Draw	Evidence from the text to support analysis	From a text	3/4

Supporting Standards:

W.7.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

Academic Vocabulary:
Types of figurative language; Ballad; Rhyme scheme; Symbolism; Analysis

Unit: Civil Rights Unit ("Promise of Change" book study and research paper)	Duration: 8 weeks

Essential Question(s): What are the impacts of civil rights movements though the world on individuals and society as a whole?

Priority Standards:	Learning Targets:
R.7.2: In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI) SL.7.1.a: Come to discussions prepared and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. SL.7.1.c: Pose questions that invite elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. Promote multiple perspectives W.7.2.b: Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.7.3 Create writing that utilizes:	I can utilize multiple sources and answer questions and create an overview of the African American struggle for civil rights. I can pose (create) questions for a book discussion. I can be prepared to answer questions about a book using evidence and background knowledge. I can research using databases about a chosen civil rights movement. I can organize my research into a paper using transitions.

a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing.

b. Transitions: use a variety of appropriate transitions that connect and develop ideas.

c. Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events.

W.7.8
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

I can use appropriate citations.

I can use appropriate vocabulary.

What will students do (verbs)	With what knowledge or concept (nouns)?	In What Context	DOK
analyze			

Supporting Standards:

R.7.3 Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL)

R.7.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

Academic Vocabulary:
Pose; Database; Headings; Connection; Analyze; Civil Rights Vocab (segregation, nonviolence, discrimination, racism….); Citation; Summarize; Contributes; Challenges; Clarified; Extend; Significance; Evaluating

Unit: Excerpts and Short Stories	**Duration**: Three Weeks

Essential Question(s): How does a character's point of view change the story?

Priority Standards:	**Learning Targets**:
R.7.6 In literary texts, analyze how an author develops and contrasts the point of view, possible biases, and the perspectives of different characters or narrators. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author distinguishes his or her position from that of others. (RI)	I can determine what factors influence a character's/author's point of view.

What will students do (verbs)	**With what knowledge or concept (nouns)?**	**In What Concept**	**DOK**

Supporting Standards:

W.7.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

R.7.3 In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL)

Academic Vocabulary:
Point of View; Setting (integral and backdrop); Character Types; Conflict Types; Theme; Plot Vocab; Mood/Tone

Unit Summative (Link):

Unit: Evaluating Review Unit	**Duration: 2 Weeks**

Essential Question(s):
What makes an online review credible and effective?

Priority Standards:	**Learning Targets:**
R 7.8 Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI) R 7.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	I can determine what makes a review credible and effective. I can determine if a review is effective by using a rubric that I created.

What will students do (verbs)	**With what knowledge or concept (nouns)?**	**In What Concept**	**DOK**

Supporting Standards:
W. 7.7 Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
SL. 7.3 Understand and evaluate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
L. 7.1 b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.) and d. When appropriate, eliminate wordiness and redundancy.

Academic Vocabulary:
Credible; Evaluate; Valid; Irrelevant; Relevant; Sufficient

Grade 8 ELA Curriculum

Unit: Argumentative Writing and Speaking	Duration: Year-long in small sections

Essential Question(s):	

Can you respond to a text-based question or prompt using standard argumentative style, including:
- A well-formed topic sentence/claim which includes justification,
- Varied and mature transitions,
- Strong evidence,
- Analytical support tying the evidence to the prompt and justification,
- A thoughtful conclusion

Priority Standards:	Learning Targets:
R.8.1: Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) R.8.6: In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. W.8.2 a: Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically W.8.3 a: Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts. W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. L.8.3 b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.	- I can cite evidence - I can choose the best text evidence - I can explain what a text explicitly and implicitly means - I can identify a text's point-of-view and cite evidence to prove it - I can identify a text's mood and support it with text evidence - I can identify an author's tone and support it with text evidence - I can explain how biases, culture, identity, and geographic location can affect mood, tone, and perspective I can write an argument that: • Includes logical claim(s) • Cites relevant evidence from credible sources • Includes an analysis that shows my understanding of the text

Supporting Standards:

R8.8: Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

L8.5: Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

L8.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

a. Punctuation to recognize a pause or break

b. Ellipsis to indicate an omission

c. Correct spelling

SL8.4: Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices.

Academic Vocabulary:
   Argumentative; Topic Sentence; Claim; Justification; Premise; Analysis; Transition

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Assessments: The speech

Unit: Edgar Allan Poe	**Duration**: 2 weeks

Essential Question(s):
Can you: • Understand the difference between tone and mood? • Understand how the author uses word choice to create tone and mood • Determine the meaning of unknown words and phrases in the text • Recognize the author's use of figurative language • Understand how word choice creates suspense • Understand the elements of poetry and how authors use those elements to create meaning

Priority Standards:	**Learning Targets**:
R.8.6 In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as mood and tone. (RL)	- I can define mood and tone. - I can understand the difference between mood and tone. - I can identify the point of view, perspective, and/or biases

L.8.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; when words have similar denotations, be able to describe differences in connotation and their impact on meaning and tone. b. Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts.	- I can analyze how the mood and tone are created by point of view, perspective, and/or biases - I can define the following Literary and figurative language terms: Allusion — Hyperbole Alliteration — Euphemism Analogy — Irony Simile — Cliché Metaphor — Idiom Personification — Connotation Symbolism — Denotation Onomatopoeia - I can identify these types of literary and figurative language in context. - I can analyze the impact of literary and figurative language use on the passage. - I can identify the differences of connotation in similar words - I can analyze the impact of differing connotations on the passage - I can analyze the impact of connotation on tone.

Supporting Standards:
R.8.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

R.8.3 In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

L.8.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

Academic Vocabulary:
Mood; Tone; Stanza; Connotation; Denotation; Allusion; Theme; Personification; Symbolism; Rhyme scheme; Meter; Internal Rhyme; Alliteration; Simile; Metaphor; Onomatopoeia; Hyperbole

Assessments:
Comprehension check - Raven

Figurative Language check
Video comparison - formative
Tone/Mood - constructed response

Unit: Harlem Renaissance	**Duration**: 2 weeks

Essential Question(s):
Students can:
- Understand characterization and character development
- Understand purpose of dialogue - move action forward, reveal characterization, provoke decision
- Understand how time period reflects literature
- Compare the theme of a poem and a short story
- Explain how the setting impacts a story or poem
- Understand how an author's background affects their writing
- Write a literary analysis to answer a prompt

Priority Standards:

R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)

R.8.2a Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)

W.8.2a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically

W.8.3 Create writing that utilizes:
a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.

b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts.

Learning Targets:

I can:
- Write a constructed response that:
  - Has a strong claim
  - Has a clear justification
  - Includes appropriate transitions
  - Includes text evidence that logically supports the claim
  - Properly cites the text evidence
  - Analyzes the evidence to tie back to the claim and justification
- Read grade-level texts
- Analyze lines of dialogue to determine implicit and explicit meaning
- Analyze characters in a text
- Determine the theme or central idea
- Compare multiple readings and find a common theme
- Analyze a theme using evidence from one or more texts
- Analyze the development of a theme over the course of a text

Supporting Standards:
R.8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)

R.8.3 In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

W.8.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

Academic Vocabulary:
Dialogue; Characterization; Claim; Justification; Analysis; Premise; Conclusion; Setting

Assessments:
Constructed Response
Comprehension check
Baseline Characterization - formative
Journal Entries

Unit: Holocaust	Duration: 7 Weeks

Essential Question(s):
Can you
- Understand the scope and scale of the Holocaust, including key events in the timeline?
- Understand how Nazi ideology was amplified through the use of propaganda?
- Explain the relationship between the terms stereotype, prejudice, discrimination, persecution, and genocide as they relate to the "Pyramid of Hate"?
- Recognize the patterns in human behavior and thinking that led to the establishment and perpetuation of hate groups in the United States?
- Respond to a text-based question or prompt using strong evidence and analysis to support your claim?
- Participate in collaborative literature circle discussions and tasks that include:
  - Website creation
  - Summaries
  - Reading Responses
  - Book Review
  - Character Analysis
  - Suspense Chart
  - Figurative Language Chart
  - Group Presentation

Priority Standards:	Learning Targets:
R8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) R.8.6: In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters,	- I can summarize text to convey the author's central idea. - I can identify an author's tone and support my thinking with text evidence.

the audience, or reader create effects such as mood and tone. (RL)

In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective.

W8.2 a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically

b. Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories;

W8.3 a. Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.

b. Transitions: varied transitions to create cohesion and clarity among ideas and concepts.

W 8.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards)

L8.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- I can describe plot, characters, and thematic content of a book.
- I can identify figurative language and explain why it is used in a text.
- I can generate discussion questions about a fiction or nonfiction text that provoke deeper levels of discussion.
- I can participate in a small group discussion by demonstrating active listening skills, considering other points of view, and offering original thoughts.
- I can work collaboratively to create a website to my analysis and interpretation of a text.

Supporting Standards:
R8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)

RL8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

SL8.1 Engage 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 one's thinking clearly.

a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence

b. Set and track specific norms and goals for collegial discussions (e.g., gaining attention in respectful ways, actively listening, speaking one at a time about the topics and texts under discussion), and monitor progress toward goals.

c. Pose questions that connect the ideas of several speakers, and respond to others' questions and comments with relevant evidence, observations, and ideas. Promote multiple perspectives.

d. Evaluate new information expressed by others and, when warranted, qualify or justify one's own views in light of the evidence presented

SL8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

L8.2 Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate

a. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L8.6: Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:

a. Punctuation to recognize a pause or break

b. Ellipsis to indicate an omission

c. Correct spelling

Academic Vocabulary:

Allies	Anti-Semitism	Aryan
Axis	Concentration Camp	Dehumanization
Discrimination	Displacement	Final Solution
Fuhrer	Genocide	Gentile
Gestapo	Ghetto	Holocaust
Nazi Party	Persecution	Prejudice
Star of David	Stereotype	Synagogue
Swastika	Third Reich	Bias
Propaganda	Memoir	

Assessments:
Constructed Responses
Vocabulary Quiz
Propaganda Analysis
Journal Entries
Holocaust Historical Background- Vocabulary & Summary
"Diary of Anne Frank" Text Annotations & Summary
Literature Circle- Group Website
- Reading Discussion & Summaries
- Reading Response Journals
- Character Chart
- Figurative Language Chart
- Vocabulary Analysis
- Suspense Chart
- Website Homepage
- Group Presentation

Unit: Civil War	**Duration**: 2-3 weeks

Essential Question(s):
Can you:
- Analyze a speech for main points and purpose?
- Understand the explicit and implicit meaning of a poem?
- Determine the meaning of words in context?
- Understand how time and purpose influence are indicated in a text?
- Analyze the impact of a text on an audience in a particular time period or era?

Priority Standards:	**Learning Targets**:
R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) R.8.6 In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as **mood and tone.** (RL) In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. W8..3.a Create writing that utilizes: a. Organization: provide an introduction that creates suspense and anticipation for the	I Can: - Determine the mood and tone of different sections of a speech or poem - Compare the point of view or perspective of a speech and a poem - Analyze the importance of the location and era on a speech or poem - Locate text that helps determine the explicit and implicit meaning of a text - Create a constructed response paragraph that is well organized to the purpose - Write a conclusion that identifies the common theme of a speech and poem - Develop a concluding sentence that provides closure to a constructed response - Summarize literary and nonfiction text - Determine the central idea of a literary or nonfiction text

reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends.	- Determine the meaning of words and phrases in context - Analyze how the choice of words and phrases impacts the meaning of a text - Understand the tone and mood of literary and nonfiction text - Analyze the impact of word choice and connotation of mood and tone - Write a clear and coherent constructed response - Compare and contrast a speech and poem including structure and meaning - Cite evidence from a text that supports personal analysis of its meaning

Supporting Standards:
R.8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)

R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

R.8.5 In literary and informational texts, compare and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea. (RI&RL)

R.8.4 Independently produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.

Academic Vocabulary:

Extended metaphor   Connotation
Explicit meaning   Mood
Implicit meaning   Tone
Denotation

Assessments:
Analysis of Abraham Lincoln's "Gettysburg Address"
Analysis of "O Captain, My Captain" by Walt Whitman
Final constructed response

Unit: Conventions of English Language	**Duration**: Year-long

Essential Question(s):
Can you:
- Capitalize words accurately
- Consistently use commas in a series, after an introductory clause, and to divide two equal adjectives

Priority Standards:
L.8.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Active and passive voice verbs b. Indicative, imperative, interrogative, conditional, and subjunctive mood verbs c. Recognizing and correcting shifts in verb voice and mood

L.8.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:
a. Punctuation to recognize a pause or break
b. Ellipsis to indicate an omission
c. Correct spelling

Learning Targets:

I can…
- Write complete sentences
- Use conjunctions and punctuation to write compound, complex, and compound-complex sentences
- Use commas, dashes, hyphens, ellipses, and parentheses to properly indicate pauses and breaks in sentences
- Use commas, dashes, hyphens, ellipses, and parentheses to combine sentences
- Correct passive voice into active voice
- Correct mood splices in sentences
- Capitalize consistently following the standards of English language
- Spell correctly

Supporting Standards:
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

L.8.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.

b. Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.).

c. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

Academic Vocabulary:

Comma	Fragment	Indicative verb mood
Hyphen	Compound sentence	Imperative verb mood
Dash	Complex sentence	Interrogative verb mood
Parentheses	Compound-complex sentence	Conditional verb mood
Ellipse	Run-on sentence	Subjunctive verb mood
Clause	Active voice	
Simple sentence	Passive voice	

Assessments:
15+ Weekly 5-a-Day quizzes - first 3 are done together, next 5 are formative, rest are summative
A portion of each summative writing assessment's rubric will grade these skills
Formative and summative assessments throughout the year to address skill gaps, misconceptions, etc.

Unit: National History Day	**Duration**: sections of December and January

Essential Question(s):

Can you:
- Locate and evaluate sources for accuracy and credibility?
- Summarize the purpose of a research source?
- Identify the main points of a research source?
- Write a thesis that directs research and defines the argumentative point of a research project?
- Pull evidence from informational text to support thesis?
- Analyze the importance of a source to supporting a research thesis and main points?
- Understand how information works together to prove a thesis in a research project?
- Write narrative and argumentative paragraphs?
- Utilize the writing process: planning, drafting, revising, editing, publishing?
- Create a bibliography to appropriately give credit to to sources?
- Write annotations to provide a summary and analysis of sources?
- Present research findings in a clear and engaging manner?

Priority Standards:	**Learning Targets**:
R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	I Can: • Cite textual evidence • Make inferences about how text supports my claims

R. 8.6 In informational texts, explain how an author's geographic location, identity, and/or culture affect perspective. Analyze how the author addresses conflicting evidence or viewpoints. (RI) W.8.2.a Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically W.8.2.b Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories W.8.3.a Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. W.8.3.b Transitions: varied transitions to create cohesion and clarity among ideas and concepts. W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and inquiry.	• Determine influences on an author's perspective • Identify conflicting evidence and viewpoints. • Analyze how conflicting evidence indicates varied perspective • Write an argumentative statement - thesis • Locate information in text that supports my argument • Locate accurate and credible sources from multiple print and digital locations • Understand claims of sources • Determine which sources best support my claims • Locate sources that pose alternate/opposing claims • Use opposing claims to show wide research and create a strong argument • Choose relevant facts that help to develop a topic • Organize facts to clarify the topic • Write a conclusion that provides appropriate closure • Use a variety of transitions to tie facts and analysis together • Use transitions to clarify ideas and concepts • Use effective search terms • Summarize information from text • Analyze how information from different sources relate to one another and develop the topic • Follow and evaluate and argument in a text • Determine relevancy of a source's argument to my own research • Follow the writing process • Present my claims and support in a focus and clear manner

Supporting Standards:
R.8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)

R.8.3 In informational texts, analyze how individuals, events, and ideas are introduced, related to each other, and developed. (RI)

R.8.8 Trace and evaluate an argument and specific claims in a text. Assess whether the reasoning is valid and the evidence is relevant and sufficient. Recognize when irrelevant evidence is introduced. (RI)

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.8.4 Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation.

Academic Vocabulary:
    Primary source; Secondary source; Thesis; Main idea; Annotation; Bibliography; Credible

Assessments:
Annotated Bibliography - formative then summative
Thesis Statement - formative then summative
Process Paper - formative during prewriting then summative

Unit: Short Stories	**Duration**: 3 weeks

Essential Question(s):

Can you:
- Complete a plot diagram of any given short story?
- Detail the character traits and characterization of the main character in a short story?
- Cite text evidence to support a claim about a short story?
- Write a well-developed text analysis constructed response about a short story?
- Read and comprehend grade-level texts?

Priority Standards:	**Learning Targets**:
R.8.1 Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL)	-I can define conflict and differentiate between internal and external conflict in a short story, providing specific examples from a text.
R.8.6 In literary texts, analyze how the differences between the point of view, perspectives, and possible biases of the characters, the audience, or reader create effects such as **mood and tone.** (RL)	-I can identify the main conflict in a story and support my choice with text evidence.

- I can explain how conflict supports the development of theme. |
| W.8.2a. Write arguments to introduce and support claim(s) using logical reasoning, relevant evidence and literary theory. Use accurate, | -I can define the different elements of plot and create a plot diagram for a short story. |

credible sources and demonstrate an understanding of the topic or text, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically	-I can identify, interpret meaning, and analyze the role of figurative language by finding specific examples and explaining how it adds to the meaning of the text.
	-I can analyze how and why authors use characterization.
	-I know the difference between static and dynamic characters and can cite text evidence to support my identification of each type.

Supporting Standards:
R.8.2 Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL)

R.8.3 In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL)

R.8.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings within a text. (RI&RL)

Academic Vocabulary:

Conflict-Internal, External & Main   Theme
Inciting Incident   Hyperbole
Resolution   Imagery
Climax   Symbolism
Resolution   Distinguishing characteristics
Static and Dynamic Characters

Assessments:
Characterization Formative
Conflict Formative
Theme
Unit Summative

HOLMEN HIGH SCHOOL ELA REQUIREMENTS

Course	Pre-Req	Credit	Grade Level			
			9	10	11	12
Required Courses						
Language 9		1	R			
Language 9 Honors		1	RO			
Language 10	Yes	1		R		
Language 10 Honors	Yes	1		RO		
Oral Communications	Yes	.5		R		
Language 11	Yes	1			R	
Language 11 Honors	Yes	1			RO	
Advanced Placement (AP) Courses						
AP English Language and Composition	Yes	1			RO	RO
AP English Literature and Composition	Yes	1				RO
Elective Courses						
Theatre		.5	RO	RO	RO	RO
Action/Mystery/Adventure	Yes	.5		RO	RO	RO
Real People	Yes	.5		RO	RO	RO
Write it Right!	Yes	.5		RO	RO	RO
Advanced Oral Communication	Yes	.5			RO	RO
Creative Writing	Yes	.5			RO	RO
Fantasy/Science Fiction	Yes	.5			RO	RO
Media Studies	Yes	.5			RO	RO
Advanced Composition	Yes	.5				RO
Advanced Research	Yes	.5				RO

R=Required course and year to be taken; E=Elective and the year student is eligible to take the course; RO= Required Option

Grade 9 ELA Curriculum

Unit: Belonging	Duration: 8 weeks

Unit Objectives (overarching objectives):
-Apply literary elements to grade level fiction, nonfiction, and poetry -Create writing that is organized and analytical -Process text critically and inferentially -Build vocabulary through application of context clues -Collaborate to strengthen understanding of the learning targets

Priority Standards:	Learning Targets: (I can statements)
Writing **W.9-10.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. Reading **R.9-10.1** Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL) **R.9-10.4** Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) Language **L.9-10.1d** Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. **L.9-10.4** Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and	• I can create writing that is organized. • I can maintain conventions consistent with the purpose of the writing assignment. • I can provide a concluding statement that summarizes the main topics in the text. • I can determine figurative words and phrases. • I can analyze the impact of meaning, tone, and mood. • I can determine relevant text evidence that strongly supports analysis. • I can make justifications based on the text evidence and make inferences. • I can create writing that follows MLA guidelines. • I can edit writing that meets the expectations of the prompt. • I can build vocabulary knowledge independently and collaboratively. • I can make word choices intentionally to meet the purpose of the assignment.

discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	

Supporting Standards:

Language

L.9-10.2a Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.

L.9-10.2b Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Writing

W.9-10.3b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Speaking & Listening

SL.9-10.1a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

SL.9-10.1b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.

SL.9-10.1c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.

SL.9-10.1d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit: Global Perspectives	**Duration: 8 weeks**
Unit Objectives (overarching objectives): -Build an analytical and multi-paragraph essay -Collaborate to strengthen understanding of the learning targets -Interpret multiple texts on the same subject both critically and inferentially -Build vocabulary through application of context clues -Understand how literature helps us understand the diverse perspectives and experiences	
Priority Standards: Writing **W.9-10.3** Create writing that utilizes:	**Learning Targets: (I can statements)** • I can create writing that is organized.

a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	• I can maintain conventions consistent with the purpose of the writing assignment. • I can provide a concluding statement that summarizes the main topics in the text.
Reading **R.9-10.1** Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)	• I can determine figurative words and phrases. • I can analyze the impact of meaning, tone, and mood. • I can determine relevant text evidence that strongly supports analysis.
Language **L.9-10.1d** Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.	• I can make justifications based on the text evidence and make inferences.
L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	• I can create writing that follows MLA guidelines. • I can edit writing that meets the expectations of the prompt. • I can build vocabulary knowledge independently and collaboratively. • I can make word choices intentionally to meet the purpose of the assignment.
Speaking and Listening **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.	• I can begin and actively engage in small group and one-on-one discussions. • I can participate effectively in teacher-led discussions. • I can build on others' ideas, and I can express my ideas clearly.

Supporting Standards:

Language
L.9-10.2a Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
L.9-10.2b Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

<u>Writing</u>
W.9-10.3b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.

