

2023-2024 CVUSD ELA Standards Map – Grade 12

Intro to Secondary Literacy Focus Areas

ANYTHING UNDERLINED IS A LINK!

Assessment List

MAPS NEEDED TO CREATE GRADE LEVEL TRACKERS

Gr12\_ERWC\_CMap

Gr11-12\_ELD\_CMap

Secondary Assessment Calendar

	<b>1<sup>st</sup> Quarter:</b> August 24 – October 27, 2023 45 days	<b>2<sup>nd</sup> Quarter:</b> October 30 – January 23, 2023 45 days	<b>3<sup>rd</sup> Quarter:</b> January 24 – April 8, 2024 45 days	<b>4<sup>th</sup> Quarter:</b> April 9 – June 11, 2024 45 days
<b>State and District Assessments</b>				
	<p><u><a href="#">i-Ready</a></u>                      Aug 24 - Sep 22</p> <p>Pre-Benchmark                      Personal Statement <i>using the</i>                      College Insight Questions                      MasteryConnect                      Gr12_Q1_ERWC_Pre-Benchmark  <u><a href="#">Rubric</a></u>                      Aug 11 - Sep 9</p> <p>ELD Benchmark                      Sep 25 - Oct 20                      Gr11-12_ELD_Listening                      Gr11-12_ELD_Writing                      Gr11-12_ELD_Reading                      Gr11-12_ELD_Speaking</p>	<p><u><a href="#">i-Ready</a></u>                      Jan 08-Feb 2</p> <p><u><a href="#">Argument Essay</a></u>                      Nov 6 - 17                      (Juvenile Justice module) or (Value of Life)                      MasteryConnect                      Gr12_Q3_ERWC_Argumentative PT  <u><a href="#">Rubric</a></u></p>	<p><b>State Assessments:</b>                      ELPAC                      Feb 1-March 28</p> <p><u><a href="#">Informative/Explanatory</a></u>                      Mar 11 - Mar 22                      (“On Leaving   On Staying Behind”)                      MasteryConnect                      Gr12_Q2_ERWC_Informative/Explanatory PT  <u><a href="#">Rubric</a></u></p>	<p><u><a href="#">i-Ready</a></u>                      May 1 - June 11</p>
<b>Optional Common Assessments</b>				

<p><b>Optional Common Assessments and Performance Tasks:</b></p> <p>-Rhetorical Situation: an individual letter written to the art donor, thanking her for her donation and explaining why the group has decided to select the particular painting they have selected.</p> <p>-Ethos, Pathos, Logos: write a paragraph-length rhetorical analysis of a Web site</p> <p>-What's Next: Students create a college/career portfolio including PIQ, EOP questions, resume, cover letter</p>	<p><b>Optional Common Assessments and Performance Tasks:</b></p> <p>Value of Life: the module offers students three choices for responding to the central question in this module: a reflective essay, an argumentative essay, or a speech.</p> <p><a href="#">Beautiful Brains Constructed Response</a> <a href="#">Halloway Constructed Response</a></p>	<p><b>Optional Common Assessments and Performance Tasks:</b></p> <p>Fake News: choose from various articles: The validity of the claims stated based on the source and evidence provided. Option: Compare/contrast similar news topics/issues with diverse information to establish the credibility of the information.</p>	<p><b>Optional Common Assessments and Performance Tasks-</b></p> <p><b>-Novel Study</b></p> <p><b>-Portfolio Completion</b></p> <p><b>-Graduation Speech/Video</b></p>
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**Senior Portfolio (in Google Drive/Sites)**

	<p><b>College Applications</b></p> <p><b>FAFSA-Financial Aid-Dream Act</b></p>		<p><b>Scholarships</b></p>	
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**Pacing & Modules**

Includes the following Modules: 2 Portfolio, 3 Mini, 5-6 Full-Length, including Book, Drama, Issue, and Foundational Document (11th only).  
Order of Mini-Modules and Full-Length Modules may vary.

Suggested Pacing	<a href="#">Portfolio</a> (3 weeks) Pre Benchmark	Mini-Modules (4 weeks)		Full-Length Module (4 weeks)	Full Length Module (3 weeks)	Full Length Module (2 Weeks)	Mini-Module (9 days)	Full Length Module (5 weeks)	Full Length Module (3 weeks)	Full Length Module (3 weeks)	Full Length Module (4 weeks)	<a href="#">Portfolio</a> (1-2 weeks)
Approx Timeline of Instruction	Aug 24-Sept 15	Sept 18- October 20		Oct 23-Nov 17	Nov 27- December 15	December 18-Jan 12 1st Sem. Benchmark	Jan 15- Jan 23	Jan 24- Feb 28 2nd Sem. Benchmark	Feb 29- March 22	March 25-April 19	Apr 22-May 17	May 20-May 29
Modules <b>Student Text</b>	<a href="#">Introducing ERWC 12: Portfolios and Metacognition</a>	<a href="#">Intro the Rhetorical Situation</a>	<a href="#">Intro Ethos Pathos and Logos</a>	<a href="#">What's Next: Life After High School</a>  <a href="#">Senior Portfolios</a>	<a href="#">Juvenile Justice</a>	<a href="#">The Value of Life</a>	<a href="#">Using the Toulmin Model to Analyze Arguments</a>	<a href="#">Fake News Or The Politics of Food</a>	<a href="#">On Leaving Or Staying Behind</a>	<a href="#">Ready to Launch</a>	<a href="#">Literary Study Novel Or Drama Or Senior Research Project</a>  <a href="#">Teacher's Choice</a>	<a href="#">Final Reflection on Learning</a>