<u>Speaking & Listening</u>
SL.9-10.1a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
SL.9-10.1b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.
SL.9-10.1c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.
SL.9-10.1d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit: Persuasion	Duration: 8 weeks

Unit Objectives (overarching objectives):

- Create writing that is organized and argumentative
-Collaborate to strengthen understanding of the learning targets
-Process nonfiction texts to determine author's purpose and argumentation techniques
-Build vocabulary through application of context clues
-Understand how point of view varies by argument, claim, and audience

Priority Standards:	Learning Targets: (I can statements)
<u>Writing</u> **W.9-10.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	• I can create writing that is organized. • I can maintain conventions consistent with the purpose of the writing assignment. • I can provide a concluding statement that summarizes the main topics in the text.
<u>Reading</u> **R.9-10.1** Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly	• I can develop questions that analyze an argument in the text. • I can determine relevant text evidence that strongly supports analysis.

and make logical inferences; develop questions for further exploration. (RI&RL)	• I can make justifications based on the text evidence and make inferences.
Language **L.9-10.1d** Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.	• I can create writing that follows MLA guidelines. • I can edit writing that meets the expectations of the prompt. • I can build vocabulary knowledge independently and collaboratively. • I can make word choices intentionally to meet the purpose of the assignment.
L.9-10.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	
Speaking and Listening **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.	• I can begin and actively engage in small group and one-on-one discussions. • I can participate effectively in teacher-led discussions. • I can build on others' ideas, and I can express my ideas clearly.

Supporting Standards:

Language
L.9-10.2a Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
L.9-10.2b Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
Writing
W.9-10.3b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Speaking & Listening
SL.9-10.1a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
SL.9-10.1b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.
SL.9-10.1c. Propel conversations by posing and engaging with questions that relate the current discussion

to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.
SL.9-10.1d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Unit: Relationships	Duration: 8 weeks

Unit Objectives (overarching objectives):

-Identify and interpret the function of figurative language in fiction and poetry
-Create writing that is organized and analytical
-Process text critically and inferentially
-Build vocabulary through application of context clues
-Collaborate to strengthen understanding of the learning targets

Priority Standards:	Learning Targets: (I can statements)
Writing **W.9-10.3** Create writing that utilizes: **a**. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	• I can create writing that is organized. • I can maintain conventions consistent with the purpose of the writing assignment. • I can provide a concluding statement that summarizes the main topics in the text.
Reading **R.9-10.1** Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL) **R.9-10.4** Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) Language **L.9-10.1d** Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation. **L.9-10.4** Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words	• I can determine figurative words and phrases. • I can analyze the impact of meaning, tone, and mood. • I can determine relevant text evidence that strongly supports analysis. • I can make justifications based on the text evidence and make inferences.

including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.	- I can create writing that follows MLA guidelines. - I can edit writing that meets the expectations of the prompt. - I can build vocabulary knowledge independently and collaboratively. - I can make word choices intentionally to meet the purpose of the assignment.

Supporting Standards:

Language
L.9-10.2a Determine the pronunciation, precise meaning, part of speech, and etymology of words; verify by consulting general and specialized print and digital reference materials as appropriate.
L.9-10.2b Determine and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
Writing
W.9-10.3b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Speaking & Listening
SL.9-10.1a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
SL.9-10.1b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.
SL.9-10.1c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.
SL.9-10.1d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Grade 10 ELA Curriculum

Unit: Short Story	Duration: 4 Weeks
Unit Objectives (overarching objectives): To evaluate baseline student skills and prior knowledge To work to enhance reading and writing skills. To work to enhance speaking and listening skills. Read-Write-Speak-Listen	

Priority Standards:	Learning Targets:
R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL) **R.9-10.3** In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) **R.9-10.4** Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) **R.9-10.6** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements, and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL) **Writing: Text Types and Purpose** **W.9-10.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information, and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **Writing: Text Types and Purpose** **W.9-10.3** Create writing that utilizes: **b.** Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	I can: **R10.1** Use Textual evidence to make and support analysis based on exploration of literature. **R10.3** Determine how characters' choices and outside influences impact their development and relationships with others. **R10.4** Determine and analyze the impact of word choice across genres: Syntax, diction, and tone. **R10.6** Analyze literature through the lens of geography, identity, and cultural perspectives and experiences. **R10.9** Analyze the quality of literature using cross-textual connections to ideas and cultural perspectives. **Writing:** **W.9-10.3 a.** Organize and establish clear relationships between evidence and analysis, analytical argument.

W9-10.7
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

Conventions of Standard English

Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

L.9-10.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.
a.   Use colon and semicolons
b.   Spell correctly
L.9-10.3 Demonstrate understanding of figurative language, word relationships, and
nuances in word meanings.
a. Determine the denotative, connotative, and figurative meanings of words and
phrases used in texts; analyze nuances in the meaning of words with similar denotations.
b. Analyze the cumulative impact of specific word choices on meaning, tone, and the
effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

Speaking and Listening:
Comprehension and Collaboration
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

W.10.3 b.
Priority Target: Utilize appropriate transitions between nuances of analytical argument

W.9-10.7
Use research tools to find multiple resources, and conduct investigation.

Conventions of Standard English
L.9-10.6 Use correct capitalization, punctuation, and spelling. Use colons and semi-colons.

L10.3 Utilize figurative language in writing.
a/b. Analyze the effect on the text of syntax, diction, and tone.

10.1
Participate and reflect in open-minded discussions.

10.1 a. Be prepared to support analytical arguments using a wide range of evidence through discussion.

B. Work with peers to set norms and goals for reflective discussion.

C. Propel and engage conversations.

SL.9-10.

1a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

1b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), and clear goals as needed. Reflect on progress as an individual and as a group.

1c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.

Supporting Standards: Needs to be determined based on student evaluation.

Unit: Memoir	Duration: 4 Weeks

Unit Objectives (overarching objectives):
Determine the difference between memoir (non-fiction) and fiction literature.
Explain how an author's geographic location, identity, and culture affect perspective.
Students will make connections between learned concepts and apply to themselves and the world.

Priority Standards:	**Learning Targets:** I can:
Reading: Craft and Structure **R.9-10.3** In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) **R.9-10.6** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements, and devices). Explain how an author's geographic location, identity, and culture affect perspective. **Reading: Integration of Knowledge and Ideas** **R.9-10.9** Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. Writing Standards	**R10.3** Determine how characters' choices and outside influences impact their development and relationships with others. **R10.6** Analyze literature through the lens of geography, identity, and cultural perspective and experience. **R10.9 Analyze** quality of literature using cross-textual connections to ideas and cultural perspectives. Writing Learning Targets

W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes	**W.9-10.1** Compose reflective, formal, and creative writing.
Text Types and Purpose **W.9-10.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	**W.9-10.3 a.** Organize and establish clear relationships between evidence and analysis, analytical argument.
W.9-10.3 Create writing that utilizes: **b.** Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**W.10.3 b.** Priority Target: Utilize appropriate transitions between nuances of analytical argument
W.9-10.3 Create writing that utilizes: **c.** Word Choice (including domain-specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas, and experiences.	**W.10.3c** Create clear and cohesive relationships within analytical arguments using complex sentence structure and syntax.
W9.-10.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is the most significant purpose and audience.	**W9-10.5** Effectively engaging the writing process
W9-10.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audiovisual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for a. Connecting writers and readers, b. Producing accessible experiences for specific audiences, and c. Dynamically and flexibly matching modes with ideas and communicating with readers.	**W9-10.6** Select and utilize appropriate technology for purpose and audience.
	W9-10.7 Conduct thorough inquiry demonstrating understanding of the selected subject.
	W10.8 Determine the validity of sources to use in argument writing. Synthesize multiple sources in argument writing. Utilize proper documentation through in-text citations and works cited.
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.	**W10.9** Write an argument utilizing information gathered through research and primary non-fiction texts.

W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic, and popular sources, using advanced searches effectively; access the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards) **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, building on others' ideas, and expressing their own clearly. **c.** Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives. **d.** Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	**SL10.1** Participate in a vast range of collaborative discussions. C. Advance conversations through posing questions and engaging in open-minded discussion. D. Consider, contemplate, and summarize posed discussion points, using specific points to support opinions.

Supporting Standards:
R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)

Unit: Play	Duration: 3 weeks

Unit Objectives (overarching objectives):

Students will learn how to apply the elements of argument rhetoric: Ethos, Pathos, and Logos.
Students will learn how to apply elements of complex characterization.
Honors: Students will apply elements of Shakespearean Tragedy and cause and effect plot development.

| Priority Standards:

Reading: Craft and Structure
R.9-10.2: Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific detail. (Honors 10) | **Learning Targets:**

I can:
R.10.2 Accurately summarize text and determine themes analyzing cause and effect development of plot. (Honors 10) |

R.9-10.3 In literary texts, analyze how complex and/or dynamic characters develop,
interact with other characters, advance the plot, or develop a theme. (RL)

R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements, and devices). Explain how an author's geographic location, identity, and culture affect perspective.

R.9-10.8
Delineate and evaluate an argument and specific claims in a text, assessing the validity of fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.

Writing
W.9-10.2 Write text in a variety of modes:
a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning [...] and relevant and sufficient evidence which introduce precise claim(s)
W.9-10.3 Create writing that utilizes: (a) Organization, (b) Transitions, and (c) Word choice

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

 SL.9-10.
1a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

1b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.

SL 9-10.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

R10.3 Determine how characters' choices and outside influences impact their development and relationships with others.

R10.6 Analyze literature through the lens of geography, identity, and cultural perspective and experience.

R.9-10.8
Apply elements of argument rhetoric (ethos, pathos, and logos) to evaluate the validity of the arguments made.

W10.2 Write an argument paper utilizing textual evidence to focus on the use of argument rhetoric: ethos, pathos, logos.

W.9-10.3 a. Organize and establish clear relationships between evidence and analysis, and analytical argument.
W.10.3 b*.*
Utilize appropriate transitions between nuances of analytical argument
W.10.3c
Create clear and cohesive relationships within analytical arguments using complex sentence structure and syntax.

SL10.1
Participate and reflect in open-minded discussions.

SL10.1 a. Be prepared to support analytical arguments using a wide range of evidence through discussion.

	SL 10.1b. Work with peers to set norms and goals for reflective discussion. **SL 10.3**

Supporting Standards:
R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to
determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or a key scene in two different formats).

Unit: Non-Fiction	Duration: 5 weeks

Unit Objectives (overarching objectives):
Students will focus on author's geographic location, identity, and cultural perspective in numerous pieces of literature and analyze how those elements are cross textual.

Priority Standards: **Reading: Key Ideas and Details/ Craft and Structure** **R.9-10.1** Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL) **R.9-10.3** In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme.(RL) In informational texts, analyze how the author unfolds an analysis or arguments, including the sequence, the introduction and development of ideas, and the connections that exist. (RI) **R.9-10.4** Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) **R.9-10.6** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective.	**Learning Targets:** I can: **R10.1** Use Textual evidence to make and support analysis based on exploration of literature. **R10.3** Determine how characters' choices and outside influences impact their development and relationships with others **R10.4** Determine and analyze impact of word choice across genres: Syntax, diction and tone. **R10.6** Analyze literature through the lens of geography, identity and cultural perspective and experience. **R10.9 Analyze** quality of literature using cross textual connections to ideas and cultural perspectives.

Reading: Integration of Knowledge and Ideas
R.9-10.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.

Writing

W.9-10.7 Conduct short as well as more sustained research projects to answer a
question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital,
academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis,
reflection, and research.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-
on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.
d. Engage thoughtfully with diverse perspectives, summarize points of agreement
and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

L.9-10.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

W10.7 Conduct research into self-developed inquiry questions. Synthesize multiple sources in argument writing.

W10.8. Determine the validity of sources to use in argument writing. Synthesize multiple sources in argument writing. Utilize proper documentation through in-text citations and works cited.

W10.9 Write an argument utilizing information gathered through research and primary non-fiction texts.

SL10.1 Participate in a vast range of collaborative discussions.

C. Advance conversations through posing questions and engaging in open minded discussion.

D. Consider, contemplate, and summarize posed discussion points, using specific points to support opinions.

L10.1 Utilize proper MLA documentation when citing sources from a variety of mediums.

d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.	
Supporting Standards: **R.9-10.5** In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)	

Honors 10 Curriculum

Unit: Short Story	Duration: 4 Weeks

Unit Objectives (overarching objectives):

To evaluate baseline student skills and prior knowledge
To work to enhance reading and writing skills.
To work to enhance speaking and listening skills.
Read-Write-Speak-Listen

Priority Standards:	Learning Targets:
R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL) **R.9-10.3** In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) **R.9-10.4** Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) **R.9-10.6** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL) **Writing: Text Types and Purpose** **W.9-10.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **Writing: Text Types and Purpose** **W.9-10.3** Create writing that utilizes: **b.** Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	I can: **R10.1** Use Textual evidence to make and support analysis based on exploration of literature. **R10.3** Determine how characters' choices and outside influences impact their development and relationships with others. **R10.4** Determine and analyze impact of word choice across genres: Syntax, diction and tone. **R10.6 Analyze** literature through the lens of geography, identity, and cultural perspectives and experiences. **R10.9 Analyze** quality of literature using cross textual connections to ideas and cultural perspectives. **Writing:** **W.9-10.3 a.** Organize and establish clear relationships between evidence and analysis, analytical argument.

Conventions of Standard English **L.9-10.6** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. a. Use colon and semicolons b. Spell correctly **L.9-10.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. **b.** Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone). **Speaking and Listening**: **Comprehension and Collaboration** **SL.9-10.1** Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. **SL.9-10.** **1a.** Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. **1b.** Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.	**W.10.3 b**. Priority Target: Utilize appropriate transitions between nuances of analytical argument **Conventions of Standard English** L.9-10.6 Use correct capitalization, punctuation and spelling. Use colons and semi-colons. **L10.3** Utilize figurative language in writing. a/b. Analyze effect on text of syntax, diction, tone. **10.1** Participate and reflect in open minded discussions. **10.1 a**. Be prepared to support analytical arguments using a wide range of evidence though discussion. B. Work with peers to set norms and goals for reflective discussion.

Supporting Standards: Needs to be determined based off of student evaluation.

Unit: Memoir	Duration: 4 Weeks

Unit Objectives (overarching objectives):
Determine the difference between a memoir (non-fiction) and a fiction literature.
Explain how an author's geographic location, identity, and culture affect perspective.
Students will make connections between learned concepts and apply to themselves and the world.

Priority Standards:

Reading: Craft and Structure

R.9-10.3 In literary texts, analyze how complex and/or dynamic characters develop,
interact with other characters, advance the plot, or develop a theme. (RL)

R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective.

Reading: Integration of Knowledge and Ideas
R.9-10.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.

Writing Standards
W.9-10.1 Compose reflective, formal and creative writing, which may happen simultaneously or independently, for a variety of high- stakes and low-stakes purposes

Text Types and Purpose
W.9-10.3 Create writing that utilizes:
a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
W.9-10.3 Create writing that utilizes:
b. Transitions: use appropriate and varied transitions to link the major
sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.3 Create writing that utilizes:

Learning Targets:
I can:

R10.3 Determine how characters' choices and outside influences impact their development and relationships with others.

R10.6 Analyze literature through the lens of geography, identity and cultural perspective and experience.

R10.9 Analyze quality of literature using cross textual connections to ideas and cultural perspectives.

Writing Learning Targets
W.9-10.1 Compose reflective, formal, and creative writing.

W.9-10.3 a. Organize and establish clear relationships between evidence and analysis, analytical argument.

W.10.3 b.
Priority Target: Utilize appropriate transitions between nuances of analytical argument

W.10.3c
Create clear and cohesive relationships within analytical arguments using complex sentence structure and syntax.

W9-10.5 Effectively engaging the writing process

c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

W9.-10.5
Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is the most significant purpose and audience.

W9-10.6
Make informed and intentional decisions about technology use (including paper and pencil, internet, audio visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:
a.   Connecting writers and readers,
b.   Producing accessible experiences for specific audiences, and
c.   Dynamically and flexibly matching modes with ideas and communicate with readers.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; access the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards)

W9-10.6 Select and utilize appropriate technology for purpose and audience.

W9-10.7 Conduct thorough inquiry demonstrating understanding of selected subject.

W10.8 Determine the validity of sources to use in argument writing. Synthesize multiple sources in argument writing. Utilize proper documentation through in-text citations and works cited.

W10.9 Write an argument utilizing information gathered through research and primary non-fiction texts.

SL10.1 Participate in a vast range of collaborative discussions.

C. Advance conversations through posing questions and engaging in open minded discussion.

D. Consider, contemplate, and summarize posed discussion points, using specific points to support opinions.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-
on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.
d. Engage thoughtfully with diverse perspectives, summarize points of agreement
and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Supporting Standards:
R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)

Unit: Play	Duration: 3 weeks

Unit Objectives (overarching objectives):

Students will learn how to apply the elements of argument rhetoric: Ethos, Pathos, and Logos.
Students will learn how to apply elements of complex characterization.
Honors: Students will apply elements of Shakespearean Tragedy and cause and effect plot development.

Priority Standards:	Learning Targets:
Reading: Craft and Structure **R.9-10.2:** Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific detail. (Honors 10)	I can: **R.10.2** Accurately summarize text and determine themes analyzing cause and effect development of plot. (Honors 10)
R.9-10.3 In literary texts, analyze how complex and/or dynamic characters develop,	**R10.3** Determine how characters' choices and outside influences

interact with other characters, advance the plot, or develop a theme. (RL)	impact their development and relationships with others.
R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective.	**R10.6** Analyze literature through the lens of geography, identity and cultural perspective and experience.
R.9-10.8 Delineate and evaluate an argument and specific claims in a text, assessing the validity of fallacy of key statements by examining whether the supporting evidence is relevant and sufficient.	**R.9-10.8** Apply elements of argument rhetoric (ethos, pathos, and logos) to evaluate the validity of the arguments made.
Writing **W.9-10.2** Write text in a variety of modes: **a.** Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning [...] and relevant and sufficient evidence which introduce precise claim(s) **W.9-10.3** Create writing that utilizes: (a) Organization, (b) Transitions, and (c) Word choice	**W10.2** Write an argument paper utilizing textual evidence to focus on use of argument rhetoric: ethos, pathos, logos.
	W.9-10.3 a. Organize and establish clear relationships between evidence and analysis, analytical argument.
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.	**W.10.3 b.** Utilize appropriate transitions between nuances of analytical argument
SL.9-10. **1a.** Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	**W.10.3c** Create clear and cohesive relationships within analytical arguments using complex sentence structure and syntax.
1b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group.	**SL10.1** Participate and reflect in open minded discussions.
SL 9-10.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**SL10.1 a**. Be prepared to support analytical arguments using a wide range of evidence though discussion.

	SL 10.1b. Work with peers to set norms and goals for reflective discussion. **SL 10.3**

Supporting Standards:
R.9-10.2 Objectively and accurately summarize texts, from a variety of genres, to
determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL)
R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats).

Unit: Non-Fiction	Duration: 5 weeks

Unit Objectives (overarching objectives):
Students will focus on author's geographic location, identity, and cultural perspective in numerous pieces of literature and analyze how those elements are cross textual.

Priority Standards:	**Learning Targets:**
Reading: Key Ideas and Details/ Craft and Structure **R.9-10.1** Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)	I can: **R10.1** Use Textual evidence to make and support analysis based on exploration of literature.
R.9-10.3 In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or arguments, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)	**R10.3** Determine how characters' choices and outside influences impact their development and relationships with others **R10.4** Determine and analyze impact of word choice across genres: Syntax, diction and tone.
R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)	**R10.6** Analyze literature through the lens of geography, identity and cultural perspective and experience. **R10.9 Analyze** quality of literature using cross textual connections to ideas and cultural perspectives.
R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit	

messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective.

Reading: Integration of Knowledge and Ideas
R.9-10.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.

Writing

W.9-10.7 Conduct short as well as more sustained research projects to answer a
question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital,
academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9 Draw evidence from literary or informational texts to support analysis,
reflection, and research.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-
on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.
d. Engage thoughtfully with diverse perspectives, summarize points of agreement
and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

W10.7 Conduct research into self-developed inquiry questions. Synthesize multiple sources in argument writing.

W10.8. Determine the validity of sources to use in argument writing. Synthesize multiple sources in argument writing. Utilize proper documentation through in-text citations and works cited.

W10.9 Write an argument utilizing information gathered through research and primary non-fiction texts.

SL10.1 Participate in a vast range of collaborative discussions.

C. Advance conversations through posing questions and engaging in open minded discussion.

D. Consider, contemplate, and summarize posed discussion points, using specific points to support opinions.

L10.1 Utilize proper MLA documentation when citing sources from a variety of mediums.

L.9-10.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. **d.** Recognize standardized guidelines and style manuals exist for various disciplines (e.g., Modern Language Association [MLA] in English; American Psychological Association [APA] in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.	

Supporting Standards:
R.9-10.5 In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL)

Oral Communication Priority Grade 10

Unit: Who Am I? Intrapersonal	**Duration:** 3-4 days

Unit Objectives (overarching objectives):
To build comfort in front of the audience. To introduce narrative selection and writing.

Priority Standards:	**Learning Targets:**
Speech and Language **SL.9-10.4** Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. **SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL 9-10.4** I can present information, findings, and supporting evidence such that listeners can follow. **SL 9-10.4** I can logically organize my information. **SL 9-10.5** I can use digital media to enhance my presentation.

Supporting Standards:
9-10.2 c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters

Unit: Object Speech	**Duration: 5 days**

Unit Objectives (overarching objectives):
To build comfort in front of the audience. To introduce speaker qualities. To begin assessing qualities of public speaking in speeches (others/their own) To understand and apply various hooks to speeches To compose a logical narrative structure To practice handling a physical visual

Priority Standards:	**Learning Targets:**
Speech and Language **SL.9-10.3** Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric,	**SL 9-10.3** I can understand a speaker's point of view **SL 9-10.3** I can evaluate a speaker's point of view.

identifying any fallacious reasoning or exaggerated or distorted evidence

SL.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

Writing

W.9-10.3 Create writing that utilizes:
a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.

Language

L.9-10.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

SL 9-10.4 I can present information, findings, and supporting evidence such that listeners can follow.

SL 9-10.4 I can logically organize my information to achieve a predetermined time frame.

SL 9-10.4 I can intentionally utilize an organizational structure appropriate to the object speech (situation)

W.9-10.3a I can create writing that uses organization to introduce a topic using a hook.

W.9-10.3a I can create writing that organizes narrative concepts, ideas, and connections

W.9-10.3a I can provide a conclusion statement to summarize my object and its purpose.

L.9-10.1 I can demonstrate how language functions across cultures and contexts in other students' object speeches.

L.9-10.1b I can communicate effectively by determining the language demands of the object speech (situation)

L.9-10.1b I can consider my message as an author and speaker

L.9-10.1b I can consider the needs of my audience when writing and speaking

<u>**Supporting Standards:**</u>

W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.9-10.2 c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

L.9-10.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:

Unit: Storytelling Speech--Interpersonal	Duration: 5 days

Unit Objectives (overarching objectives):
-To consider audience when composing
-To navigate effective uses of tone as a tool to maintain audience engagement
-To appropriately pace a speech for the purpose of building suspense
-To analyze literary elements present in a text with a specific focus on characterization
- To hone public speaking skills

Priority Standards:	Learning Targets:
Speech and Language	**SL 9-10.4** I can logically organize my information.
SL.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	**SL 9-10.4** I can intentionally utilize an organizational structure appropriate to the storytelling speech (situation)
	SL 9-10.4 I can utilize style appropriate to audience
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL.9-10.5** I can use visual digital media strategically to add interest
	W.9-10.3a I can create writing that uses organization to introduce a topic using a hook.
Writing	**W.9-10.3a** I can create writing that organizes narrative concepts, ideas, and connections
W.9-10.3 Create writing that utilizes: **a. Organization:** introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	**W.9-10.3a** I can provide a conclusion statement to summarize my story and its theme.
	W.9-10.3c I can use appropriate language to simplify my topic.
c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific	**W.9-10.3c** I can use details and sensory language to convey an additional level of understanding of the plot.

vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.

Language

L.9-10.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
a. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships.
b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).

L.9-10.1 I can demonstrate an understanding of how language functions within my text.
L.9-10.1 I can apply my knowledge of language when reading.
L.9-10.1 I can make effective choices in tone when speaking.
L.9-10.1a I can recognize that language has a specific history that communicates a power dynamic.

L.9-10.1b I can develop public speaking competence by responding appropriately to the language demands of the storytelling speech (situation)

L.9-10.1b I can consider the needs of my audience and apply those to my intent as a speaker

Supporting Standards:

R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI)

R.9-10.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI)

W.9-10.2 Write text in a variety of modes:
c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters

L.9-10.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

Unit: Demonstration Speech	Duration: 1.5-2 weeks

Unit Objectives (overarching objectives):
-To connect with other sources of information for the purpose of prewriting
-To evaluate example demonstration speeches for their quality and ability to work within the genre
-To introduce complete introductions and conclusion
-To establish ethos in previewing and summarizing ideas
-To build competence with multitasking in front of an audience
-To formally reflect on my progress as a speaker
-To develop my ideas in a way which is clear to an audience of my peers and appropriate to the task at hand

Priority Standards:	Learning Targets:
Reading **R.9-10.9** Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI) **Speech and Language** **SL.9-10.2** Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source. **SL.9-10.4** Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. **SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **Writing** **W.9-10.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding	**R.9-10.9** I can develop criteria to evaluate the quality of texts **R.9-10.9** I can make connections between my text, cultural perspectives, and identities, and personal experiences **SL.9-10.2** I can analyze multiple sources of information presented in a variety of formats to determine accuracy **SL 9-10.4** I can logically organize my information. **SL 9-10.4** I can intentionally develop my ideas and reasoning appropriate to the demonstration speech (situation) **SL 9-10.4** I can utilize style appropriate to audience **SL.9-10.5** I can use visual digital media strategically to add interest **SL.9-10.5** I can use visual digital media to enhance understanding of findings **W.9-10.3a** I can create writing that uses organization to introduce a topic using an effective hook. **W.9-10.3a** I can create writing that uses organization to establish credibility of the speaker and the topic's relationship to the audience. **W.9-10.3a** I can create writing that maintains structure appropriate to a demonstration.

statement or section that follows from and supports the topic, themes, and experiences presented in the text.	**W.9-10.3a** I can provide a conclusion section that follows and supports the topic and ideas presented in the text.
b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**W.9-10.3b** I can use appropriate transitions to link major sections of the speech and to clarify steps
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**W.9-10.4** I can produce clear and coherent writing that is authentic to my personal voice. **W.9-10.4** I can produce writing that is clearly organized and developed for my audience, task, and purpose.
W.9-10.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: **b.** producing accessible experiences for specific audiences, and **c.** dynamically and flexibly matching modes with ideas to communicate with readers	**W.9-10.6** I can make informed and intentional decisions about technology use to help the audience better understand how to recreate a process **W.9-10.6b** I can produce an accessible speech for an audience of my peers **W.9-10.6c** I can communicate with my audience by matching my presentation approach with my ideas
Language **L.9-10.1** Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. **b.** Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).	**L.9-10.1** I can demonstrate an understanding of how language functions in different contexts and disciplines **L.9-10.1** I can apply my knowledge of language to make effective choices when composing **L.9-10.1b** I can develop competence by responding to the demands of the demonstration speech

Supporting Standards:

R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

R.9-10.5 In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI)

R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI)

W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.9-10.2 Write text in a variety of modes:

b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

Unit: Informative Speech	Duration: 1-1.5 Weeks
Unit Objectives (overarching objectives): -To use multiple sources as a means of researching information -To effectively outline information gleaned from researched sources -To determine credibility and accuracy of web-based sources -To use audio and visual media to add interest and meaning to speeches -To determine a possible personal path associated with career and college readiness -To continue to hone public speaking skills and preparation strategies -To recognize the impact of word choice on a formal speech	
Priority Standards: **Reading**	**Learning Targets:** **R.9-10.9** I can develop criteria to evaluate the quality of texts

R.9-10.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI)	**R.9-10.9** I can make connections between my text, cultural perspectives, and identities, and personal experiences
Speech and Language	**SL.9-10.2** I can analyze multiple sources of information presented in a variety of formats to determine credibility and accuracy
SL.9-10.2 Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.	**SL 9-10.4** I can logically organize my information and findings so that listeners can follow.
SL.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	**SL 9-10.4** I can intentionally develop my ideas and reasoning appropriate to the informative speech (situation)
	SL 9-10.4 I can utilize style appropriate to audience and purpose
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL.9-10.5** I can use visual, graphic, and audio digital media strategically to add interest
	SL.9-10.5 I can use visual, graphic, and audio digital media to enhance understanding of findings
Writing	
W.9-10.3 Create writing that utilizes: **a. Organization:** introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	**W.9-10.3a** I can create writing that uses organization to introduce a topic using an effective hook and thesis.
	W.9-10.3a I can create writing that uses organization to establish credibility of the speaker and the topic's relationship to the audience.
	W.9-10.3a I can create writing that maintains structure appropriate to an informative speech.
b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**W.9-10.3a** I can provide a conclusion section that follows and supports the topic and ideas presented in the text.
	W.9-10.3b I can use appropriate transitions to link major sections of the speech and demonstrate cohesion
c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.	**W.9-10.3c** I can use domain-specific language to manage the complexity of my topic

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**W.9-10.4** I can produce clear and coherent writing that is rhetorically accurate for an informative presentation. **W.9-10.4** I can produce writing that is clearly organized and developed for my audience, task, and purpose.
W.9-10.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: **b.** producing accessible experiences for specific audiences, and **c.** dynamically and flexibly matching modes with ideas to communicate with readers	**W.9-10.6** I can make informed and intentional decisions about technology use to help the audience better understand my informative topic **W.9-10.6b** I can produce an accessible speech for an audience of my peers through use of visual aids **W.9-10.6c** I can communicate with my audience by matching my presentation approach with my ideas
W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**W.9-10.8** I can gather relevant information from multiple reliable sources, including Xello **W.9-10.8** I can assess the usefulness of each source in answering my research question **W.9-10.8** I can integrate information into the text to maintain the flow of ideas **W.9-10.8** I can avoid plagiarism by following MLA citation formatting
Language **L.9-10.1** Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. **a**. Recognize that standardized English is only one dialect of many and has a specific history that is implicated in power relationships. **b**. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).	**L.9-10.1** I can demonstrate an understanding of how language functions in different contexts and disciplines **L.9-10.1** I can apply my knowledge of language to make effective choices when composing and speaking **L.9-10.1a** I can recognize that language has a specific history that communicates a power dynamic. **L.9-10.1b** I can develop competence by responding to the demands of the informative speech
Supporting Standards:	

R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

R.9-10.5 In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI)

W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.9-10.2 Write text in a variety of modes:
b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

L.9-10.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

Unit: Persuasive Speech	Duration: 3-3.5 weeks

Unit Objectives (overarching objectives):
-To continue to hone public speaking skills
-To analyze various perspectives of controversial topics
-To determine appropriate word choice for audience, task, and purpose
-To use rhetorical devices to enhance message
-To evaluate and integrate appropriate use of digital media
-To practice effective research
-To create a visual aid which pairs with your message
-To write persuasive claims and counterclaims

-To partake in appropriate use of rhetorical appeals (ethos, pathos, logos)
-To intentionally prewrite, write, and revise
-To engage in metacognitive awareness of your choices as a speaker and writer

Priority Standards:	Learning Targets:
Reading	**R.9-10.9** I can develop criteria to evaluate the quality of texts
R.9-10.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI)	**R.9-10.9** I can make connections between my text, cultural perspectives, and identities, eras and personal experiences
Speech and Language	**SL.9-10.2** I can analyze multiple sources of information presented in a variety of formats to determine credibility and accuracy
SL.9-10.2 Analyze and synthesize multiple sources of information presented in diverse media or formats to determine credibility and accuracy of each source.	**SL.9-10.2** I can synthesize multiple sources of information from diverse media formats
	SL.9-10.3 I can identify and evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.
SL.9-10.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence	**SL.9-10.3** I can identify logical fallacies or any exaggerated or distorted evidence.
SL.9-10.4 Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	**SL 9-10.4** I can logically organize my information, findings, and supportive evidence, so that listeners can follow.
	SL 9-10.4 I can intentionally develop my ideas and reasoning appropriate to the persuasive speech (situation)
	SL 9-10.4 I can utilize style appropriate to audience and purpose
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL.9-10.5** I can use visual, graphic, and audio digital media strategically to add interest
	SL.9-10.5 I can use visual, graphic, and audio digital media to enhance interest and understanding of findings, reasoning and supportive evidence.
Writing	
W.9-10.2 Write text in a variety of modes: **a.** Write arguments and literary analysis to support claims in an analysis of substantive topics or texts, using valid reasoning, literary theory, and relevant and sufficient evidence	**W.9-10.2a** I can write claim in an analysis of a complex topic

which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	**W.9-10.2a** I can use valid reasoning to introduce my claim and evidence
	W.9-10.2a I can distinguish my claim from alternate and opposing claims
	W.9-10.2a I can create an organization that establishes relationships between claim and counterclaim
W.9-10.3 Create writing that utilizes: **a. Organization:** introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	**W.9-10.2a** I can create an organization that establishes relationships between reason and evidence
	W.9-10.2a I can develop counterclaims fairly by pointing out strengths and limitations in a way which considers my audience's (my classmates') knowledge level
	W.9-10.3a I can create writing that uses organization to introduce a topic using an effective hook and thesis. **W.9-10.3a** I can create writing that uses organization to establish credibility of the speaker and the topic's relationship to the audience.
b. Transitions: use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**W.9-10.3a** I can create writing that maintains structure appropriate to a persuasive speech.
c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences.	**W.9-10.3a** I can provide a conclusion section that follows and supports the topic, themes, and ideas presented in the text.
	W.9-10.3b I can use appropriate transitions to clarify relationships and demonstrate cohesion
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**W.9-10.3c** I can use domain-specific and culturally-sustaining language to manage the complexity of my topic
	W.9-10.3c I can use sensory language to convey a vivid picture of my ideas
W.9-10.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such	**W.9-10.4** I can produce clear and coherent writing that is rhetorically accurate for a persuasive presentation.
	W.9-10.4 I can produce writing that is culturally-sustaining and developed for my audience, task and purpose.

decisions include assessing particular technologies' affordances for:
b. producing accessible experiences for specific audiences, and
c. dynamically and flexibly matching modes with ideas to communicate with readers

W.9-10.8 Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Language

L.9-10.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations).
c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices

W.9-10.4 I can produce writing that is clearly organized and developed for my audience, task, and purpose.

W.9-10.6 I can make informed and intentional decisions about technology use to help the audience better understand my side of the argument

W.9-10.6b I can produce an accessible speech for an audience of my peers through use of visual aids

W.9-10.6c I can communicate with my audience by matching my presentation approach with my ideas

W.9-10.8 I can gather relevant information from multiple reliable sources, including print, Internet and various databases.

W.9-10.8 I can assess the usefulness of each source in answering my research question

W.9-10.8 I can integrate information into the text to maintain the flow of ideas

W.9-10.8 I can avoid plagiarism by following MLA citation formatting

L.9-10.1 I can demonstrate an understanding of how language functions in different cultures, contexts and disciplines

L.9-10.1 I can apply my knowledge of language to make effective choices when composing and speaking

L.9-10.1a I can recognize that language has a specific history that communicates a power dynamic.

L.9-10.1b I can develop competence by responding to the needs of the audience and the demands of the persuasive speech

L.9-10.1c I can develop metacognitive awareness as a writer in terms of my language choices

L.9-10.1c I can develop metacognitive awareness as a speaker in terms of my language choices

Supporting Standards:

R.9-10.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL)

R.9-10.5 In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

R.9-10.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. (RI)

R.9-10.7 Analyze how a subject and/or content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject and/or content or key scene in two different formats). (RI)

R.9-10.8 Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI)

W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.9-10.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

L.9-10.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
b. Analyze the cumulative impact of specific word choices on meaning, tone, and the effectiveness of a response (e.g., how the language evokes a sense of time, place, and culture; how it sets a formal or informal tone).

L.9-10.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: a. Use parallel structure.

Grade 11 ELA Curriculum

Unit: Personal Narrative	Duration: 9-10 days

Unit Objectives:
- Compose a personal narrative using process-based writing skills
- Analyze personal life tensions, mentors, and lessons learned

Essential Questions:
- How can personal narratives be used to explore and understand one's own experiences and identity?
- How can personal narratives be used to reflect on and learn from past experiences?
- How can personal narratives be used to inspire and motivate others?

Priority Standards:	Learning Targets:
W.11-12.2 Write text in a variety of modes: c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking). c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices. L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	- I can write a personal narrative - I can develop my narrative using descriptive details - I can structure my narrative in a logical way - I can engage my audience by establishing context and point of view - I can develop my narrative through narrative techniques, such as dialogue, pacing, description, and reflection - I can develop my personal narrative by planning, revising, editing, rewriting, and trying a new approach - I can focus my revisions on addressing what is most significant for a specific purpose and audience - I can demonstrate an understanding of how language functions by making effective choices when composing my narrative - I can determine and respond to the language demands of a particular situation - I can justify my language and genre choices - I can demonstrate understanding of various rhetorical devices

Supporting Standards:

W.11-12.3 Create writing that utilizes:

a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.

b. Transitions: 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.

c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

L.11-12.3 b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: American Dreams & Nightmares	Duration: 3 weeks

Unit Objectives:
- Complete a theme analysis of the American Dream as it is presented in a variety of texts
- Gather and apply knowledge of historical events in America to enhance understanding of a complex text
- Display understanding of the human experience as it is defined by cultural context

Essential Questions:
- How does the text address the question of the American Dream, and what does it say about the reality of achieving success and happiness in America?
- What does the text have to say about the complexity of the human experience?
- How does the text reflect the historical and cultural context in which it was written?
- How does one navigate the roles and expectations within society?

Priority Standards:	Learning Targets:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)	• I can cite evidence to support my analysis of a text • I can make logical inferences • I can develop questions for deeper understanding of a text • I can develop questions for further exploration • I can determine two or more themes of a text • I can analyze how themes emerge, are shaped, and are refined • I can initiate and participate in collaborative discussions on diverse topics, texts, and issues

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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. c. Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives. L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	• I can actively listen in order to build on others' ideas • I can express my own ideas clearly • I can come to discussions prepared with evidence from the text and other research on the topic when needed • I can support my analysis of the text by making connections, paraphrasing, clarifying, and explaining the evidence during discussion • I can propel conversations by asking and responding to questions • I can clarify, verify, or challenge ideas and conclusions • I can promote and see to understand multiple, divergent, and creative perspectives • I understand how language functions in different cultures, contexts, and disciplines • I can apply this understanding to aid my comprehension • I can apply this understanding to make effective choices when composing, creating, and speaking

Supporting Standards:
R.11-12.6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)
R.11-12.7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)
R.11-12.9: Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
W.11-12.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.11-12.1 b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group.
SL.11-12.1 d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit: Literature of Place	Duration: 3 weeks

Unit Objectives:
- Explain how texts reflect and influence major focuses/themes of their time (individuality, nature-based focus, social change).

Essential Questions:
- What is the relationship between people and nature and how has it evolved over time?
- How do the writers explore themes of nature, emotion, and imagination?
- What are cultural and social factors that influence our relationship with nature?
- What is the relationship between landscape, progress, and tradition?

Priority Standards:	Learning Targets:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL) 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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	• I can cite relevant textual evidence to support my analysis of a text • I can make logical inferences • I can develop questions for deeper understanding of a text • I can develop questions for further exploration • I can summarize complex texts • I can determine multiple themes • I can analyze how themes emerge and are shaped and refined • I can evaluate the quality of texts • I can make connections between texts I read and my own personal experiences • I can compare texts that vary in idea, cultural perspective, identity, and/or era • I can initiate and participate in collaborative discussions on diverse topics, texts, and issues • I can actively listen in order to build on others' ideas • I can express my own ideas clearly • I can work with peers to promote civil discussions and decision making • I can set clear goals collaboratively and reflect on progress as an individual and as a group • I can engage with diverse perspectives by synthesizing all claims and evidence • I can resolve contradictions and determine if more evidence is needed

Supporting Standards:
W11-12.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes low-stakes purposes.
W11-12.6: Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers.
SL.11-12.1a: Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
SL.11-12.1.c: Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives.
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Unit: Declaration	Duration: 4 weeks

Unit Objectives:
- To investigate the world around us
- To select sources for credibility, relevance, and reliability
- To analyze and synthesize research materials
- To create a cohesive, persuasive document
- To demonstrate academic integrity by citing sources using MLA

Essential Questions:
- When is it justified to support political change or revolution?
- What power does language have over the legal and geographical arrangement of a society?
- How does the rhetorical situation shape the creation of a text?
- How do speakers use language to elicit actionable change?

Priority Standards:	Learning Targets:
R.11-12.7 In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI) W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	- I can evaluate sources on my chosen country - I can integrate sources in order to address a question or solve a problem - I can introduce a topic and organize complex ideas so that each new element builds on that which precedes it - I can establish and maintain a structure and conventions consistent with the Declaration

b. Transitions: 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.
c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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.

L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
c. Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices.
d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

- I can provide a concluding section that follows from and supports my topic
- I can use appropriate and varied transitions and syntax to link the major sections of my essay
- I can create cohesion and clarify relationships among complex ideas through transitions and syntax
- I can use techniques such as rhetorical devices and figurative language in order to manage the complexity of the topic
- I can develop and strengthen my writing through practices such as brainstorming and outlining
- I can develop and strengthen my writing through individual and collaborative revision and editing
- I can focus my revisions on addressing what is most significant for a specific purpose and audience
- I can gather relevant information from multiple sources (including Human Rights Watch and the school databases)
- I can use advanced searches effectively
- I can assess the strengths and limitations of my sources in terms of the task, purpose, and audience
- I can integrate information into my essay selectively to maintain the flow of ideas, avoid plagiarism and overreliance on any one source
- I can follow MLA standards in parenthetical citation and works cited

	• I can demonstrate an understanding of how language functions during the late 18th century
	• I can use my knowledge of language to comprehend texts from the revolutionary era
	• I can use my knowledge of language to make effective choices when composing my declaration
	• I can determine the language demands of varied situations and respond accordingly
	• I can justify and evaluate language and genre choices in my own writing and the writing of others
	• I can write and edit my declaration so it conforms to the expectations of MLA
	• I can apply an understanding of syntax to aid my comprehension while reading revolutionary era texts
	• I can vary my syntax for a desired effect while writing

Supporting Standards:

R.11-12.5 In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/ rhetorical technique, and audience appeal. (RI)

W.11-12.2 Write text in a variety of modes:

a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.

b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: American Journeys	Duration: 4.5 weeks

Unit Objectives:
- Complete a reflection essay using process-based writing skills.
- Analyze short sections of text to develop interpretations of characters' actions and values.
- Consider the relationship between syntax and task.

Essential Questions:
- How does reading historical fiction impact readers' perspectives?
- How do different POVs in a text affect readers' responses and interpretations?
- How do relationships evolve through shared adversity?
- How does community influence the individual?
- How do contemporary writers use historical fiction to enhance our understanding of the past?

Priority Standards:

R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)

W.11-12.3 Create writing that utilizes:
a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.

L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).
e. Apply an understanding of syntax to the study of complex texts when reading; vary syntax for effect when writing.

Learning Targets:
- I can cite relevant evidence to support analysis
- I can make logical inferences
- I can develop questions for deeper understanding and further exploration
- I can summarize a complex text
- I can determine multiple themes of a complex text
- I can analyze how themes emerge and how they are shaped and refined by specific details
- I can introduce a topic and organize complex ideas and analysis to create a unified whole
- I can establish and maintain a structure and conventions consistent with analysis and reaction writing
- I can provide a concluding section that follows from and supports my analysis and reaction
- I can demonstrate an understanding of how language functions in different contexts within texts

	• I can apply my understanding to aid my comprehension when reading
	• I can apply my understanding by making effective choices when composing
	• I can effectively determine and respond to the language demands of varied situations
	• I can vary my syntax to achieve a desired effect

Supporting Standards:

W.11-12.2 Write text in a variety of modes:

a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning, literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.11-12.3 b. Transitions: 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.

c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W. 11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing.

L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Grade 11 ELA Honors Curriculum

Unit: Intro to American Lit: The Themes and Eras	Duration: 10 days

Unit Objectives:
- Students will examine texts from the chronology of American literature, focusing on differentiating between the eras and identifying features and themes.
- Students will review basic literary analysis, devices, techniques, etc. and how they create meaning.

Essential Questions:
- How and why has American literature changed over time?
- How does literature shape or reflect society?
- What value systems can be seen in writings of different eras?