<b>Performance Tasks</b>	Students will create a digital portfolio. formats include: -Google Slides -Google Sites -Various websites <b>Portfolio</b> may include: <u>*Personal Statement</u> <u>*Various essays</u> <u>*Business Letter</u> <u>*Resume</u> <u>*Awards</u> <u>*Community Service</u> <u>*LOR</u> (Final portfolio to complete by the end of the school year.)	Students will write an individual letter written to the art donor, thanking her for her donation and explaining why the group has decided to select the particular painting they have selected.	Students will write a paragraph-length rhetorical analysis of a Web site	Students create a college/career portfolio including PIQ, EOP questions, resume, cover letter	Students write an op-ed in response to the following prompt: To what extent should technology and news media companies be responsible for monitoring and preventing the spread of fake news and to what extent is the consumer responsible?	Students will write an informative Literary Analysis.	Rhetorical Precis	Create open letters tailored for their intended audience in order to make the argument for their position on juvenile justice in treatment and sentencing.	The module offers students three choices for responding to the central question in this module: a reflective essay, an argumentative essay, or a speech.	Each student will write, revise, and deliver to the class a graduation speech of their own		Write a portfolio reflection letter in which they examine their portfolio of ERWC documents and explain how their reading and writing processes are manifested in those documents.
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**Essential Standards**

Reading Literature: RL 1, RL 2, RL 4, RL 5, RL 6  
 Reading Informational: RI 4, RI 5, RI 6, RI 7  
 Writing: W1, W2, W3, W4, W5, W7, W9  
 Speaking and Listening: SL 4  
 Language: L1, L2, L4, L6  
 Advanced Standards: RL 6, RI 8

**ELA Focus Standards**

ELA W.2, 6; L.1, 3, 6	ELA W 1- Argument; L.6	ELA RL.1, 6; W.1, 4; SL.1, 3; L.6	ELA RI.7; W.2, 4-5, 10; SL.1; L.3,6	ELA RI.8; W.1; SL.1-2; L.3	ELA RL.1-2, 5; W.3-4, L.5	ELA RI.8; W.1; SL.4b, L.2	ELA RI.7; W.4; L.6	ELA RI.5; W.1; SL.2, 4-5; L.3a	ELA RI.2, 4-6; W. 1f, 2.b, c, e, f; 3.a, d: 4-8, 10; SL. 1, 3, 4.a, 5-6; L. 1, 3, 6	ELA W.2, 6; L.1, 3, 6
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**ELD Focus Standards**