Priority Standards:	Learning Targets:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	• I can cite textual evidence to support my analysis • I can make logical inferences based on the information presented in the text • I can develop questions for deeper understanding (into the text) • I can develop questions for further exploration (beyond the text) • I can make connections between texts I read and my own personal experiences • I can compare texts to other texts that vary in idea, cultural perspective, identity, and/or era • I can synthesize ideas from multiple texts and perspectives to develop a nuanced understanding of a topic

Supporting Standards:

R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

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 that is rhetorically authentic and culturally- sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

Unit: Rhetoric and Revolution – Life, Liberty, and the Pursuit of Happiness	Duration: 20 days

Unit Objectives:
- Students will read a variety of documents in order to examine the concepts of the rhetorical situation and understand how writers use language to impact change.
- Students will research a chosen country, selecting sources for credibility, relevance, and reliability.
- Students will craft their own document on behalf of the citizens of their chosen country, advocating for equity, justice, and positive change and demonstrating academic integrity.

Essential Questions:
- How does the rhetorical situation shape the creation of a text?
- What are the different rhetorical tools and devices that speakers and writers use to persuade their audiences?
- What can we learn from historical and contemporary examples of revolutionary rhetoric about the power of language and its impact on political and social change?
- How did the language of the Declaration of Independence reflect the political, social, and cultural context of its time, and what insights can we gain from studying this language today?

Priority Standards:

W.11-12.3 Create writing that utilizes:

a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.

b. Transitions: 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.

c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Learning Targets:
- I can use conventions consistent with argument to establish and maintain a structure that supports the purpose and audience of my writing.
- I can use relevant sources to support my argument and establish the significance of my claims through valid reasoning.
- I can provide a concluding section that follows from, supports, and reinforces the central ideas.
- I can use appropriate and varied transitions and syntax to link the sections of my text, create cohesion, and clarify relationships among my ideas.
- I can use varied word choice and rhetorical techniques in order to effectively convince my audience.
- I can use strategies such as outlining and brainstorming to plan and organize my writing.
- I can focus my writing to address what is most significant for a specific purpose and audience.
- I can communicate my argument effectively, using appropriate tone and style for the purpose and audience.
- I can revise my argument based on feedback and self-reflection to improve the clarity, coherence, and persuasiveness.
- I can gather relevant information from multiple sources, using advanced searches effectively.

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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. L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.	• I can integrate information from my sources into my argument selectively to maintain the flow of ideas. • I can avoid plagiarism and overreliance on any one source. • I can follow MLA for citations. • I can identify and analyze how language functions in different cultures, contexts, and disciplines. • I can apply my knowledge of language to comprehend more fully while reading and listening. • I can apply my knowledge of language to make informed choices when composing, including selecting appropriate vocabulary, tone, and style.

Supporting Standards:

R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections.(RI)

R.11-12.5 In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/ rhetorical technique, and audience appeal. (RI)

W.11-12.2 Write text in a variety of modes:

a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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 that is rhetorically authentic and culturally- sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

Unit: The American Landscape: Environmental Literature and Literature of Place	Duration: 20 Days

Unit Objectives:
- Students will read a wide variety of texts from different writers, eras, and genres in order to examine the relationship between people and nature.
- Students will create an original argument advocating for positive change on an environmental topic of their choosing.

Essential Questions:
- What is the relationship between people and nature, and how has it evolved over time?
- How has literature portrayed the relationship between people and nature, and what insights can we gain from these portrayals?
- What are the cultural and social factors that influence our relationship with nature, and how can we promote a more sustainable and harmonious relationship with the natural world?
- What role can literature play in promoting environmental sustainability and fostering a healthier relationship with the natural world, and how can we harness the power of literature to affect positive change?

Priority Standards:	Learning Targets:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)	• I can cite textual evidence to support my analysis
	• I can make logical inferences based on the information presented in the text
R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	• I can develop questions for deeper understanding (into the text)
	• I can develop questions for further exploration (beyond the text)
W.11-12.3 Create writing that utilizes:	• I can make connections between texts I read and my own personal experiences
a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.	• I can compare texts to other texts that vary in idea, cultural perspective, identity, and/or era
	• I can introduce a topic and organize complex ideas so that each new element builds to create a unified whole
	• I can establish and maintain a structure and conventions consistent with argument
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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.	• I can provide a concluding statement that follows from that which came before
	• I can initiate and participate in a range of collaborative discussions with diverse partners, including one-on-one, group, and teacher-led discussions
a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts	• I can actively listen to build on others' ideas
	• I can express my ideas clearly

and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
c. Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives.
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

- I can come to discussions prepared and reference that preparation with evidence from texts
- I can support my analysis by making connections, paraphrasing, clarifying, or explaining evidence during discussions
- I can ask questions that probe reasoning and evidence
- I can ensure that all participants in a discussion have an opportunity to express their perspectives
- I can clarify, verify, or challenge ideas and conclusions
- I can apply my knowledge of language to comprehend more fully while reading and listening.
- I can apply my knowledge of language to make informed choices when composing, including selecting appropriate vocabulary, tone, and style.
- I can apply my knowledge of figurative language, word relationships and nuances in word meanings to determine the meaning of words and phrases in texts
- I can analyze the impact of specific word choices on meaning and tone

Supporting Standards:
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)
R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)
W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience.
W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:
a. connecting writers and readers,
b. producing accessible experiences for specific audiences, and
c. dynamically and flexibly matching modes with ideas to communicate with readers.
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 that is rhetorically authentic and culturally- sustaining; narrow or

broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

L.11-12.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

Unit: The American Dream	Duration: 20 Days

Unit Objectives:
- Students will read a wide variety of texts in order to gain a deeper understanding of the American Dream.
- Students will synthesize the ideas from the texts to argue their own perspective on the American Dream.

Essential Questions:
- How does the text address the question of the American Dream, and what does it say about the reality of achieving success and happiness in America?
- What does the text have to say about the complexity of the human experience?
- How does the text reflect the historical and cultural context in which it was written?
- How does one navigate the roles and expectations within society?

Priority Standards:	Learning Targets:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) 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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.	- I can cite textual evidence to support my analysis - I can make logical inferences based on the information presented in the text - I can develop questions for deeper understanding (into the text) - I can develop questions for further exploration (beyond the text) - I can objectively and accurately summarize a complex text - I determine multiple themes or central ideas - I can analyze the development of themes from how they emerge to how they are shaped and refined by specific details - I can initiate and participate in a range of collaborative discussions with diverse partners, including

c. Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.	one-on-one, group, and teacher-led discussions • I can actively listen to build on others' ideas • I can express my ideas clearly • I can come to discussions prepared and reference that preparation with evidence from texts • I can support my analysis by making connections, paraphrasing, clarifying, or explaining evidence during discussions • I can ask questions that probe reasoning and evidence • I can ensure that all participants in a discussion have an opportunity to express their perspectives • I can clarify, verify, or challenge ideas and conclusions • I can engage thoughtfully with diverse perspectives • I can synthesize comments, claims, and evidence made on all sides of an issue • I can resolve contradictions when possible • I can determine when more information is needed • I can apply my knowledge of figurative language, word relationships and nuances in word meanings to determine the meaning of words and phrases in texts • I can analyze the impact of specific word choices on meaning and tone

Supporting Standards:

R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI)

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

W.11-12.1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

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

Unit: The Legacy of Our Past	Duration: 20 days

Unit Objectives:
- Students will read a contemporary piece of historical fiction in order to investigate the role of literature in creating and shaping our American identity.
- Students will react, reflect, and respond to texts in order to deepen their understanding of history, the text, and themselves.

Essential Questions:
- What is the role of literature in shaping the nation's collective memory and the understanding of its history and identity?
- How have American writers engaged with the nation's founding myths and narratives, and what insights can we gain from these engagements?
- In what ways do literary representations of American identity help us to better understand the complex and multifaceted nature of the nation's identity and history?
- How do contemporary American writers address the legacy of the nation's past?

Priority Standards:	Learning Targets:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL) W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on	• I can cite textual evidence to support my analysis • I can make logical inferences based on the information presented in the text • I can develop questions for deeper understanding (into the text) • I can develop questions for further exploration (beyond the text) • I can objectively and accurately summarize a complex text • I determine multiple themes or central ideas • I can analyze the development of themes from how they emerge to how they are shaped and refined by specific details • I can make connections between texts, ideas, cultural perspectives, identities, eras, and my own personal experiences • I can use conventions consistent with literary analysis to establish and maintain a structure

that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
b. Transitions: 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.
W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

that supports the purpose and audience of my writing.
- I can provide a concluding section that follows from, supports, and reinforces my analysis and response.
- I can use appropriate and varied transitions and syntax to link the sections of my text, create cohesion, and clarify relationships among my ideas.
- I can use strategies such as outlining and brainstorming to plan and organize my writing.
- I can focus my writing to address what is most significant for a specific purpose and audience.
- I can communicate my analysis effectively, using appropriate tone and style for the purpose and audience.
- I can identify and analyze how language functions in different cultures, contexts, and disciplines.
- I can apply my knowledge of language to comprehend more fully while reading and listening.
- I can apply my knowledge of language to make informed choices when composing, including selecting appropriate vocabulary, tone, and style.

Supporting Standards:
R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)
R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.
L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

Unit: The Personal Narrative	Duration: 10 days

Unit Objectives:
- Students will examine a variety of model personal narratives with the intention of developing a list of criteria by which to evaluate the quality.
- Students will then use the list of criteria to compose their own personal narratives in response to a choice prompt.

Essential Questions:
- What are the elements of a strong personal narrative?
- How can personal narratives be used to reflect on and learn from past experiences?
- How can personal narratives be used to understand and connect with others?

Priority Standards:

R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

W.11-12.2 Write text in a variety of modes:

c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

Learning Targets:
- I can develop my own criteria for evaluating texts
- I can make connections between texts I read and my own personal experiences
- I can compare texts to other texts that vary in idea, cultural perspective, identity, and/or era
- I can write a narrative that effectively engages the reader by establishing a clear context and point of view.
- I can create and develop characters in my narrative through the use of relevant descriptive details, including physical appearance, actions, and dialogue.
- I can organize the events in my narrative in a logical and coherent sequence, ensuring that the story flows smoothly and makes sense to the reader.
- I can use a variety of techniques, including pacing, description, and reflection, to effectively develop experiences and events in my narrative, creating a sense of realism and depth.
- I can incorporate dialogue into my narrative in a way that is natural and authentic, using it to reveal character traits and/or advance the plot.
- I can use descriptive language to create vivid and engaging sensory experiences for the reader, evoking emotions and building tension where appropriate.
- I can effectively use reflection and introspection in my narrative to deepen the reader's understanding of characters and events, and to add complexity and nuance to the story.
- I can revise and edit my narrative to improve its overall structure, coherence, and effectiveness, ensuring that it meets the requirements of the standard.
- I can incorporate feedback from peers and/or the teacher to improve the quality and impact of my narrative, using constructive criticism to make meaningful revisions.

Supporting Standards:

R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.11-12.3 Create writing that utilizes: a) Organization, b) Transitions, c) Word Choice

L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking.

L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing.

Action, Mystery, Adventure Curriculum Unit Grades 10-12

Unit: 1	Duration: 4 weeks

Unit Objectives (overarching objectives):	

Students will explore the development of characters, conflicts, and plots in a longer text while they develop an understanding of thematic meaning, the symbolic significance of setting, and how contrasting characters incite additional meaning.

Priority Standards:	Learning Targets:
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details R.11-12.3 In literary texts, analyze the impact of the author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop	• I can extrapolate and discuss a theme from a complex work of literature • I can trace that theme's development throughout the text • I can interpret the significance of the different characters and their effect on meaning • I can understand why sequences of plot events add meaning and depth to a text • I can infer how both external conflict and internal conflict add depth and meaning to a text

Supporting Standards:

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and

as a group. c. Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit: 2	Duration: 4 weeks

Unit Objectives (overarching objectives):

 Students will read and comprehend a literary text in which they may see a symbolic, if not allegorical representation of various elements of their own experience as they compare theirs to that of the characters'. They will also work to critically engage with the author's choices as they work to determine the why behind authorial decisions and choices with regards to language, structure, content, and characters.

Priority Standards:	Learning Targets:
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details R.11-12.3 In literary texts, analyze the impact of the author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop	• Students can write critical, comprehensive summaries of complex texts • Students can analyze the significance of author's choices with regards to plot development and character construction • Students can use texts to better understand their own experiences • Students can extrapolate theme and corroborate its presence with textual evidence • Students can write an analytical essay that focuses on one or more elements of fiction that contribute(s) to the overall meaning of the text

Supporting Standards:

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit: 3	Duration: 2 weeks

Unit Objectives (overarching objectives):
Finally, the students will work within the genre of mystery in order to understand how and why mystery writers produce works of literature the way they do. Students will analyze the effect of specific mystery techniques, as well as the way character development and plot sequencing affects both the effect of the story on meaning as well as the effect of the story on its reader, thereby evaluating the overall efficacy of the text.

Priority Standards:	Learning Targets:
R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affects the reader. In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. R.11-12.3 In literary texts, analyze the impact of the author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop	• Students will understand the literary techniques that go into constructing successful mystery fiction. • Students will be able to identify the relevancy of elements of plot, setting, mood, tone, characterization, and motif with regards to developing meaning and effect. • Students will write successful critical analyses of fictional texts. • Students will be able to conduct meaningful, productive discussions regarding various readings and their meaning and impact.

Supporting Standards:

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Advanced Research Unit Curriculum Grade 12

Unit: News Diet	Duration: 2

Unit Objectives (overarching objectives):
To evaluate baseline students' skills and prior knowledge in the students' understanding of bias sources, writing process, and of proper writing standards. To work to enhance reading and writing skills.

Priority Standards:	**Learning Targets**:
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) **W.11-12.1** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **W.11-12.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **b.** Transitions: 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. **c.** Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **L.11-12.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **b.** Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures. **L.11-12.5** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: **a.** Recognize that conventions (i.e., aspects of punctuation, layout, and formatting	I can: **R. 12.2** Summarize and Identify textual themes, and analyze theme development **W12.1** Compose writings for diverse purposes. **W12.3** Organize writing using appropriate transitions and word selection. **W12.9** Select and use textual evidence **L12.3** Analyze word choice to determine meaning, tone, and impact of a response **L12.5** Apply correct and appropriate punctuation and grammar rules, utilizing reference materials if necessary **L12.6** Employ sophisticated punctuation and spell correctly

within a particular genre) are the result of agreed upon usage.
b. Identify ways in which usage and conventions vary and are sometimes contested.
c. Resolve issues of complex or contested usage by consulting appropriate references
(e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).
L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized
English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.
Appropriately use and explain the intended purpose in conventions with:
a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).
b. Spell correctly.

Unit: Article of the Week	Duration: Term
Unit Objectives (overarching objectives): To evaluate students' ability to read articles and synthesize information to support their reaction to the non-fiction text. To evaluate and reinforce students' ability to utilize formal writing style and punctuation.	

Priority Standards:	**Learning Targets**:
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) **R.11-12.3** In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) **W.11-12.1** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **W.11-12.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a	I can: **R12.2** Summarize a text, identify and analyze the development of multiple themes **R12.3** Analyze the effect of an author's choices in both literary and informational texts **W12.1** Compose writings for diverse purposes **W12.3** Organize writing using appropriate transitions and word selection. **W12.5** Complete the editing process

concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
b. Transitions: 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.
c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by
planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and
nuances in word meanings.
b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.
and cultures.
L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized
English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.
Appropriately use and explain the intended purpose of language choice with:
a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting
within a particular genre) are the result of agreed upon usage.
b. Identify ways in which usage and conventions vary and are sometimes contested.
c. Resolve issues of complex or contested usage by consulting appropriate references
(e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).
L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized
English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.
Appropriately use and explain the intended purpose in conventions with:
a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).
b. Spell correctly.

L12.3 Analyze word choice to determine meaning, tone, and impact of a response

L12.5 Apply correct and appropriate punctuation and grammar rules, utilizing reference materials if necessary

L12.6 Employ sophisticated punctuation and spell correctly

Unit: Inquiry Process	**Duration:** 1 Week
Unit Objectives (overarching objectives): To evaluate students' ability to critically and objectively synthesize the information to develop a critical lens for research.	

Priority Standards:	**Learning Targets**: I can:
R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI) **R.11-12.9** Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)	**R12.8** Evaluate text to assess validity of the argument **R12.9** Establish standards to assess quality of texts

Unit: Argument Papers	**Duration:** 4-5 weeks
Unit Objectives (overarching objectives): To evaluate students' ability to write arguments to establish the significance of the claim(s) using valid reasoning and relevant and sufficient evidence and create an organization that establishes clear relationships.	

Priority Standards:	**Learning Targets**:
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) **W.11-12.1** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **W.11-12.2** Write text in a variety of modes: **a**. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	**R.12.2** I can: Summarize a text, identify and analyze the development of multiple themes **W12.1** Compose writings for diverse purposes **W12.2** Write a well-organized argument using valid reasoning and relevant/logical evidence **W12.3** Organize writing using appropriate

W.11-12.3 Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **b.** Transitions: 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. **c.** Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **W.11-12.5** Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. **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. **W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **L.11-12.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **b.** Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures. and cultures. **L.11-12.5** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: **a.** Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.	transitions and word selection. **W12.5** Complete the editing process **W12.7** Engage in the research process to answer and solve authentic, culturally sustaining questions and problems **W12.8** Employ advanced searches of multiple types of sources effectively and assess the information's strengths and weaknesses. **W12.9** Utilize evidence from a wide variety of tests to support argument **L12.3** Analyze word choice to determine meaning, tone, and impact of a response **L12.5** Apply correct and appropriate punctuation and grammar rules, utilizing reference materials if necessary **L12.6** Employ sophisticated punctuation and spell correctly

b. Identify ways in which usage and conventions vary and are sometimes contested.
c. Resolve issues of complex or contested usage by consulting appropriate references
(e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).
L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized
English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.
Appropriately use and explain the intended purpose in conventions with:
a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).
b. Spell correctly.

Unit: TEDTalk	Duration: 1 Week
Unit Objectives (overarching objectives): To fluently present their argument using logical evidence.	

SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. **SL.11-12.3** Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **SL.11-12.4** Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. **SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations	**SL 12.2** Evaluate a variety of sources to select logical information for presenting argument. **SL.12.3** Assess a speaker's presentation of an argument as well as the individual components of the argument. **SL 12.4** Utilize a variety of sources to present a well-crafted and engaging argument. **SL12.5** Utilize digital media to present a well-crafted and an engaging argument.

Advanced Composition Unit Curriculum Grade 12

Unit: Philosophy Papers	Duration: 2 Weeks

Unit Objectives (overarching objectives):
To evaluate baseline students' skills and prior knowledge in the writing process and of proper writing standards. To work to enhance reading and writing skills.

Priority Standards:	**Learning Targets:**
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) **W.11-12.1** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **W.11-12.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **b.** Transitions: 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. **c.** Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **W.11-12.5** Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **L.11-12.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **b.** Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures. **L.11-12.5** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is	I can: **R. 12.2** Summarize and Identify textual themes, and analyze theme development **W12.1** Compose writings for diverse purposes. **W12.3** Organize writing using appropriate transitions and word selection. **W12.5** Complete the editing process **W12.9** Select and use textual evidence **L12.3** Analyze word choice to determine meaning, tone, and impact of a response **L12.5** Apply correct and appropriate punctuation and grammar rules, utilizing reference

appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: **a.** Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. **b.** Identify ways in which usage and conventions vary and are sometimes contested. **c.** Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English). **L.11-12.6** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: **a.** Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry). **b.** Spell correctly.	materials if necessary **L12.6** Employ sophisticated punctuation and spell correctly

Unit: Article of the Week	**Duration:** Term
Unit Objectives (overarching objectives): To evaluate students' ability to read articles and synthesize information to support their reaction to the non-fiction text. To evaluate and reinforce students' ability to utilize formal writing style and punctuation.	

Priority Standards:	**Learning Targets**:
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) **R.11-12.3** In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI) **W.11-12.1** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **W.11-12.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement	I can: **R12.2** Summarize a text, identify and analyze the development of multiple themes **R12.3** Analyze the effect of an author's choices in both literary and informational texts **W12.1** Compose writings for diverse purposes **W12.3** Organize writing using appropriate transitions and word selection.

or section that follows from and supports the topic, themes, and experiences presented in the text.	
b. Transitions: 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.	**W12.5** Complete the editing process
c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	**L12.3** Analyze word choice to determine meaning, tone, and impact of a response
W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**L12.5** Apply correct and appropriate punctuation and grammar rules, utilizing reference materials if necessary
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures. and cultures.	**L12.6** Employ sophisticated punctuation and spell correctly
L.11-12.5 Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.	
Appropriately use and explain the intended purpose of language choice with:	
a. Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage.	
b. Identify ways in which usage and conventions vary and are sometimes contested.	
c. Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English).	
L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.	
Appropriately use and explain the intended purpose in conventions with:	
a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).	
b. Spell correctly.	

Unit: Reaction Paper	**Duration:** 2 Weeks

Unit Objectives (overarching objectives): To evaluate students' ability to critically and objectively read a novel or nonfiction, synthesize the information, and write a critical formal personal reaction.	

Priority Standards:	**Learning Targets:** I can:
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)	**R12.2** Summarize a text, identify and analyze the development of multiple themes
R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)	**R12.3** Analyze the effect of an author's choices in both literary and informational texts
R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)	**R12.5** Analyze the impact of a text's structure in both literary and informational texts
R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)	**R12.6** Analyze how authors utilize perspective to shape both implicit and explicit messages
W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **W.11-12.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **b.** Transitions: 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. **c.** Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **W.11-12.5** Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**W12.1** Compose writings for diverse purposes

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. **a.** Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. **b.** Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. **c.** Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives. **d.** Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **L.11-12.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **b.** Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures. and cultures. **L.11-12.5** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: **a.** Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. **b.** Identify ways in which usage and conventions vary and are sometimes contested. **c.** Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English). **L.11-12.6** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: **a.** Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry). **b.** Spell correctly.	**W12.3** Organize writing using appropriate transitions and word selection. **W12.5** Complete the editing process **W12.9** Select and use textual evidence **SL12.1** Prepare for, initiate, engage in, and extend thoughtful, diverse, and civil collaborative discussions while promoting active listening **L12.3** Analyze word choice to determine meaning, tone, and impact of a response **L12.5** Apply correct and appropriate punctuation and grammar rules, utilizing reference materials if necessary **L12.6** Employ sophisticated punctuation and spell correctly

Unit: Definition Papers	**Duration: 2 weeks**

| Unit Objectives (overarching objectives):
To evaluate students' ability to determine or clarify the meaning of complex or abstract words, applying word solving strategies to determine precise meaning, part of speech, etymology and standardized usage of words. ||

| **Priority Standards:**

R.11-12.2 Objectively and accurately summarize a complex text to determine two or
more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.11-12.3 Create writing that utilizes:
a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
b. Transitions: 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.
c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by
planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.
L.11-12.2 Determine or clarify the meaning of unknown and multiple-meaning words and | **Learning Targets**:
I can:

R.12.2 Summarize a text, identify and analyze the development of multiple themes

W12.1 Compose writings for diverse purposes

W12.3 Organize writing using appropriate transitions and word selection

W12.5 Complete the editing process

W12.7 Engage in the research process to answer and solve authentic, culturally sustaining questions and problems

L12.2 Determine the meaning, pronunciation, and usage of grade level words

L12.3 Analyze word choice to determine meaning, tone, and impact of a response

L12.5 Apply correct and appropriate punctuation and grammar rules, |

phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **a.** Determine the pronunciation, precise meaning, part of speech, etymology and standardized usage of words; verify by consulting general and specialized print and digital reference materials as appropriate. **L.11-12.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. **L.11-12.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **b.** Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures. and cultures. **L.11-12.5** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: **a.** Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. **b.** Identify ways in which usage and conventions vary and are sometimes contested. **c.** Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English). **L.11-12.6** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: **a.** Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry). **b.** Spell correctly.	utilizing reference materials if necessary. **L.12.6** Employ sophisticated punctuation and spell correctly

Unit: Argument Papers	**Duration:** 3 weeks

Unit Objectives (overarching objectives):
To evaluate students' ability to write arguments to establish the significance of the claim(s) using valid reasoning and relevant and sufficient evidence and create an organization that establishes clear relationships.

Priority Standards:	**Learning Targets**:
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) **W.11-12.1** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **W.11-12.2** Write text in a variety of modes: **a**. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **W.11-12.3** Create writing that utilizes: **a.** Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **b.** Transitions: 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. **c.** Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **W.11-12.5** Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.11-12.7** Conduct short as well as more sustained research projects to answer a	**R.12.2** I can: Summarize a text, identify and analyze the development of multiple themes **W12.1** Compose writings for diverse purposes **W12.2** Write a well-organized argument using valid reasoning and relevant/logical evidence **W12.3** Organize writing using appropriate transitions and word selection. **W12.5** Complete the editing process **W12.7** Engage in the research process to answer and solve authentic, culturally sustaining questions and problems **W12.8** Employ advanced searches of multiple types of sources effectively and assess the information's strengths and weaknesses.

question (including a self-generated question) or solve a problem that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. **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. **W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **L.11-12.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **b.** Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures. and cultures. **L.11-12.5** Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with: **a.** Recognize that conventions (i.e., aspects of punctuation, layout, and formatting within a particular genre) are the result of agreed upon usage. **b.** Identify ways in which usage and conventions vary and are sometimes contested. **c.** Resolve issues of complex or contested usage by consulting appropriate references (e.g., Merriam-Webster's Dictionary of English Usage, Dictionary of American Regional English). **L.11-12.6** Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with: **a.** Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry). **b.** Spell correctly.	**W12.9** Utilize evidence from a wide variety of tests to support argument **L12.3** Analyze word choice to determine meaning, tone, and impact of a response **L12.5** Apply correct and appropriate punctuation and grammar rules, utilizing reference materials if necessary **L12.6** Employ sophisticated punctuation and spell correctly

AP English Language Curriculum Grades 11-12

Unit: 1	Duration: 15 days

Unit Objectives:
Students will learn to identify and analyze the claims in a text and determine whether the writer backs up their assertions with reasoning and evidence.
- Identify the purpose and intended audience of a text
- Examine how evidence supports a claim
- Develop paragraphs as part of an effective argument

Enduring Understanding:
RHS-1: Individuals write within a particular situation and make strategic choices based on that situation.
CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Skill	Essential Knowledge
1.A: Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 3.A: Reading – Identify and explain claims and evidence within an argument. 4.A: Writing – Develop a paragraph that includes a claim and evidence supporting the claim.	• RHS-1.A The rhetorical situation of a text collectively refers to the exigence, purpose, audience, writer, context, and message. • RHS-1.B The exigence is the part of a rhetorical situation that inspires, stimulates, provokes, or prompts writers to create a text. • RHS-1.C The purpose of a text is what the writer hopes to accomplish with it. Writers may have more than one purpose in a text. • RHS-1.D An audience of a text has shared as well as individual beliefs, values, needs, and backgrounds. • RHS-1.E Writers create texts within a particular context that includes the time, place, and occasion. • CLE-1.A Writers convey their positions through one or more claims that require a defense. • CLE-1.B Writers defend their claims with evidence and/or reasoning. • CLE-1.C Types of evidence may include facts, anecdotes, analogies, statistics, examples, details, illustrations, expert opinions, personal observations, personal experiences, testimonies, or experiments. • CLE-1.D Effective claims provoke interest and require a defense, rather than simply stating an obvious, known fact that requires no defense or justification. • CLE-1.E Writers relate source material to their own argument by syntactically embedding particular quote, paraphrased, or summarized information from one or more sources into their own ideas.

Unit: 2	Duration: 15 days

Unit Objectives:
Students will learn about how writers organize their information and evidence to support a specific argument and appeal to a particular audience.
- Analyze audience and its relationship to the purpose of an argument
- Build an argument with relevant and strategic evidence
- Develop thesis statements
- Develop structure and integrate evidence to reflect a line of reasoning

Enduring Understanding:
RHS-1: Individuals write within a particular situation and make strategic choices based on that situation.
CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

Skill	Essential Knowledge
1.B: Reading – Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. 2.B: Writing – Demonstrate an understanding of an audience's beliefs, values, or needs. 3.A: Reading – Identify and explain claims and evidence within an argument. 3.B: Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. 4.A: Writing – Develop a paragraph that includes a claim and evidence supporting the claim. 4.B: Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument.	• RHS-1.F Writers' perceptions of an audience's values, beliefs, needs, and background guide the choices they make. • RHS-1.G To achieve a purpose, writers make choices in an attempt to relate to an intended audience's emotions and values. • RHS-1.H Arguments seek to persuade or motivate action through appeals—the modes of persuasion. • CLE-1.F Writers use evidence strategically and purposefully to illustrate, clarify, set a mood, exemplify, associate, or amplify a point. • CLE-1.G Strategically selected evidence strengthens the validity and reasoning of the argument, relates to an audience's emotions and values, and increases a writer's credibility. • CLE-1.H An effective argument contains sufficient evidence; evidence is sufficient when its quantity and quality provide apt support for the argument. • CLE-1.I A thesis is the main, overarching claim a writer is seeking to defend or prove by using reasoning supported by evidence. • CLE-1.J A writer's thesis is not necessarily a single sentence or an explicit statement and may require a thorough reading of the text to identify, but when a thesis is directly expressed, it is called a thesis statement.

Unit: 3	Duration: 15 days

Unit Objectives:

Students will explore the range of perspectives around a topic and how various arguments can relate and respond to one another.

- Identify and describe different claims or lines of reasoning
- Identify and avoid flawed lines of reasoning
- Introduce and integrate sources and evidence
- Use sufficient evidence for an argument
- Attribute and cite references
- Develop parts of a text with cause-effect and narrative methods

Enduring Understanding:

CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Skill	Essential Knowledge
5.A Reading – Describe the line of reasoning and explain whether it supports an argument's overarching thesis. 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose. 6.A Writing – Develop a line of reasoning and commentary that explains it throughout an argument. 6.C Writing – Use appropriate methods of development to advance an argument.	• REO-1.A Writers may lead readers through a line of reasoning and then arrive at a thesis. • REO-1.B Writers may express a claim and then develop a line of reasoning to justify the claim. • REO-1.C Writers explain their reasoning through commentary that connects chosen evidence to a claim. • REO-1.D Commentary explains the significance and relevance of evidence in relation to the line of reasoning. • REO-1.E The sequence of paragraphs in a text reveals the argument's line of reasoning. • REO-1.F Flaws in a line of reasoning may render an argument specious or illogical. • REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument. • REO-1.H Some typical methods of development are narration, cause-effect, comparison-contrast, definition, and description. • REO-1.I When developing ideas through narration, writers offer details about real-life experiences and offer reflections and insights on the significance of those experiences. • REO-1.J When developing ideas through cause-effect, writers present a cause, assert effects or consequences of that cause, or present a series of causes and the subsequent effect(s).

Unit: 4	Duration: 15 days

Unit Objectives:
Students will examine how a writer makes choices about methods of developing arguments, introductions, and conclusions.
- Develop and connect thesis statements and lines of reasoning
- Develop introductions and conclusions
- Develop parts of a text with comparison-contrast and definition-description methods

Enduring Understanding:

RHS-1: Individuals write within a particular situation and make strategic choices based on that situation.
CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

Skill	Essential Knowledge
1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. 3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure. 4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 5.C Reading – Recognize and explain the use of methods of development to accomplish a purpose.	• RHS-1.I The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario. • RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction. • CLE-1.O A thesis statement may preview the line of reasoning of an argument. This is not to say that a thesis statement must list the points of an argument, aspects to be analyzed, or specific evidence to be used in an argument. • REO-1.G Methods of development are common approaches writers frequently use to develop and organize the reasoning of their arguments. A method of development provides an audience with the means to trace a writer's reasoning in an argument. • REO-1.K When developing ideas through comparison-contrast, writers present a category of comparison and then

6.C Writing – Use appropriate methods of development to advance an argument.	examine the similarities and/or differences between the objects of the comparison. When analyzing similarities and/or differences, like categories of comparison must be used. • REO-1.L When developing ideas through a definition or description, writers relate the characteristics, features, or sensory details of an object or idea, sometimes using examples or illustrations.

Unit: 5	Duration: 15 days

Unit Objectives:
Students will focus on the very specific and minute choices a writer makes to bring all the parts of an argument together.
- Develop commentary throughout paragraphs
- Maintain ideas throughout an argument
- Use modifiers to qualify an argument and convey perspective
- Use transitions

Enduring Understanding:

REO-1: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.
STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

Skill	Essential Knowledge
5.B Reading – Explain how the organization of a text creates unity and coherence and reflects a line of reasoning. 6.B Writing – Use transitional elements to guide the reader through the line of reasoning of an argument. 7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text.	• REO-1.N Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next. • REO-1.O Repetition, synonyms, pronoun references, and parallel structure may indicate or develop a relationship between elements of a text. • REO-1.P Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence among sentences, paragraphs, or sections in a text by showing relationships among ideas. • REO-1.Q Transitional elements can be used to introduce evidence or to indicate its relationship to other ideas or evidence in that paragraph or in the text as a whole. • STL-1.A Words have both connotative and denotative meanings. • STL-1.B Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.

8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	• STL-1.C Precise word choice reduces confusion and may help the audience perceive the writer's perspective.

Unit: 6	Duration: 15 days

Unit Objectives:
Students will work to understand the difference between position and perspective, how to consider bias, and how to integrate and address multiple perspectives in an argument.
- Incorporate multiple perspectives strategically into an argument
- Recognize and account for bias
- Adjust an argument to address new evidence
- Analyze tone and shifts in tone

Enduring Understanding:
CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

Skill	Essential Knowledge
3.B Reading – Identify and describe the overarching thesis of an argument, and any indication it provides of the argument's structure 4.B Writing – Write a thesis statement that requires proof or defense and that may preview the structure of the argument. 7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. 8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument.	• CLE-1.U Consideration and use of new evidence may require revision of the thesis statement and/or changes to the line of reasoning. • STL-1.D A writer's tone is the writer's attitude or feeling about a subject, conveyed through word choice and writing style. • STL-1.E Readers infer a writer's tone from the writer's word choice, and especially the positive, negative, or other connotations of those words. • STL-1.F A writer's shifts in tone from one part of a text to another may suggest the writer's qualification, refinement, or reconsideration of their perspective on a subject.

Unit: 7	Duration: 15 days

Unit Objectives:
Students will consider the breadth and complexity of arguments around a topic and what makes each successful or unsuccessful.
- Examine complexities in issues
- Consider how words, phrases, and clauses can modify and limit an argument
- Examine how counterargument or alternative perspectives affect an argument
- Explore how sentence development affects an argument

Enduring Understanding:
RHS-1: Individuals write within a particular situation and make strategic choices based on that situation.
CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.
STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

Skill	Essential Knowledge
1.A Reading – Identify and describe components of the rhetorical situation: the exigence, audience, writer, purpose, context, and message. 2.A Writing – Write introductions and conclusions appropriate to the purpose and context of the rhetorical situation. 3.C Reading – Explain ways claims are qualified through modifiers, counter-arguments, and alternative perspectives. 4.C Writing – Qualify a claim using modifiers, counter arguments, or alternative perspectives. 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas.	• RHS-1.I The introduction of an argument introduces the subject and/or writer of the argument to the audience. An introduction may present the argument's thesis. An introduction may orient, engage, and/or focus the audience by presenting quotations, intriguing statements, anecdotes, questions, statistics, data, contextualized information, or a scenario. • RHS-1.J The conclusion of an argument brings the argument to a unified end. A conclusion may present the argument's thesis. It may engage and/or focus the audience by explaining the significance of the argument within a broader context, making connections, calling the audience to act, suggesting a change in behavior or attitude, proposing a solution, leaving the audience with a compelling image, explaining implications, summarizing the argument, or connecting to the introduction. • CLE-1.V A lack of understanding of the complexities of a subject or an issue can lead to oversimplification or generalizations. • CLE-1.W Because arguments are usually part of ongoing discourse, effective arguments often avoid expressing claims, reasoning, and evidence in absolute terms. • CLE-1.X Writers may strategically use words, phrases, and clauses as modifiers to qualify or limit the scope of an argument. • STL-1.G Writers express ideas in sentences. Sentences are made up of clauses, at least one of which must be independent.

| 8.B   Writing – Write sentences that clearly convey ideas and arguments.

7.C   Reading – Explain how grammar and mechanics contribute to the clarity and effectiveness of an argument.

8.C   Use established conventions of grammar and mechanics to communicate clearly and effectively. | • STL-1.H The arrangement of sentences in a text can emphasize particular ideas.
• STL-1.I Subordination and coordination are used to express the intended relationship between ideas in a sentence.
• STL-1.J Writers frequently use coordination to illustrate a balance or equality between ideas.
• STL-1.K Writers frequently use subordination to illustrate an imbalance or inequality between ideas.
• STL-1.L The arrangement of clauses, phrases, and words in a sentence can emphasize ideas.
• STL-1.M Grammar and mechanics that follow established conventions of language enable clear communication.
• STL-1.N Writers use punctuation strategically to demonstrate the relationships among ideas in a sentence.
• STL-1.O Punctuation (commas, colons, semicolons, dashes, hyphens, parentheses, quotation marks, or end marks) advances a writer's purpose by clarifying, organizing, emphasizing, indicating purpose, supplementing information, or contributing to tone.
• STL-1.P Some design features, such as italics or boldface, create emphasis. |

Unit: 8	Duration: 15 days

Unit Objectives:
Students will explore the stylistic choices a writer can make and how those choices affect an argument.
- Choose comparisons based on an audience
- Consider how sentence development and word choice affect how the writer is perceived by an audience
- Consider how all choices made in an argument affect the audience
- Consider how style affects an argument

Enduring Understanding:
RHS-1: Individuals write within a particular situation and make strategic choices based on that situation.
STL-1: The rhetorical situation informs the strategic stylistic choices that writers make.

Skill	Essential Knowledge
1.B Reading – Explain how an argument demonstrates understanding of an audience's beliefs, values, or needs. 2.B Writing – Demonstrate an understanding of an audience's beliefs, values, or needs.	• RHS-1.K Writers may make comparisons (e.g., similes, metaphors, analogies, or anecdotes) in an attempt to relate to an audience. Effective comparisons must be shared and understood by the audience to advance the writer's purpose. • RHS-1.L Writers' choices regarding syntax and diction influence how the writer is perceived by an audience and

7.A Reading – Explain how word choice, comparisons, and syntax contribute to the specific tone or style of a text. 8.A Writing – Strategically use words, comparisons, and syntax to convey a specific tone or style in an argument. 7.B Reading – Explain how writers create, combine, and place independent and dependent clauses to show relationships between and among ideas. 8.B Writing – Write sentences that clearly convey ideas and arguments.	may influence the degree to which an audience accepts an argument. • RHS-1.M Word choice may reflect writers' biases and may affect their credibility with a particular audience. • RHS-1.N Because audiences are unique and dynamic, writers must consider the perspectives, contexts, and needs of the intended audience when making choices of evidence, organization, and language in an argument. • STL-1.Q A writer's style is made up of the mix of word choice, syntax, and conventions employed by that writer. • STL-1.R Writers may signal a complex or ironic perspective through stylistic choices. Irony may emerge from the differences between an argument and the readers' expectations or values. • STL-1.S Modifiers—including words, phrases, or clauses— qualify, clarify, or specify information about the thing with which they are associated. To reduce ambiguity, modifiers should be placed closest to the word, phrase, or clause that they are meant to modify. • STL-1.T Parenthetical elements— though not essential to understanding what they are describing—interrupt sentences to provide additional information that may address an audience's needs and/or advance a writer's purpose.

Unit: 9	Duration: 15 days
Unit Objectives: Students will consider a wide range of perspectives as they develop a complex argument. • Strategically concede, rebut, or refute information • Craft an argument through stylistic choices like word choice and description Enduring Understanding: CLE-1: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.	

Skill	Essential Knowledge
3.C Reading – Explain ways claims are qualified through modifiers, counter arguments, and alternative perspectives. 4.C Writing – Qualify a claim using modifiers, counter	• CLE-1.Y Effectively entering into an ongoing conversation about a subject means engaging the positions that have already been considered and argued about. • CLE-1.Z Evidence and sources will either support, complement, or contradict a writer's thesis.

| arguments, or alternative perspectives. | CLE-1.AA Writers enhance their credibility when they refute, rebut, or concede opposing arguments and contradictory evidence. CLE-1.AB When writers concede, they accept all or a portion of a competing position or claim as correct, agree that the competing position or claim is correct under a different set of circumstances, or acknowledge the limitations of their own argument. CLE-1.AC When writers rebut, they offer a contrasting perspective on an argument and its evidence or provide alternative evidence to propose that all or a portion of a competing position or claim is invalid. CLE-1.AD When writers refute, they demonstrate, using evidence, that all or a portion of a competing position or claim is invalid. CLE-1.AE Transitions may be used to introduce counterarguments. CLE-1.AF Not all arguments explicitly address a counterargument. |

AP Literature and Composition Curriculum Grade 12

Unit: 1	Duration: ~10 days

Unit Objectives: Students will learn to identify and analyze the claims in a text and determine whether the writer backs up their assertions with reasoning and evidence.
• Identify the purpose and intended audience of a text
• Examine how evidence supports a claim
• Develop paragraphs as part of an effective argument
Enduring Understanding: RHS-1: Individuals write within a particular situation and make strategic choices based on that situation.

Priority Standards:	Learning Targets:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration	• 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. • 2.A Identify and describe specific textual details that convey or reveal a setting • 3.A Identify and describe how plot orders events in a narrative. • 3.B Explain the function of a particular sequence of events in a plot. • 4.A Identify and describe the narrator or speaker of a text. • 4.B Identify and explain the function of point of view in a narrative. • 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Unit: 2	Duration: ~10 days

Unit Objectives: This unit explores these differences and helps students better understand how the structures of poetry contribute to meaning and interpretations. In this unit, students will also explore other fundamentals often associated with—though not unique to—poetry: word choice and the foundations of simile and metaphor.

Priority Standards:	Learning Targets:
R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.	• 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. • 3.C Explain the function of structure in a text. • 3.D Explain the function of contrasts within a text. • 5.B Explain the function of specific words and phrases in a text. • 6.A Identify and explain the function of a simile. • 6.B Identify and explain the function of a metaphor. • 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. •

Unit: 3 Long Fiction I	Duration: ~17 days

Unit Objectives:
This unit focuses on one or more extended narratives of the teacher's selection, exploring the development of characters, conflicts, and plots and how these relate and contribute to the representation of values. By studying a longer literary work, students have an opportunity to analyze character and how multiple literary elements contribute to the development of character. In this unit, students build their ability to analyze how characters' incompatible perspectives and motives contribute to conflict.

Priority Standards:	Learning Targets:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration	• 1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. • 1.B Explain the function of a character changing or remaining unchanged. • 2.A Identify and describe specific textual details that convey or reveal a setting. • 3.E Explain the function of a significant event or related set of significant events in a plot. • 3.F Explain the function of conflict in a text. • 7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself. • 7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. • 7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. • 7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning • 7.E Demonstrate control over the elements of composition to communicate clearly.

Unit: 4 Short Fiction II	Duration: ~17 days
Unit Objectives: Characters, plots, and dramatic situations—like people and events in the real world— are complex and nuanced. While previous units have established and examined the fundamentals of fiction, Unit 4 introduces the complexities of characters, the nuances of dramatic situations, and the complications of literary conflicts. The various contrasts an author introduces necessarily affect the interpretations that students make; therefore, students should learn to account for these elements as they choose evidence and develop the commentary that explains their thinking	

Priority Standards:	Learning Targets:
R.11-12.3 In literary texts, analyze the impact of the author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop	- Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives - Explain the function of contrasting characters. - Describe how textual details reveal nuances and complexities in characters' relationships with one another. - Explain the function of setting in a narrative. - Describe the relationship between a character and a setting. - Identify and describe how plot orders events in a narrative. - Explain the function of contrasts within a text. - Identify and describe the narrator or speaker of a text. - Identify and explain the function of point of view in a narrative. - Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective - Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. - Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. - Select and use relevant and sufficient evidence to both develop and support a line of reasoning. - Demonstrate control over the elements of composition to communicate clearly.

Unit: 5 Poetry II	Duration: ~17 days
Unit Objectives: Students will continue to practice the interpretation of poetry, with a focus on the ways word choice, imagery, and comparisons can reveal meanings and shape interpretations of the text. Accordingly, choose poems for this unit that provide students with opportunities to identify, understand, and interpret imagery, extended metaphors, personification, and allusion.	