	ELD PI.C.10.B; PII.C.11.Br	ELD Part I, A.1-3, Br; Part II, B.5, Br	ELD PI.A.1, Br; PI.B.6, Br; PI.C.1, Br	ELD PI.A.1, 4, Br; PI.B.6-7, Br; PI.C, 10, Br; PII.A.1, Br	ELD PI.A.3-4, Br; PI.C.1, Br; PII.A.1-2, Br	ELD PI.B.6, Br.; PII.A.1, Br.	ELD PI.C.10-11, Br.; PII.A.1-2. Br.	ELD PI.A.1.Br; PI.A.3.Br; PI.B.5.Br; PI.B.6.Br; PI.C.10; PI.C.12.a.Br; PII.C.6.Br	ELD PI.A.1,3. Br.; PI.B.6a-c, 7, 8. Br.; P1.C.9, 10a, 11a; PII.A.1	ELD PI, A. 1, 3, 4, Br; PI, B. 5, 7, 8, Br; PI, C. 9, 10, 12, Br; PII, A.1, Br; PII, B. 3-5, Br; PII, C. 6, Br		ELD PI.C.10.Br; PII.C.11.Br
<b>Instructional Strategies</b>												
	<a href="#">SOAPSTONE Text Annotation Close Reading Strategies Claim - Evidence - Reasoning,</a>	<a href="#">Rhetorical Precise Marking the Text, Claim - Evidence - Reasoning, Close Reading</a>	Marking the Text, <a href="#">Claim - Evidence - Reasoning, Close Reading</a>	<a href="#">Socratic Seminar</a>  <a href="#">Annotate text</a> <a href="#">Transcript Analysis</a> <a href="#">Claim - Evidence - Reasoning</a> <a href="#">Close Reading</a>	Collaborative groups <a href="#">Marking the Text</a> <a href="#">Claim - Evidence - Reasoning</a> <a href="#">Close Reading</a>	<a href="#">Marking the Text, Claim - Evidence - Reasoning, Close Reading</a>	<a href="#">Rhetorical Precise</a>  <a href="#">Toulmin Model</a>  <a href="#">Video</a> Marking the Text, <a href="#">Claim - Evidence - Reasoning, Close Reading</a>	Socratic Seminar <a href="#">Reciprocal Reading</a>  <a href="#">Toulmin Argumentative Presentation</a>  <a href="#">Argumentative Essay Outline</a>  <a href="#">MLA Format</a>	Socratic Seminar <a href="#">NVF Expository writing Presentation</a>  <a href="#">Expository writing outline</a>  <a href="#">Marking the text</a>	Collaborative groups <a href="#">Marking the Text, Claim - Evidence - Reasoning, Close Reading</a>	Dialectical Journals <a href="#">Reciprocal Reading</a> <a href="#">Marking the Text, Claim - Evidence - Reasoning, Close Reading</a>	Dialectical Journals <a href="#">Claim - Evidence - Reasoning,</a>
<b>Course Material</b> <a href="#">Full Course Student Module Text</a> <a href="#">Full Course Student Activities</a>												
<b>Student Reference Material</b>	<a href="#">*Module Texts</a> <a href="#">*Student Version</a> <a href="#">*Teacher Version</a> <a href="#">*Teacher Version</a>	<a href="#">*Student Version</a> <a href="#">*Teacher Version</a> <a href="#">Pictures for Activity (optional)</a>	<a href="#">*Module Texts</a> <a href="#">*Student Version</a> <a href="#">*Teacher Version</a>	<a href="#">*Module Texts</a> <a href="#">*Student Version</a> <a href="#">*Teacher Version</a>	<a href="#">*Module Texts</a> <a href="#">*Student Version</a> <a href="#">*Teacher Version</a>	<a href="#">*Module Texts</a> <a href="#">*Student Version</a> <a href="#">*Teacher Version</a>	<a href="#">*Module Texts</a> <a href="#">*Student Version</a> <a href="#">*Teacher Version</a>	<a href="#">*Module Texts</a> <a href="#">*Student Version</a> <a href="#">*Teacher Version</a>	<a href="#">*Module Texts</a> <a href="#">*Student Version</a> <a href="#">*Teacher Version</a>	<a href="#">*Module Texts</a> <a href="#">*Student Version</a> <a href="#">*Teacher Version</a>	<a href="#">Options for Literary Study</a>	<a href="#">*Module Texts</a> <a href="#">*Student Version</a> <a href="#">*Teacher Version</a>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>Review and reflect upon their learning through long-term engagement</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to explain how purpose</li> </ul>	<ul style="list-style-type: none"> <li>Define and describe the three Aristotelian appeals: ethos,</li> </ul>	Discuss college and career expectations for reading	Analyze and discuss how writers craft an op-ed designed to persuade a general audience	<ul style="list-style-type: none"> <li>Describe how a poet's choices create meaning</li> <li>Analyze the effects and functions of a poet's</li> </ul>	<ul style="list-style-type: none"> <li>Identify and define the elements of the Toulmin model of argumentation</li> </ul>	<ul style="list-style-type: none"> <li>Understand how arguments and counterarguments are developed and supported with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Identify and analyze the main ideas in multiple documents.</li> <li>Identify the rhetorical</li> </ul>	<ul style="list-style-type: none"> <li>Describe the ways that different aspects of the</li> </ul>		<ul style="list-style-type: none"> <li>Review and reflect upon their learning through long-term engagement</li> </ul>