Priority Standards:	Learning Targets:
R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood,	- C Explain the function of structure in a text. FIG 5 5.A Distinguish between the literal and figurative meanings of words and phrases. FIG 5 5.B - Explain the function of specific words and phrases in a text. FIG 5 5.D - Identify and explain the function of an image or imagery. FIG 6 6.B - Identify and explain the function of a metaphor. FIG 6 6.C - Identify and explain the function of personification. FIG 6 6.D

including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.	• Identify and explain the function of an allusion. LAN 7 7.B • Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. LAN 7 7.C • Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. LAN 7 7.D • Select and use relevant and sufficient evidence to both develop and support a line of reasoning. LAN 7 7.E • Demonstrate control over the elements of composition to communicate clearly

Unit: 6 Long Fiction II	Duration: ~17 days

Unit Objectives: Carefully crafted literary texts often contain what appear to be inconsistencies that can be confusing to students. As teachers know, and as students must learn, inconsistency in the way characters develop, interruption in the timeline or sequence of a plot, or unreliability of a character or narrator can all contribute to the complexities in a text and affect interpretation. Unit 6 provides another opportunity to explore how previously learned skills apply to longer texts, where characters and plots are usually more developed. At this point in the course, students may be prepared to explore these myriad possibilities as they begin to refine their literary arguments.	

Priority Standards: R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text.	Learning Targets: • Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. • Explain the function of contrasting characters. • Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. • Identify and describe how plot orders events in a narrative. • Explain the function of a particular sequence of events in a plot. • Explain the function of contrasts within a text. • Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. • Explain how a narrator's reliability affects a narrative. • Identify and explain the function of a symbol. • Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. • Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. • Select and use relevant and sufficient evidence to both develop and support a line of reasoning. • Demonstrate control over the elements of composition to communicate clearly

Unit: 7 Short Fiction III	Duration: ~17 days

Unit Objectives:

Unit 7 looks at how texts engage with a range of experiences, institutions, or social structures. Students come to understand that literature is complicated because it tries to capture and comment on the complexities of the real world. Sudden changes in a narrative, such as a character's epiphany, a change in setting, manipulation of the pacing of the plot, or contradictory information from a narrator, are factors that students should learn to consider as they develop their own interpretations.

Priority Standards:	Learning Targets:
R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration	• Explain the function of a character changing or remaining unchanged. • Describe how textual details reveal nuances and complexities in characters' relationships with one another. • Explain the function of setting in a narrative. • Describe the relationship between a character and a setting. • Identify and describe how plot orders events in a narrative. • Explain the function of a particular sequence of events in a plot. • Explain how a narrator's reliability affects a narrative. • Identify and explain the function of a symbol. • Identify and explain the function of an image or imagery. • Identify and explain the function of a simile. • Identify and explain the function of personification. • Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. • Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. • Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Unit: 8 Poetry III	Duration: ~17 days

Unit Objectives:
Students continue to develop their understanding of how to read a poem in this unit, focusing especially on how interpretation of a poem's parts informs an interpretation of the entire poem. Unit 8 goes further than any previous unit in exploring ambiguities of language and unrealized expectations and the ironies they create. In further examining structural contrasts or inconsistencies, students will recognize how juxtaposition, irony, and paradox in a poem may contribute to understanding complexity of meanings.

Priority Standards:	Learning Targets:
	• Explain the function of structure in a text. • Explain the function of contrasts within a text. • Explain the function of specific words and phrases in a text. • Identify and explain the function of a symbol. • Identify and explain the function of a metaphor. • Identify and explain the function of an allusion. • Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. • Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. • Select and use relevant and sufficient evidence to both develop and support a line of reasoning. • Demonstrate control over the elements of composition to communicate clearly.

Unit: 9 Long Fiction III	Duration: ~17 days

Unit Objectives:

Unit 9 brings understandings from throughout the course to bear on a longer text so students can explore in depth how literature engages with a range of experiences, institutions, and social structures. The ways a character changes and the reasons for the change reveal much about that character's traits and values, and, in turn, how the character contributes to the interpretation of the work as a whole. Students should now recognize that the events, conflicts, and perspectives of a narrative embody different values and the tensions between them. At this point in the course, students should understand that interwoven and nuanced relationships among literary elements in a text ultimately contribute to the complexity of the work. As the course concludes, students should recognize that demonstrating an understanding of a complex text means developing a nuanced literary analysis. Above all, as students leave the course, they have hopefully developed an appreciation for a wide variety of genres, styles, and authors that will motivate them to continue reading and interpreting literature.

Priority Standards:	Learning Targets:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration R.11-12.3 In literary texts, analyze the impact of the author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop	• Explain the function of a character changing or remaining unchanged. • Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities. • Explain the function of a significant event or related set of significant events in a plot. • Explain the function of conflict in a text. • Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective. • Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning. • Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis. • Select and use relevant and sufficient evidence to both develop and support a line of reasoning

Creative Writing Curriculum Grades 11-12

Unit: Revision/Critique	Duration: 1 week -continued over term

Unit Objectives (overarching objectives): Students will write with clarity and purpose, while engaging in discussions regarding rethinking, reconsidering, reviewing, refining and reviving a piece of writing. Specifically using revision methods of Liz Lerhman and the Iowa Writers Workshop. Students will be well-versed in revision techniques and discussion protocol.

Priority Standards:	Learning Targets: I can:
R.9-10.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)	**10.4** Determine and analyze the impact of word choice across genres.
	R.11-12.2 Determine a theme and central idea in the text to analyze development.
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL)	**R.11-12.3** Analyze the author's choices and sequence of events to determine how specific ideas and events interact and develop.
R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)	**10.9 Analyze** the quality of literature using cross-textual connections to ideas and cultural perspectives.
Reading: Integration of Knowledge and Ideas **R.9-10.9** Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.	**11-12.5** Collaborative and independently use revision to strengthen writing.
W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**SL 9-10.1 a-d:** Participate and engage in open-minded discussion, while working with peers.
Comprehension and Collaboration:	**SL. 11-12.4** Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, building on others' ideas, and expressing their own clearly.	

a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
b. Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), and clear goals as needed. Reflect on progress as an individual and as a group.
c. Propel conversations by posing and engaging with questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Promote multiple and divergent perspectives.
d. Engage thoughtfully with diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

Supporting Standards: **R.9-10.6** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements, and devices). Explain how an author's geographic location, identity, and culture affect perspective.
W.9-10.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
R.11-12.1 Cite the relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

Unit: Types of Writing/Genre	Duration: 5 Weeks

Unit Objectives (overarching objectives): Students gather and analyze relevant information on various forms of creative writing. Specifically, student work shows evidence that the student understands the concept of writing for an audience and executes it with competence in the following specific areas: Science Fiction, Fantasy, Horror, Realistic Fiction, Mystery, Realistic Fiction, and Poetry.

Priority Standards:	Learning Targets: I can:
Reading: Integration of Knowledge and Ideas **R.9-10.9** Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. **W.9-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. **W. 9-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **W.11-12.1** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **W.11.12.2** Write text in a variety of modes: **c:** Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **L.11-12.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **b.** Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.	**10.9 Analyze** the quality of literature using cross-textual connections to ideas and cultural perspectives. **W 9-12.4** Write in a variety of formats and time frames **11-12.1** Apply knowledge of language to understand how language functions in different contexts, make effective choices for meaning or style, and comprehend more fully when reading or listening. **W11-12.2C:** Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. **11-12.3** analyze characteristics of short stories and create a short

R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL) In informational texts, consider how the author's intent influences particular sentences, paragraphs, or sections. (RI) **W.11-12.5** Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **R.11-12.6** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement).	narrative story with collaboration **11-12.4** Define and explain the characteristics of short stories and narratives. **W. 11-12.5** Collaboratively and individually revise and write as needed for the purpose and audience. **11-12.6** Determine the use of figurative language to shape writing.

Supporting Standards:
R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and
affect the reader. (RL)

Unit: Picture Book	Duration: 2 weeks
Unit Objectives (overarching objectives): Organization, format driven. Students can communicate ideas effectively through writing. Students will select, analyze and interpret artistic work for presentation, while developing and refining artistic techniques and work for presentation., and convey meaning through the presentation of artistic work.	
Priority Standards: **W.11-12.1** Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **W.11-12.2** Write text in a variety of modes: **c.** Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	Learning Targets: I can: **W11-12.1** Write creatively for a variety of purposes. **W. 11-12.2** Write in a variety of genres and modes. **W. 11-12.5** Use collaborative feedback and revision as

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	needed to write to an audience.
W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: **a.** connecting writers and readers, **b.** producing accessible experiences for specific audiences, and **c.** dynamically and flexibly matching modes with ideas to communicate with readers.	**W. 11-12.6** Determine technology use to engage for specific purpose and audience: (Storyboard)
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. **b.** Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.	**L. 11-12.3** Demonstrate understanding of specific word use and relationships in writing.

Supporting Standards:
W.11-12.3 Create writing that utilizes:
a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information, and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
b. Transitions: 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.
c. Word Choice (including domain-specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic
W.9-10.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:
a. connecting writers and readers,
b. producing accessible experiences for specific audiences, and
c. dynamically and flexibly matching modes with ideas to communicate with readers.

Unit: Poetry	Duration: 1-2 weeks

Unit Objectives (overarching objectives): Students read a wide range of literature from many genres to build an understanding of the many dimensions of human experience through poetry and the written word. Students will learn to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts while highlighting key elements of creative writing in verse

Priority Standards:	Learning Targets: I can:
Reading: Craft and Structure **R.9-10.5** In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) **R.9-10.6** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). Explain how an author's geographic location, identity, and culture affect perspective. **Reading: Integration of Knowledge and Ideas** **R.9-10.9** Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. **(L.9-10, L.11-12)** **R.11-12.2** Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI&RL) **R.11-12.7** In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) **L.11-12.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **a.** Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. **b.** Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.	**10.6** Analyze literature through the lens of geography, identity and cultural perspective and experience. **R10.9 Analyze** quality of literature using cross-textual connections to ideas and cultural perspectives. Read and comprehend complex literary and informational texts independently and with proficiency. **R.11-12.2** Summarize a text to determine two or more themes and analyze development as defined by specific details. **R.11-12.7** Analyze multiple adaptations of a text in various formats and evaluate the interpretive point of view from original source. **L 11-12.3** A. Use language effectively in writing and discussion. B. Understand the impact of word choice and multiple nuances of meaning. **W.11-12.4** Write with purpose and style as appropriate to the task, culture, and audience. **W. 11-12.5** Develop strategies for writing and revision independently and collaboratively focusing on purpose and outcome.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally sustaining and rhetorically authentic to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) **W.11-12.5** Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	

Supporting Standards:

R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

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.

Write it Right Grades 10-12

Unit: Literacy Narrative	Duration: 6-7 days

Unit Objectives:
- Complete a literacy narrative using process-based writing skills.
- Analyze personal experiences in areas of expertise and competence to explain methods of learning and growth.

Essential Questions:
- How can literacy narratives be used to reflect on and learn from past experiences?
- How can process-based writing help to organize ideas coherently and strategically?

Priority Standards:	Learning Targets:
W.11-12.2 Write text in a variety of modes: c. Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking. b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).	• I can write a literacy narrative. • I can develop my narrative using descriptive details. • I can structure my narrative in a logical way. • I can engage my audience by establishing context and point of view. • I can develop my narrative through narrative techniques, such as description and reflection. • I can develop my literacy narrative by planning, revising, editing, rewriting, and trying a new approach. • I can focus my revisions on addressing what is most significant for a specific purpose and audience. • I can demonstrate an understanding of how language functions by making effective choices when composing my narrative. • I can determine and respond to the language demands of a particular situation.

Supporting Standards:
W.11-12.3 Create writing that utilizes:
a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.

Unit: Rhetorical Analysis	Duration: 11-12 days

Unit Objectives (overarching objectives):
- Complete a rhetorical analysis using process-based writing skills.
- Analyze an advertisement using rhetorical appeals.
- Evaluate the effectiveness of an advertisement's persuasive techniques.

Essential Questions:
- How do advertisements effectively persuade a target audience?
- How do rhetorical appeals help advertisements persuade a target audience?

Priority Standards:

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape
explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by
planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and
interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

Learning Targets:
- I can analyze how an author's perspective compares to the audience's perspective.
- I can analyze how an author attempts to persuade an audience by identifying their purpose.
- I can develop my rhetorical analysis by planning, revising, editing, rewriting, and trying a new approach.
- I can focus my revisions on addressing what is most significant for a specific purpose and audience.
- I can present evidence about my rhetorical analysis to support my claims.
- I can present multiple perspectives on my rhetorical analysis to evaluate an advertisement's effectiveness.
- I can use digital media during my presentation to help the audience members understand my findings and engage with my work.
- I can understand how language is used in different cultures and contexts.
- I can apply this understanding to aid my comprehension
- I can apply this knowledge to support my own writing and speaking.

Supporting Standards:

L.11-12.3 b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: Argumentative Writing	Duration: 10-11 days

Unit Objectives (overarching objectives):
- Persuade a target audience of either an idea or a call-to-action.
- Use rhetorical appeals to support persuasive writing.
- Use evidence and research to support an argument.

Essential Questions:
- How does an audience change the way that writers write persuasively?
- How do rhetorical appeals support persuasive writing?

Priority Standards:

W.11-12.3 Create writing that utilizes:

a. Organization: introduce a topic; organize complex ideas, concepts,
analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by
planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, explicitly draw on that preparation by referring to
evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.

SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of

Learning Targets:
- I can introduce the topic of my writing.
- I can organize multiple subtopics in my papers to correspond with a larger overarching main topic.
- I can build on ideas to support claims.
- I can use a structure that is consistent with my mode of writing.
- I can write a concluding statement about my topic.
- I can develop my argumentative writing by planning, revising, editing, rewriting, and trying a new approach.
- I can focus my revisions on addressing what is most significant for a specific purpose and audience.
- I can collaborate with others during discussions.
- I can build on others' ideas during discussions.
- I can express ideas clearly.
- I can prepare for discussions by supporting my claims with evidence about the topic.
- I can clarify my evidence on the topic by showing how it supports my claims.
- I can understand and evaluate a speaker's perspective and use of evidence.

evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	• I can understand how a speaker uses evidence and rhetoric to make connections between ideas.

Supporting Standards:
L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized
English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.
Appropriately use and explain the intended purpose in conventions with:
a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).

Unit: Research	Duration: 12-13 days

Unit Objectives (overarching objectives):
- Create a formal research question to guide an extended research writing project.
- Use evidence to answer the research question.
- Evaluate the credibility of sources to further support a research project.

Essential Questions:
- How does a research question guide a research project?
- How does one effectively evaluate the credibility of a source?

Priority Standards:	Learning Targets:
W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	• I can develop my research writing by planning, revising, editing, rewriting, and trying a new approach. • I can focus my revisions on addressing what is most significant for a specific purpose and audience.
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.	• I can gather relevant information from multiple sources. • I can use advanced searches effectively. • I can assess the strengths and limitations of each source. • I can integrate information from my sources into my research project. • I can follow standard citation format.
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	• I can draw upon evidence from texts to support my research. • I can initiate and participate in a range of group discussions with partners about texts.
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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	• I can listen to others, build on their ideas, and express my own ideas clearly. • I can engage thoughtfully with diverse perspectives. • I can make connections between multiple claims and forms of evidence. • I can determine when it is required to complete more investigation and research.

Supporting Standards:

L.11-12.6 Demonstrate contextually appropriate use of the conventions of standardized

English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.

Appropriately use and explain the intended purpose in conventions with:

a. Use sophisticated punctuation and capitalization techniques as appropriate to situation and genre (e.g., brackets and italics in research; capitalization expressing extended meaning in poetry).

Unit: Ethos, Pathos, Logos & Music	Duration: 2 weeks

Unit Objectives (overarching objectives):
- Compose a written essay about the influence of ethos, pathos, and logos in music
- Analyze and synthesize multiple sources of information
- Analyze the impact of word choice and how it affects meaning and tone of a song and how it is perceived
- Build a claim about the artist and their work and support it with evidence that displays strengths and weaknesses

Priority Standards: **Reading** **R.11-12.1** Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) **R.11-12.6** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL) **Writing** **W.11-12.2** Write text in a variety of modes: **a.** Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. **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. **Speaking & Listening**	**Learning Targets:** - I can cite evidence to support my analysis. - I can make logical inferences where the film is ambiguous. - I can develop questions to create a deeper understanding. - I can analyze the effect of an author's point of view and how it affects the meaning of a piece. - I can explain how an author's geographic location, identity, and culture affect their perspective in a song. - I can compose a persuasive written essay. - I can analyze the use of ethos, pathos, and logos in an argument. - I can develop a claim and support it with evidence that exhibits both strengths and weaknesses. - I can gather relevant information from multiple sources and in different formats like print and digital. - I can identify an audience and how they affect the purpose and word choice in a source. - I can analyze and understand the effect of

| SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.

Language
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures. | word choice and its effect on meaning and tone.
• I can analyze the information in multiple sources on the same topic in different formats like graphs, newspapers, magazines, videos, music, etc.
• I can evaluate the credibility and accuracy of a source by comparing information from research of different sources.
• I can create meaning from the author's use of words
• I can understand the effect of an author's word choice and tone in a piece. |

Supporting Standards:
W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

Unit: Debate and Research	**Duration: 2 weeks**

Unit Objectives (overarching objectives):
• Compose a creatively written debate piece in the form of a script
• Analyze and synthesize multiple sources of information to determine credibility and accuracy of the chosen debate topic
• To understand an author's point of view and bias and how it affects the meaning of a source
• Build a claim about the debate topic and support it with evidence that displays strengths and weaknesses
• Make strategic use of digital media to enhance the understanding of the findings, reasoning and evidence on the chosen debate topic

| **Priority Standards:**
Reading
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where | **Learning Targets:**
• I can cite evidence to support my analysis.
• I can make logical inferences where the film is ambiguous. |

the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape
explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

Writing
W.11-12.2 Write text in a variety of modes:
a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

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.

Speaking & Listening
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and
interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse
media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.

- I can develop questions to create a deeper understanding.
- I can analyze the effect of an author's point of view and how it affects the meaning of a piece.
- I can explain how an author's geographic location, identity, and culture affect the perspective on my chosen topic.
- I can compose a persuasive written work.
- I can develop a claim and support it with evidence that exhibits both strengths and weaknesses.
- I can create an organized written product that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- I can gather relevant information from multiple sources and in different formats like print and digital.
- I can identify an audience and how they affect the purpose and word choice in a source.
- I can analyze and understand the effect of word choice and its effect on meaning and tone.
- I avoid plagiarism and overreliance on any one source and follow a standard MLA format for citation.
- I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance the understanding of my findings, reasoning and evidence in my written work.
- I can analyze the information in multiple sources on the same topic in different formats like graphs, newspapers, magazines, videos, music, etc.
- I can evaluate the credibility and accuracy of a source by comparing information from research of different sources.

Supporting Standards:
W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: Newspapers/Podcasts	Duration: 3 weeks

Unit Objectives (overarching objectives):
- Create a newspaper or podcast on a topic that answers a specific question
- Analyze multiple diverse sources in order to gather information to support the answer to the specific question
- Build an organized and creative product that displays the information precisely
- Gather and apply knowledge of the chosen and researched topic into one document (newspaper) or recording (podcast) that is accessible and easy to understand

Priority Standards:	Learning Targets:
Reading	
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)	• I can cite evidence to support my analysis. • I can make logical inferences where the film is ambiguous. • I can develop questions to create a deeper understanding.
R.11-12.7 In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)	• I can integrate and evaluate sources on the same topic or argument in order to answer a question or solve a problem.
R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)	• I can analyze the effect of an author's point of view and how it affects the meaning of a piece. • I can explain how an author's geographic location, identity, and culture

Writing

W.11-12.2 Write text in a variety of modes:
b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

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.

W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:
    a. connecting writers and readers,
    b. producing accessible experiences for specific audiences, and
    c. dynamically and flexibly matching modes with ideas to communicate with readers.

Speaking & Listening
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and
interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

affect the perspective on my chosen topic.

- I can compose an informational written product.
- I can examine and convey complex ideas, concepts and information clearly and accurately.
- I can make an organized written product through effective selection of sources and analysis of the content I have chosen.
- I can make important connections in formatting, graphics, and multimedia to aid in the comprehension of my chosen topic.
- I can gather relevant information from multiple sources and in different formats like print and digital.
- I can identify an audience and how they affect the purpose and word choice in a source.
- I can analyze and understand the effect of word choice and its effect on meaning and tone.
- I avoid plagiarism and overreliance on any one source and follow a standard MLA format for citation.
- I can make informed and intentional decisions about the technology (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) used in creating my product to engage in authentic rhetorical tasks for specific purposes and audiences.
- I can connect writers and readers by producing an accessible product for specific audiences.
- I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance the understanding of my findings, reasoning and evidence in my written work.
- I can analyze the information in multiple sources on the same topic in different

SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.	formats like graphs, newspapers, magazines, videos, music, etc. • I can evaluate the credibility and accuracy of a source by comparing information from research of different sources.

Supporting Standards:

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.

d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.

L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.

b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: Film Analysis	**Duration: 3 weeks**
Unit Objectives (overarching objectives): • To understand how film directors use cinematic elements to create an specific effect, especially on the theme, genre, and tone of a film • To recognize and be able to apply the definitions of cinematic elements, such as framing, lighting, sound, angles, editing, etc. • Create a PSA demonstrating an understanding of how to use the cinematic elements • Gather relevant information from multiple accurate print and digital sources and apply this information in the final products • Present on a movie of choice while analyzing the cinematic elements and their effect on theme and genre, production of the film, characterization, etc. that appear in that chosen film	
Priority Standards: **Reading** **R.11-12.1** Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL)	**Learning Targets:** • I can cite evidence to support my analysis. • I can make logical inferences where the film is ambiguous. • I can develop questions to create a deeper understanding.

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

Writing
W.11-12.2 Write text in a variety of modes:
a. Write arguments and literary analysis to support claims in an analysis of substantive topics or texts. Establish the significance of the claim(s) using valid reasoning. literary theory and relevant and sufficient evidence which introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
b. Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic.

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.

- I can analyze how the author's point of view, perspective, and purpose shapes an explicit or implicit message.
- I can create an analysis of cinematic elements in a film.
- I can create an organized final product that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations
- I can develop a claim(s), supply evidence and point out the strengths and limitations in a film.
- I can create an informational product.
- I can examine and convey complex ideas, concepts and information clearly and accurately.
- I can make an organized product through effective selection of sources and analysis of the content I have chosen.
- I can make important connections in formatting, graphics, and multimedia to aid in the comprehension of my chosen topic.
- I can gather relevant information from multiple sources and in different formats like print and digital.
- I can identify an audience and how they affect the purpose and word choice in a source.
- I can analyze and understand the effect of word choice and its effect on meaning and tone.
- I avoid plagiarism and overreliance on any one source and follow a standard MLA format for citation.
- I can make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to enhance the understanding of my findings, reasoning and evidence in my written work.

Speaking & Listening	
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	

Supporting Standards:
W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
d. Recognize standardized guidelines and style manuals exist for various disciplines (e.g., MLA in English; APA in Education, Science, and Psychology); write and edit work so that it conforms to the expectations of the discipline and writing situation.
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations.
b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Sci-Fi/Fantasy Curriculum Unit Grades 11-12

Unit: 1 Science Fiction	Duration: 4 weeks
Unit Objectives (overarching objectives): As the students learn the essential tenets of the genre of science fiction, they will recognize the development of characters, conflicts, and plots and how these relate and contribute to the meaning and effect of fictional texts. Kids will get the opportunity to analyze character and plot, and understand how and how multiple literary elements contribute to the development of the efficacy and value of science fiction. In this unit, students build their ability to analyze how characters' incompatible perspectives and motives contribute to conflict.	
Priority Standards: R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration	Learning Targets: • Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. • Identify and describe specific textual details that convey or reveal a setting. • Explain the function of conflict in a text. • Explain the function of a significant event or related set of significant events in a plot.

	• Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Supporting Standards:
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)

Unit: 2 Fantasy	Duration: 4 weeks

Unit Objectives (overarching objectives):
Students will become acquainted with the principles and motifs within the genre of fantasy. They will analyze the effect of the author's choices with regards to plot, setting, character, tone, mood, symbol, motif, and conflict with regards to the overall successful construction of a work of fantasy. They will work to develop critical reading skills with regards to developing understanding of the allegorical nature of fantasy and how its meaning and significance transcends the text.

Priority Standards:	Learning Targets:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration R.11-12.3 In literary texts, analyze the impact of the author's choices. In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop	• Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives. • Identify and describe how plot orders events in a narrative. • Explain the function of contrasts within a text. • Identify and explain the function of a symbol. • Select and use relevant and sufficient evidence to both develop and support a line of reasoning to develop an analytical essay.

Supporting Standards:
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)

Unit: 3	Duration: 2 weeks

Unit Objectives (overarching objectives):

Students will take what they have learned regarding the tenets of science fiction and fantasy and then apply them to other mediums with regards to the expression of said texts. Film and television samples will be analyzed and evaluated with regards to their capacity to express productive, successful examples of both science fiction and fantasy. Students will also compare and contrast the effect of different mediums to develop their critical thinking skills.

Priority Standards:	Learning Targets:
SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	

Supporting Standards:

Theater Grades 9-12

Unit: Performance	Duration: 9-10 weeks

| Unit Objectives (overarching objectives): Students will generate, develop, and refine works of drama. They will analyze, develop and convey meaning by presenting artistic work, and will interpret the intent and meaning of plays and musicals. * Focus may shift with class and term. Runs concurrently with Production Unit ||

| **Priority Standards:**

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

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 topics, texts, and issues, listening actively, building on others' ideas, and expressing their own clearly.
a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text, or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.
b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).

DPI Current Standards | Create
● I can create vivid, complex, well-rounded characters authentically represent the text with defined action.
● I can develop improvised concepts, including setting, characters, and situation.
● I can collaborate as a creative team with specified roles to make artistic, And interpretive choices in a devised or scripted work.
● I can demonstrate a character's inner life by utilizing techniques of physical expression and movement to convey subtext.
● I can demonstrate effective, purposeful character action, interactions with others, and prop/set use within the stage environment.
● I can perform memorized text/script/scene that includes blocking and related expressive techniques.
● I can critically analyze the effectiveness of character choices for a theatrical production.
● I can assess personal participation in a production through constructive critique using precise theatre vocabulary.
● I can demonstrate developmentally appropriate audience etiquette at a professional performance.
● I can analyze, develop, and convey meaning by presenting artistic work. |

TP.Cr.17.h: Improvisation Develop improvised concepts, including setting, characters, and situation. **TP.Cr.18.h:** Text/Script Devise an original or adapt an existing work incorporating dramatic structure **TP.Cr.20.h:** Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work. **TP.P.17.h:** Nonverbal Communication Demonstrate a character's inner life by utilizing physical expression and movement techniques to convey subtext. **TP.P.18.h:** Spatial Awareness Demonstrate effective, purposeful character action, interactions with others, and prop/set used within the stage environment. **TP.P.19.h:** Public Presentation Perform memorized text/script/scene that includes blocking and related expressive techniques. **TP.R.11.h**: Reflection Assess personal participation in production through constructive critique using precise theatre vocabulary. **TP.R.12.h:** View Performance- Demonstrate developmentally appropriate audience etiquette at a professional performance.	● I can critically interpret intent and meaning to evaluate artistic work. ● I can relate prior knowledge and personal experience with theatre to cultural and historical contexts.

Supporting Standards:
R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL)
R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are culturally sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards)
SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Standard 1 - CREATE: Students will generate, develop, and refine artistic work.
TP.Cr.16.h: Characterization Create vivid, complex, well-rounded characters that authentically represent the text with defined action.
TP.P.16.h: Oral Communication Create truthful, authentic vocal choices based on an internal, emotional interpretation of text.
TP.P.20.h: Protocol Exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.

Unit: Production Unit	Duration: 9 weeks

Unit Objectives (overarching objectives): Students will explore production opportunities and experiences in theatre. They will demonstrate theatrical skills related to the production and performance of various aspects of theatre. They will demonstrate knowledge and skills through artistic processes of Creating, Performing, Responding, and Connecting as well as increase knowledge of theatre across time and culture.

| Priority Standards:

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape
explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)
W.11-12.4 Produce clear and coherent writing in which the development, organization,
and style are culturally sustaining and rhetorically authentic to the task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
a. Come to discussions prepared, and explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence.
SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of
evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and
interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
L.11-12.1 Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and choices when composing, creating, and speaking.

b. Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking).

DPI Standards | Learning Targets:
Create
● I can create a timeline for executing
production elements for a hypothetical or realized show.
● I can collaborate as a creative team
with specified roles to make artistic, and interpretive choices in a devised or scripted work.
Perform
● I can execute a specific production role safely and within overall script/technical requirements for a school or public performance.
● I can assemble documents, renderings, and artifacts in a portfolio that includes design concepts and working within production parameters.
● I can execute a production element
in a classroom or public performance.
● I can exhibit developmentally appropriate stage etiquette for public performances; adhere to copyright laws, including rights, royalties, and recording.
Respond
● I can critically analyze the |

TD.Cr.16.h: Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.	effectiveness of a theatrical production's design and technical elements.
Perform	● I can assess personal participation in production through constructive critique using precise theatre vocabulary.
TD.P.16.h: Design Execute a specific production role safely and within overall script/technical requirements for a school or public performance.	
TD.P.18.h: Design & Management Documentation Assemble documents, renderings, and artifacts in a portfolio that includes design concepts and working within production parameters.	● I can demonstrate developmentally appropriate audience etiquette at a professional performance.
TD.P.19.h: Public Presentation Execute a production element in a classroom or public performance.	
Respond	
TD.R.10.h: Analysis Critically analyzes the effectiveness of a theatrical production's design and technical elements.	
TD.R.12.h: View Performance Demonstrate developmentally appropriate audience etiquette at a professional performance.	

Supporting Standards:
W.11-12.1 Compose reflective, formal, and creative writing, which may happen
simultaneously or independently, for a variety of high-stakes and low-stakes purposes.
W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil,
internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in
authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular
technologies' affordances for:
a. connecting writers and readers,
b. producing accessible experiences for specific audiences, and
c. dynamically and flexibly matching modes with ideas to communicate
with readers.
SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that
listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization.
Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.
TD.R.11.h: Reflection Assess personal participation in production through constructive critique using precise
theatre vocabulary.
TD.P.20.h: Protocol Exhibit developmentally appropriate stage etiquette for public performances; adheres to
copyright laws, including rights, royalties, and recording.
TD.Cr.13.h: Design Create a selection of documents and/or artifacts for three or more design elements for
production.
TD.Cr.15.h: Management Plan Create a timeline for executing production elements for a hypothetical or
realized show.

COURSE PRIORITY STANDARDS	**Learning Targets**
Priority Standards: R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL) R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI) W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: 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. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.4 Produce clear and coherent writing in which the development,	**Learning Targets:** **R.11-12.6** I can analyze how authors employ point of view to shape explicit and implicit messages **R.11-12.6** I can analyze how authors employ perspective to shape explicit and implicit messages **R.11-12.6** I can analyze how authors employ purpose to shape explicit and implicit messages **R.11-12.6** I can explain how an author's geographic location can affect perspective. **R.11-12.6** I can explain how an author's identity and/ or culture can affect perspective. **R.11-12.8** I can trace an argument in applicable texts **R.11-12.8** I can evaluate an argument in applicable texts **R.11-12.8** I can apply a lens to assess the validity of key arguments. **R.11-12.8** I can apply a lens to assess the fallacy of key arguments. **R.11-12.8** I can determine whether the supporting evidence is relevant **R.11-12.8** I can determine that the supporting evidence is sufficient **W.11-12.3a** I can create writing that utilizes organization. **W.11-12.3a** I can introduce a topic so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can organize complex ideas and concepts, and information so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can organize claims and analysis so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can establish and maintain a structure consistent with the mode of writing **W.11-12.3a** I can establish and maintain conventions consistent with the mode of writing **W.11-12.3a** I can provide a concluding statement or section that supports the topic, themes or experiences presented in the text. **W.11-12.3b** I can use appropriate and varied transitions to link major sections of a text **W.11-12.3b** I can use appropriate and varied transitions to create cohesion **W.11-12.3b** I can use appropriate and varied transitions to clarify the relationships among complex ideas and concepts **W.11-12.3c** I can use culturally sustaining language to manage the complexity of a topic **W.11-12.3c** I can use domain specific language to manage the complexity of a topic

organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers 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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. 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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with 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 and seek to	**W.11-12.3c** I can use figurative language in order to manage the complexity of the topic **W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the task **W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the purpose **W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the audience **W.11-12.4** I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the task **W.11-12.4** I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the purpose **W.11-12.4**I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the audience **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the task **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the purpose **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the audience **W.11-12.6** I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific purposes **W.11-12.6** I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific audiences **W.11-12.7** I can conduct short as well as sustained research projects **W.11-12.7** I can answer a question or solve a problem that is rhetorically authentic and culturally sustaining **W.11-12.7** I can narrow or broaden my inquiry when appropriate. **W.11-12.7** I can synthesize multiple sources on the subject **W.11-12.7** I can demonstrate an understanding of the subject under investigation. **SL.11-12.1** I can initiate effectively in a range of collaborative discussions with diverse partners and topics **SL.11-12.1** I can participate effectively in a range of collaborative discussions with diverse partners and topics **SL.11-12.1** I can listen actively, building on others ideas and expressing my own clearly. **SL.11-12.1a** I can come to discussions prepared

understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL.11-12.1a** I can draw on that preparation by referring to evidence from texts and other research. **SL.11-12.1a** I can support analysis by making connections, paraphrasing, clarifying or explaining the evidence **SL.11-12.1 b** I can work with peers to promote civil, democratic discussion and decision-making. **SL.11-12.1b** I can set clear goals **SL.11-12.1b** I can reflect on progress as an individual or group **SL.11-12.1c** I can propel conversations by posing and engaging with probing questions **SL.11-12.1c** I can ensure a heading for a full range of positions on a topic or issue **SL.11-12.1c** I can clarify or verify or challenge ideas **SL.11-12.1c** I can promote to understand other perspectives **SL.11-12.1d** I can seek to understand other perspectives **SL.11-12.1d** I can engage thoughtfully with other perspectives **SL.11-12.1d** I can synthesize comments, claims, evidence made **SL.11-12.1d** I can resolve contradictions **SL.11-12.1d** I can determine what additional information or research is required **SL.11-12.2** I can analyze and synthesize multiple sources of information to make informed decisions. **SL.11-12.2** I can analyze and synthesize multiple sources of information to solve problems **SL.11-12.2** I can analyze and synthesize multiple sources of information to evaluate the credibility and accuracy of each sources **SL.11-12.2** I can note the discrepancies among data **SL.11-12.3** I can understand a speaker's point of view and reasoning **SL.11-12.3** I can understand a speaker's use of evidence and rhetoric **SL.11-12.3** I can assess a speaker's stance and premise **SL.11-12.3** I can assess a speaker's links among ideas. **SL.11-12.3** I can assess a speaker's word choice **SL.11-12.3** I can assess a speaker's points of emphasis **SL.11-12.3** I can assess a speaker's tone **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow reasoning **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow alternative or opposing perspectives **SL.11-12.4** I can present information, findings, and supporting evidence so listeners can follow the organization **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the purpose **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the audience **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the situation

	SL.11-12.5 I can make strategic use of digital media in presentations **SL.11-12.5** I can use digital media to enhance understanding of findings, reasoning, and evidence **SL.11-12.5** I can use digital media to add interest

<u>Supporting Standards:</u>
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. **(RI)**
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. **(RI)**
R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) **In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)**
R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)
R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
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.
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: Intrapersonal Communication Speech of Introduction Johari Window Reflection Article Abstract Prep Ted Talk Public Speaking Critique Prep	**Duration:** 1-1.5 week

Unit Objectives (overarching objectives):
- Review verbal and nonverbal communication
- Read and review an article on advanced communication strategies
- Observe, critique and present a Ted Talk commenting on the speaker's delivery and choices.
- Enhance self-awareness of one's own and others' communication behaviors and their effects
- Realize how one's inner dialogue guides one's words, beliefs, behaviors, and actions.
- Understand how to effectively manage one's emotions when communication barriers arise.

Priority Standards:	Learning Targets:
R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)	**R.11-12.6** I can analyze how authors employ point of view to shape explicit and implicit messages
	R.11-12.6 I can analyze how authors employ perspective to shape explicit and implicit messages
	R.11-12.6 I can analyze how authors employ purpose to shape explicit and implicit messages
	R.11-12.6 I can explain how an author's geographic location can affect perspective.
	R.11-12.6 I can explain how an author's identity and/ or culture can affect perspective.
W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: 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. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	**W.11-12.3a** I can create writing that utilizes organization.
	W.11-12.3a I can introduce a topic so that each new element builds on that which precedes it to create a unified whole.
	W.11-12.3a I can organize complex ideas and concepts, and information so that each new element builds on that which precedes it to create a unified whole.
	W.11-12.3a I can organize claims and analysis so that each new element builds on that which precedes it to create a unified whole.
	W.11-12.3a I can establish and maintain a structure consistent with the mode of writing
	W.11-12.3a I can establish and maintain conventions consistent with the mode of writing
	W.11-12.3a I can provide a concluding statement or section that supports the topic, themes or experiences presented in the text.
	W.11-12.3b I can use appropriate and varied transitions to link major sections of a text
	W.11-12.3b I can use appropriate and varied transitions to create cohesion
	W.11-12.3b I can use appropriate and varied transitions to clarify the relationships among complex ideas and concepts
	W.11-12.3c I can use culturally sustaining language to manage the complexity of a topic
	W.11-12.3c I can use domain specific language to manage the complexity of a topic
	W.11-12.3c I can use figurative language in order to manage the complexity of the topic
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the task
	W.11-12.4 I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the purpose
	W.11-12.4 I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the audience
	W.11-12.4 I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the task
W.11-12.6 Make informed and intentional decisions about technology use (including paper	**W.11-12.4** I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the purpose

and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers	**W.11-12.4**I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the audience **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the task **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the purpose **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the audience **W.11-12.6** I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific purposes **W.11-12.6** I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific audiences
SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	**SL.11-12.3** I can understand a speaker's point of view and reasoning **SL.11-12.3** I can understand a speaker's use of evidence and rhetoric **SL.11-12.3** I can assess a speaker's stance and premise **SL.11-12.3** I can assess a speaker's links among ideas. **SL.11-12.3** I can assess a speaker's word choice **SL.11-12.3** I can assess a speaker's points of emphasis **SL.11-12.3** I can assess a speaker's tone
SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	**SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow reasoning **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow alternative or opposing perspectives **SL.11-12.4** I can present information, findings, and supporting evidence so listeners can follow the organization **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the purpose **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the audience **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the situation
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL.11-12.5** I can make strategic use of digital media in presentations **SL.11-12.5** I can use digital media to enhance understanding of findings, reasoning, and evidence **SL.11-12.5** I can use digital media to add interest

Supporting Standards:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI)
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI)
R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)
R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)
R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
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.
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: **Interpersonal** *Keynote Introduction Speech* *Article Abstract Presentation (given throughout course)* *Ted Talk Public Speaking Critique Presentation (given throughout course)*	**Duration:** 1.5 Weeks

Unit Objectives (overarching objectives):
- To understand the theories that explain interpersonal interactions.
- To recognize the characteristics of competent communication in interpersonal interactions.
- To recognize the need to self-monitor personal communication.
- To understand how perception affects communication.
- To understand the competencies related to communicating with those from other cultures.
- To send and interpret verbal and nonverbal messages accurately and effectively.
- To evaluate listening habits and practice effective listening skills.
- To recognize the barriers involved in the communication process
- To practice effective conflict management techniques To recognize the ethical dimensions of interpersonal communication in the digital age

Priority Standards:	Learning Targets:
R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL) R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI) W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that	**R.11-12.6** I can analyze how authors employ point of view to shape explicit and implicit messages **R.11-12.6** I can analyze how authors employ perspective to shape explicit and implicit messages **R.11-12.6** I can analyze how authors employ purpose to shape explicit and implicit messages **R.11-12.6** I can explain how an author's geographic location can affect perspective. **R.11-12.6** I can explain how an author's identity and/ or culture can affect perspective. **R.11-12.8** I can determine whether the supporting evidence is relevant **R.11-12.8** I can determine that the supporting evidence is sufficient **W.11-12.3a** I can create writing that utilizes organization. **W.11-12.3a** I can introduce a topic so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can organize complex ideas and concepts, and information so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can organize claims and analysis so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can establish and maintain a structure consistent with the mode of writing **W.11-12.3a** I can establish and maintain conventions consistent with the mode of writing **W.11-12.3a** I can provide a concluding statement or section that supports the topic, themes or experiences presented in the text. **W.11-12.3b** I can use appropriate and varied transitions to link major sections of a text **W.11-12.3b** I can use appropriate and varied transitions to create cohesion **W.11-12.3b** I can use appropriate and varied transitions to clarify

follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: 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. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers

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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

the relationships among complex ideas and concepts
W.11-12.3c I can use culturally sustaining language to manage the complexity of a topic
W.11-12.3c I can use domain specific language to manage the complexity of a topic
W.11-12.3c I can use figurative language in order to manage the complexity of the topic

W.11-12.4 I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the task
W.11-12.4 I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the purpose
W.11-12.4 I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the audience
W.11-12.4 I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the task
W.11-12.4 I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the purpose
W.11-12.4 I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the audience
W.11-12.4 I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the task
W.11-12.4 I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the purpose
W.11-12.4 I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the audience

W.11-12.6 I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific purposes

W.11-12.6 I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific audiences

W.11-12.7 I can conduct short as well as sustained research projects
W.11-12.7 I can answer a question or solve a problem that is rhetorically authentic and culturally sustaining
W.11-12.7 I can narrow or broaden my inquiry when appropriate.
W.11-12.7 I can synthesize multiple sources on the subject
W.11-12.7 I can demonstrate an understanding of the subject under investigation.

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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	**SL.11-12.1** I can initiate effectively in a range of collaborative discussions with diverse partners and topics **SL.11-12.1** I can participate effectively in a range of collaborative discussions with diverse partners and topics **SL.11-12.1** I can listen actively, building on others ideas and expressing my own clearly. **SL.11-12.1a** I can come to discussions prepared **SL.11-12.1a** I can draw on that preparation by referring to evidence from texts and other research. **SL.11-12.1a** I can support analysis by making connections, paraphrasing, clarifying or explaining the evidence **SL.11-12.1 b** I can work with peers to promote civil, democratic discussion and decision-making. **SL.11-12.1b** I can set clear goals **SL.11-12.1b** I can reflect on progress as an individual or group **SL.11-12.1c** I can propel conversations by posing and engaging with probing questions **SL.11-12.1c** I can ensure a heading for a full range of positions on a topic or issue **SL.11-12.1c** I can clarify or verify or challenge ideas **SL.11-12.1c** I can promote to understand other perspectives **SL.11-12.1d** I can seek to understand other perspectives **SL.11-12.1d** I can engage thoughtfully with other perspectives **SL.11-12.1d** I can synthesize comments, claims, evidence made **SL.11-12.1d** I can resolve contradictions **SL.11-12.1d** I can determine what additional information or research is required **SL.11-12.2** I can analyze and synthesize multiple sources of information to make informed decisions. **SL.11-12.2** I can analyze and synthesize multiple sources of information to solve problems **SL.11-12.2** I can analyze and synthesize multiple sources of information to evaluate the credibility and accuracy of each sources **SL.11-12.2** I can note the discrepancies among data **SL.11-12.3** I can understand a speaker's point of view and reasoning **SL.11-12.3** I can understand a speaker's use of evidence and rhetoric **SL.11-12.3** I can assess a speaker's stance and premise **SL.11-12.3** I can assess a speaker's links among ideas. **SL.11-12.3** I can assess a speaker's word choice **SL.11-12.3** I can assess a speaker's points of emphasis **SL.11-12.3** I can assess a speaker's tone **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow reasoning **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow alternative or opposing perspectives **SL.11-12.4** I can present information, findings, and supporting evidence so listeners can follow the organization **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the purpose **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the audience

SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the situation **SL.11-12.5** I can make strategic use of digital media in presentations **SL.11-12.5** I can use digital media to enhance understanding of findings, reasoning, and evidence **SL.11-12.5** I can use digital media to add interest

Supporting Standards:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI)
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI)
R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)
R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)
R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
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.
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: Group Communication *Survive the Minute Impromptu Speech (Teams)* *Radio Speaking* *Tuckman's Stages of Group Development* *Conflict Resolution*	**Duration:** 1.5 weeks

Unit Objectives (overarching objectives):
- Explore and identify the various roles and skills of team members in building effective teams.
- Identify ways that interpersonal communication differs from group communication
- Understand the various stages of group development
- Recognize the potential constraints and barriers to small group effectiveness
- Explore how miscommunication happens and how to resolve conflicts before or as they arise.
- Apply small group communication strategies to everyday situations

Priority Standards:	**Learning Targets:**
R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL) W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: 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. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	**R.11-12.6** I can analyze how authors employ point of view to shape explicit and implicit messages **R.11-12.6** I can analyze how authors employ perspective to shape explicit and implicit messages **R.11-12.6** I can analyze how authors employ purpose to shape explicit and implicit messages **R.11-12.6** I can explain how an author's geographic location can affect perspective. **R.11-12.6** I can explain how an author's identity and/ or culture can affect perspective. **W.11-12.3a** I can create writing that utilizes organization. **W.11-12.3a** I can introduce a topic so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can organize complex ideas and concepts, and information so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can organize claims and analysis so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can establish and maintain a structure consistent with the mode of writing **W.11-12.3a** I can establish and maintain conventions consistent with the mode of writing **W.11-12.3a** I can provide a concluding statement or section that supports the topic, themes or experiences presented in the text. **W.11-12.3b** I can use appropriate and varied transitions to link major sections of a text **W.11-12.3b** I can use appropriate and varied transitions to create cohesion **W.11-12.3b** I can use appropriate and varied transitions to clarify the relationships among complex ideas and concepts **W.11-12.3c** I can use culturally sustaining language to manage the complexity of a topic **W.11-12.3c** I can use domain specific language to manage the complexity of a topic **W.11-12.3c** I can use figurative language in order to manage the complexity of the topic

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	**W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the task
	W.11-12.4 I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the purpose
	W.11-12.4 I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the audience
W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers	**W.11-12.4** I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the task
	W.11-12.4 I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the purpose
	W.11-12.4I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the audience
	W.11-12.4 I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the task
	W.11-12.4 I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the purpose
	W.11-12.4 I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the audience
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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.	**W.11-12.6** I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific purposes
	W.11-12.6 I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific audiences
	W.11-12.7 I can conduct short as well as sustained research projects
	W.11-12.7 I can answer a question or solve a problem that is rhetorically authentic and culturally sustaining
	W.11-12.7 I can narrow or broaden my inquiry when appropriate.
	W.11-12.7 I can synthesize multiple sources on the subject
	W.11-12.7 I can demonstrate an understanding of the subject under investigation.
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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and	**SL.11-12.1** I can initiate effectively in a range of collaborative discussions with diverse partners and topics
	SL.11-12.1 I can participate effectively in a range of collaborative discussions with diverse partners and topics

set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	**SL.11-12.1** I can listen actively, building on others ideas and expressing my own clearly. **SL.11-12.1a** I can come to discussions prepared **SL.11-12.1a** I can draw on that preparation by referring to evidence from texts and other research. **SL.11-12.1a** I can support analysis by making connections, paraphrasing, clarifying or explaining the evidence **SL.11-12.1 b** I can work with peers to promote civil, democratic discussion and decision-making. **SL.11-12.1b** I can set clear goals **SL.11-12.1b** I can reflect on progress as an individual or group **SL.11-12.1c** I can propel conversations by posing and engaging with probing questions **SL.11-12.1c** I can ensure a heading for a full range of positions on a topic or issue **SL.11-12.1c** I can clarify or verify or challenge ideas **SL.11-12.1c** I can promote to understand other perspectives **SL.11-12.1d** I can seek to understand other perspectives **SL.11-12.1d** I can engage thoughtfully with other perspectives **SL.11-12.1d** I can synthesize comments, claims, evidence made **SL.11-12.1d** I can resolve contradictions **SL.11-12.1d** I can determine what additional information or research is required
SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.	**SL.11-12.2** I can analyze and synthesize multiple sources of information to make informed decisions. **SL.11-12.2** I can analyze and synthesize multiple sources of information to solve problems **SL.11-12.2** I can analyze and synthesize multiple sources of information to evaluate the credibility and accuracy of each sources **SL.11-12.2** I can note the discrepancies among data
SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	**SL.11-12.3** I can understand a speaker's point of view and reasoning **SL.11-12.3** I can understand a speaker's use of evidence and rhetoric **SL.11-12.3** I can assess a speaker's stance and premise **SL.11-12.3** I can assess a speaker's links among ideas. **SL.11-12.3** I can assess a speaker's word choice **SL.11-12.3** I can assess a speaker's points of emphasis **SL.11-12.3** I can assess a speaker's tone
SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	**SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow reasoning **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow alternative or opposing perspectives **SL.11-12.4** I can present information, findings, and supporting evidence so listeners can follow the organization **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the purpose **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the audience **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the situation
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	

	SL.11-12.5 I can make strategic use of digital media in presentations **SL.11-12.5** I can use digital media to enhance understanding of findings, reasoning, and evidence **SL.11-12.5** I can use digital media to add interest

Supporting Standards:

R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI)

R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI)

R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)

R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)

R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

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.

L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: Oral Interpretation *Group Interp* *Play Acting*	**Duration: .5 weeks**

Unit Objectives (overarching objectives):
- Create an awareness of the history of oral storytelling in various cultures
- Appreciate how expert speakers incorporate storytelling and the "spoken word" into their speeches
- Develop a workable script for performance that includes an effective introduction and transitions.
- Deliver a performance that successfully utilizes voice, face, body, and movement to communicate his or her understanding of the text to an audience.
- Apply understanding of the text, critical thinking skills, and sensitivity to audience in critiquing his or her own, and classmates', performances.

Priority Standards:

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)

R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI)

W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: 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. c. Word Choice

Learning Targets:
R.11-12.6 I can analyze how authors employ point of view to shape explicit and implicit messages
R.11-12.6 I can analyze how authors employ perspective to shape explicit and implicit messages
R.11-12.6 I can analyze how authors employ purpose to shape explicit and implicit messages
R.11-12.6 I can explain how an author's geographic location can affect perspective.
R.11-12.6 I can explain how an author's identity and/ or culture can affect perspective.

R.11-12.8 I can determine whether the supporting evidence is relevant
R.11-12.8 I can determine that the supporting evidence is sufficient
W.11-12.3a I can create writing that utilizes organization.
W.11-12.3a I can introduce a topic so that each new element builds on that which precedes it to create a unified whole.
W.11-12.3a I can organize complex ideas and concepts, and information so that each new element builds on that which precedes it to create a unified whole.
W.11-12.3a I can organize claims and analysis so that each new element builds on that which precedes it to create a unified whole.
W.11-12.3a I can establish and maintain a structure consistent with the mode of writing
W.11-12.3a I can establish and maintain conventions consistent with the mode of writing
W.11-12.3a I can provide a concluding statement or section that supports the topic, themes or experiences presented in the text.
W.11-12.3b I can use appropriate and varied transitions to link major sections of a text
W.11-12.3b I can use appropriate and varied transitions to create cohesion
W.11-12.3b I can use appropriate and varied transitions to clarify the relationships among complex ideas and concepts
W.11-12.3c I can use culturally sustaining language to manage the complexity of a topic
W.11-12.3c I can use domain specific language to manage the complexity of a topic
W.11-12.3c I can use figurative language in order to manage the complexity of the topic

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(including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers 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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. 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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by	**W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the task **W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the purpose **W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the audience **W.11-12.4** I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the task **W.11-12.4** I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the purpose **W.11-12.4**I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the audience **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the task **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the purpose **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the audience **W.11-12.6** I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific purposes **W.11-12.6** I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific audiences **W.11-12.7** I can demonstrate an understanding of the subject under investigation.

referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	**SL.11-12.1** I can initiate effectively in a range of collaborative discussions with diverse partners and topics **SL.11-12.1** I can participate effectively in a range of collaborative discussions with diverse partners and topics **SL.11-12.1** I can listen actively, building on others ideas and expressing my own clearly. **SL.11-12.1a** I can come to discussions prepared **SL.11-12.1a** I can draw on that preparation by referring to evidence from texts and other research. **SL.11-12.1a** I can support analysis by making connections, paraphrasing, clarifying or explaining the evidence **SL.11-12.1 b** I can work with peers to promote civil, democratic discussion and decision-making. **SL.11-12.1b** I can set clear goals **SL.11-12.1b** I can reflect on progress as an individual or group **SL.11-12.1c** I can propel conversations by posing and engaging with probing questions **SL.11-12.1c** I can ensure a heading for a full range of positions on a topic or issue **SL.11-12.1c** I can clarify or verify or challenge ideas **SL.11-12.1c** I can promote to understand other perspectives **SL.11-12.1d** I can seek to understand other perspectives **SL.11-12.1d** I can engage thoughtfully with other perspectives
SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data.	**SL.11-12.2** I can analyze and synthesize multiple sources of information to make informed decisions. **SL.11-12.2** I can analyze and synthesize multiple sources of information to solve problems **SL.11-12.2** I can analyze and synthesize multiple sources of information to evaluate the credibility and accuracy of each sources **SL.11-12.2** I can note the discrepancies among data
SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	**SL.11-12.3** I can understand a speaker's point of view and reasoning **SL.11-12.3** I can understand a speaker's use of evidence and rhetoric **SL.11-12.3** I can assess a speaker's stance and premise **SL.11-12.3** I can assess a speaker's links among ideas. **SL.11-12.3** I can assess a speaker's word choice **SL.11-12.3** I can assess a speaker's points of emphasis **SL.11-12.3** I can assess a speaker's tone
SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.	**SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow reasoning **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow alternative or opposing perspectives

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL.11-12.4** I can present information, findings, and supporting evidence so listeners can follow the organization **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the purpose **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the audience **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the situation **SL.11-12.5** I can make strategic use of digital media in presentations **SL.11-12.5** I can use digital media to enhance understanding of findings, reasoning, and evidence **SL.11-12.5** I can use digital media to add interest

Supporting Standards:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI)
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI)
R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)
R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)
R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)
W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
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.
L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: Persuasion (Choose 2 of 3 of the following) *Mock Trial* *Debate* *Oratory*	**Duration:** 3-3.5 weeks

Unit Objectives (overarching objectives):
- Describe the functions of persuasive speeches vs other types of public speaking
- List the different types of persuasive speeches
- Identify persuasive strategies that make a speech more effective
- Apply the appropriate organizational pattern based on the student's persuasive goals
- Distinguish between ethical and unethical forms of persuasion
- Improve research skills: utilizing databases, understanding academic articles, analyzing arguments, and being able to synthesize information
- Apply persuasive techniques to final persuasive presentations(s)

Priority Standards:	**Learning Targets:**
R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL) R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI) W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: 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. c. Word Choice (including	**R.11-12.6** I can analyze how authors employ point of view to shape explicit and implicit messages **R.11-12.6** I can analyze how authors employ perspective to shape explicit and implicit messages **R.11-12.6** I can analyze how authors employ purpose to shape explicit and implicit messages **R.11-12.6** I can explain how an author's geographic location can affect perspective. **R.11-12.6** I can explain how an author's identity and/ or culture can affect perspective. **R.11-12.8** I can trace an argument in applicable texts **R.11-12.8** I can evaluate an argument in applicable texts **R.11-12.8** I can apply a lens to assess the validity of key arguments. **R.11-12.8** I can apply a lens to assess the fallacy of key arguments. **R.11-12.8** I can determine whether the supporting evidence is relevant **R.11-12.8** I can determine that the supporting evidence is sufficient **W.11-12.3a** I can create writing that utilizes organization. **W.11-12.3a** I can introduce a topic so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can organize complex ideas and concepts, and information so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can organize claims and analysis so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can establish and maintain a structure consistent with the mode of writing **W.11-12.3a** I can establish and maintain conventions consistent with the mode of writing **W.11-12.3a** I can provide a concluding statement or section that supports the topic, themes or experiences presented in the text. **W.11-12.3b** I can use appropriate and varied transitions to link major sections of a text

domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers

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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation.

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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to

W.11-12.3b I can use appropriate and varied transitions to create cohesion
W.11-12.3b I can use appropriate and varied transitions to clarify the relationships among complex ideas and concepts
W.11-12.3c I can use culturally sustaining language to manage the complexity of a topic
W.11-12.3c I can use domain specific language to manage the complexity of a topic
W.11-12.3c I can use figurative language in order to manage the complexity of the topic

W.11-12.4 I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the task
W.11-12.4 I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the purpose
W.11-12.4 I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the audience
W.11-12.4 I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the task
W.11-12.4 I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the purpose
W.11-12.4I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the audience
W.11-12.4 I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the task
W.11-12.4 I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the purpose
W.11-12.4 I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the audience
W.11-12.6 I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific purposes
W.11-12.6 I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific audiences

W.11-12.7 I can conduct short as well as sustained research projects

W.11-12.7 I can answer a question or solve a problem that is rhetorically authentic and culturally sustaining
W.11-12.7 I can narrow or broaden my inquiry when appropriate.
W.11-12.7 I can synthesize multiple sources on the subject
W.11-12.7 I can demonstrate an understanding of the subject under investigation.

evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarifying, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with 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 and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2 Analyze and synthesize multiple sources of information presented in diverse media or formats in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source noting discrepancies among data. SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding	**SL.11-12.1** I can initiate effectively in a range of collaborative discussions with diverse partners and topics **SL.11-12.1** I can participate effectively in a range of collaborative discussions with diverse partners and topics **SL.11-12.1** I can listen actively, building on others ideas and expressing my own clearly. **SL.11-12.1a** I can come to discussions prepared **SL.11-12.1a** I can draw on that preparation by referring to evidence from texts and other research. **SL.11-12.1a** I can support analysis by making connections, paraphrasing, clarifying or explaining the evidence **SL.11-12.1 b** I can work with peers to promote civil, democratic discussion and decision-making. **SL.11-12.1b** I can set clear goals **SL.11-12.1b** I can reflect on progress as an individual or group **SL.11-12.1c** I can propel conversations by posing and engaging with probing questions **SL.11-12.1c** I can ensure a heading for a full range of positions on a topic or issue **SL.11-12.1c** I can clarify or verify or challenge ideas **SL.11-12.1c** I can promote to understand other perspectives **SL.11-12.1d** I can seek to understand other perspectives **SL.11-12.1d** I can engage thoughtfully with other perspectives **SL.11-12.1d** I can synthesize comments, claims, evidence made **SL.11-12.1d** I can resolve contradictions **SL.11-12.1d** I can determine what additional information or research is required **SL.11-12.2** I can analyze and synthesize multiple sources of information to make informed decisions. **SL.11-12.2** I can analyze and synthesize multiple sources of information to solve problems **SL.11-12.2** I can analyze and synthesize multiple sources of information to evaluate the credibility and accuracy of each sources **SL.11-12.2** I can note the discrepancies among data **SL.11-12.3** I can understand a speaker's point of view and reasoning **SL.11-12.3** I can understand a speaker's use of evidence and rhetoric **SL.11-12.3** I can assess a speaker's stance and premise **SL.11-12.3** I can assess a speaker's links among ideas. **SL.11-12.3** I can assess a speaker's word choice **SL.11-12.3** I can assess a speaker's points of emphasis **SL.11-12.3** I can assess a speaker's tone **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow reasoning **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow alternative or opposing perspectives **SL.11-12.4** I can present information, findings, and supporting evidence so listeners can follow the organization **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the purpose

of findings, reasoning, and evidence and to add interest.	**SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the audience **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the situation **SL.11-12.5** I can make strategic use of digital media in presentations **SL.11-12.5** I can use digital media to enhance understanding of findings, reasoning, and evidence **SL.11-12.5** I can use digital media to add interest

Supporting Standards:

R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI)

R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI)

R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)

R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)

R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)

R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

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.

L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Unit: **Special Occasion** (Final)	Duration: **.5 weeks**

Unit Objectives (overarching objectives):

- Understand the differences between research-based speeches (informative and persuasive) and special occasion speeches
- Identify the types of special occasion speeches
- Students understand the key requirements for success in these presentations
- Use (literal and figurative) language choices to create emotional and evocative phrases
- Understand and demonstrate the proper techniques for delivering a special occasion speech

Priority Standards:	**Learning Targets:**
R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective. (RI&RL)	**R.11-12.6** I can analyze how authors employ point of view to shape explicit and implicit messages **R.11-12.6** I can analyze how authors employ perspective to shape explicit and implicit messages **R.11-12.6** I can analyze how authors employ purpose to shape explicit and implicit messages **R.11-12.6** I can explain how an author's geographic location can affect perspective. **R.11-12.6** I can explain how an author's identity and/ or culture can affect perspective.
R.11-12.8 Delineate and evaluate an argument in applicable texts, applying a lens (e.g., constitutional principles, logical fallacy, legal reasoning, belief systems, codes of ethics, philosophies, etc.) to assess the validity or fallacy of key arguments, determining whether the supporting evidence is relevant and sufficient. (RI)	**R.11-12.8** I can trace an argument in applicable texts **R.11-12.8** I can evaluate an argument in applicable texts **R.11-12.8** I can apply a lens to assess the validity of key arguments. **R.11-12.8** I can apply a lens to assess the fallacy of key arguments. **R.11-12.8** I can determine whether the supporting evidence is relevant **R.11-12.8** I can determine that the supporting evidence is sufficient
W.11-12.3 Create writing that utilizes: a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. b. Transitions: 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. c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor,	**W.11-12.3a** I can create writing that utilizes organization. **W.11-12.3a** I can introduce a topic so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can organize complex ideas and concepts, and information so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can organize claims and analysis so that each new element builds on that which precedes it to create a unified whole. **W.11-12.3a** I can establish and maintain a structure consistent with the mode of writing **W.11-12.3a** I can establish and maintain conventions consistent with the mode of writing **W.11-12.3a** I can provide a concluding statement or section that supports the topic, themes or experiences presented in the text. **W.11-12.3b** I can use appropriate and varied transitions to link major sections of a text

simile, and analogy to manage the complexity of the topic. W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) W.11-12.6 Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for: a. connecting writers and readers, b. producing accessible experiences for specific audiences, and c. dynamically and flexibly matching modes with ideas to communicate with readers 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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. 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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly. a. Come to discussions prepared, explicitly draw on that preparation by referring to evidence from texts and other research on the topic, text or issue. Support analysis by making connections, paraphrasing, clarilyung, or explaining the evidence. b. Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. c. Propel conversations by posing and engaging with	**W.11-12.3b** I can use appropriate and varied transitions to create cohesion **W.11-12.3b** I can use appropriate and varied transitions to clarify the relationships among complex ideas and concepts **W.11-12.3c** I can use culturally sustaining language to manage the complexity of a topic **W.11-12.3c** I can use domain specific language to manage the complexity of a topic **W.11-12.3c** I can use figurative language in order to manage the complexity of the topic **W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the task **W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the purpose **W.11-12.4** I can produce clear and coherent writing in which the development is culturally sustaining and rhetorically authentic to the audience **W.11-12.4** I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the task **W.11-12.4** I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the purpose **W.11-12.4**I can produce clear and coherent writing in which the organization is culturally sustaining and rhetorically authentic to the audience **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the task **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the purpose **W.11-12.4** I can produce clear and coherent writing in which the style is culturally sustaining and rhetorically authentic to the audience **W.11-12.6** I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific purposes **W.11-12.6** I can make informed and intentional decisions about technology use to engage in rhetorical tasks for specific audiences **W.11-12.7** I can narrow or broaden my inquiry when appropriate. **W.11-12.7** I can demonstrate an understanding of the subject under investigation. **SL.11-12.1b** I can set clear goals

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 and seek to understand multiple, divergent, and creative perspectives. d. Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.3 Understand and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**SL.11-12.1b** I can reflect on progress as an individual or group **SL.11-12.1c** I can promote to understand other perspectives **SL.11-12.1d** I can seek to understand other perspectives **SL.11-12.1d** I can determine what additional information or research is required **SL.11-12.3** I can understand a speaker's point of view and reasoning **SL.11-12.3** I can understand a speaker's use of evidence and rhetoric **SL.11-12.3** I can assess a speaker's stance and premise **SL.11-12.3** I can assess a speaker's links among ideas. **SL.11-12.3** I can assess a speaker's word choice **SL.11-12.3** I can assess a speaker's points of emphasis **SL.11-12.3** I can assess a speaker's tone **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow reasoning **SL.11-12.4** I can present information, findings and supporting evidence so listeners can follow alternative or opposing perspectives **SL.11-12.4** I can present information, findings, and supporting evidence so listeners can follow the organization **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the purpose **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the audience **SL.11-12.4** I can intentionally utilize development, substance and style appropriate to the situation **SL.11-12.5** I can make strategic use of digital media in presentations **SL.11-12.5** I can use digital media to enhance understanding of findings, reasoning, and evidence **SL.11-12.5** I can use digital media to add interest

Supporting Standards:
R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI)
R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details. (RI)
R.11-12.3 In literary texts, analyze the impact of the author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)
R.11-12.4 Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

R.11-12.5 In literary texts, analyze how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, analyze the impact and evaluate the effect structure has on exposition or argument in terms of clarity, persuasive/rhetorical technique, and audience appeal. (RI)

R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem. (RI)

R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences. (RI&RL)

W.11-12.5 Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

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.

L.11-12.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Determine the denotative, connotative, and figurative meanings of words and phrases used in texts; analyze nuances in the meaning of words with similar denotations. b. Analyze the cumulative impact of specific word choices on the meaning, tone, and effectiveness of a response; consider words with multiple meanings, language that is particularly engaging or beautiful, and reading, writing, and speaking situations that seamlessly integrate linguistic diversity, ideas, and cultures.

Appendix A- Standards/Information

STANDARDS FOR English Language Arts

Standards can be viewed at:

https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf

STANDARDS FOR Theater

https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/Theatre_Academic_Standards.pdf

Information on AP Literature and Composition

https://apcentral.collegeboard.org/media/pdf/ap-english-literature-and-composition-course-and-exam-description.pdf

Information on AP Language and Composition

https://apcentral.collegeboard.org/media/pdf/ap-english-language-and-composition-course-and-exam-description.pdf