	<p>in the ERWC</p> <ul style="list-style-type: none"> <li>• Draft an evaluative letter addressing their performance in the course and based on their review of their portfolio</li> <li>• Describe what next steps they believe will enable them to progress in their learning of rhetorically-based reading and writing skills</li> </ul>	<p>e, audience, and occasion come together to influence the choices writers make.</p>	<p>pathos, and logos</p> <ul style="list-style-type: none"> <li>• Identify features of the texts they read and hear which construct an impression of the writer or speaker, or cause emotional responses in the audience</li> <li>• Identify the ways in which ethos, logos, and pathos work together to persuade the audience</li> <li>• Recognize that all discourse is inherently rhetorical</li> <li>• Demonstrate these abilities in a written response</li> </ul>	<p>independently</p> <ul style="list-style-type: none"> <li>• Discuss the intellectual habits necessary for success in college and careers, including curiosity, openness, engagement, creativity, persistence, flexibility, responsibility, and metacognition</li> <li>• Generate questions about ideas, arguments, analyses, perspectives, or the rhetorical presentation of text in order to make an informed</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss the position of writers in texts and determine how they develop their arguments with evidence and reasoning</li> <li>• Analyze and discuss writers' specific language choices and their impact on meaning</li> <li>• Analyze arguments to identify and discuss their organizational structure, language, and rhetorical effectiveness</li> </ul>	<p>choices</p> <ul style="list-style-type: none"> <li>• Understand and respond to a critical need or issue addressed by a literary text</li> <li>• Make connections across texts and conversations</li> <li>• Use literary strategies to produce a creative work</li> </ul>	<p>n</p> <ul style="list-style-type: none"> <li>• Use the Toulmin model of argumentation to analyze argument</li> <li>• Understand how writers develop and support a line of reasoning</li> <li>• Critically examine the underlying assumptions and principles that authorize writers' claims</li> <li>• Apply the Toulmin model to a rhetorical analysis of an argument</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the rhetorical effectiveness of documents produced in different genres</li> <li>• Synthesize multiple perspectives</li> <li>• Create a persuasive document tailored for its purpose, audience, and occasion</li> <li>• Develop arguments and counterarguments and support them with evidence</li> </ul>	<p>strategies in these documents.</p> <ul style="list-style-type: none"> <li>• Determine a writer's purpose and point of view in each text.</li> <li>• Compare and contrast diverse perspectives on the main topic.</li> <li>• Analyze the effectiveness of an essay, based on the rhetorical strategies at work in them.</li> <li>• Write an effective essay in response to a prompt.</li> <li>• Argue and support a claim.</li> </ul>	<p>rhetorical situation—especially audience, purpose, occasion, and genre—influence a writer's choices.</p> <ul style="list-style-type: none"> <li>• Examine and reflect on strategies, processes, tools, and practices for ongoing learning and development.</li> <li>• Analyze the extent to which the organization and style of a speech conform to or resist genre conventions</li> <li>• Engage in authentic intellectual conversations about</li> </ul>		<p>nt in the ERWC</p> <ul style="list-style-type: none"> <li>• Draft an evaluative letter addressing their performance in the course and based on their review of their portfolio</li> <li>• Describe what next steps they believe will enable them to progress in their learning of rhetorically-based reading and writing skills</li> </ul>
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				<p>response</p> <ul style="list-style-type: none"> <li>• Manage information gathered through reading in preparation for writing</li> <li>• Make writerly decisions grounded in rhetorical contexts and genre</li> <li>• Write in response to an audience, occasion, and/or intention</li> </ul>						<p>important academic, personal, and societal issues and learning processes</p> <ul style="list-style-type: none"> <li>• Craft a successful public address that is appropriate to the moment.</li> <li>• Participate as motivated, self-directed learners in collaborative group discussions, short oral presentations, and metacognitive reflection</li> </ul>		
Additional Resources	<p><a href="#">Portfolio Sample # 1</a></p> <p><a href="#">Portfolio Sample #2</a></p>	<p><a href="#">Rhetorical Situation Graphic Organizer</a></p>	<p><a href="#">Ethos Graphic Organizer</a></p> <p><a href="#">Pathos Graphic Organizer</a></p> <p><a href="#">Logos Graphic Organizer</a></p> <p><a href="#">Kairos Graphic Organizer</a></p>	<p><a href="#">UC Personal Insight Questions</a></p>	<p><a href="#">Infographic: How to Spot Fake News: Quizzes: Videos (preview videos in advance)</a></p>	<p><a href="#">Combined Significance: Dialogic 3 Chart</a></p>	<p><a href="#">Toulmin Method (video)</a></p>	<p>Slender Man case (<a href="#">text &amp; video</a>)</p> <p>-Rashad Robinson - <a href="#">"No Child Deserves a Life Sentence. But Try Telling Prosecutors That."</a></p> <p><a href="https://tinyurl.com/Rashad-Robinson">https://tinyurl.com/Rashad-Robinson</a></p> <p>-Prosecutor TED talk</p>	<p><a href="#">The Value of life Practice Essay Lesson</a></p>	<p><a href="#">The Graduation Speech Template</a></p> <p><a href="#">A Graduation Speech Video Sample</a></p>	<p>Saverin, Diana. <a href="#">"Should We Still Care about Chris McCandles?"</a> Outsideonline.com</p>	

								<a href="#">-Multiple talks on the justice system</a> <a href="#">-Central Park Five Resource (Burns, 2012)</a>				
<b>Language Conventions</b>	<ul style="list-style-type: none"> <li>*Run-on Sentence Correction</li> <li>*Subject/Verb Agreement</li> <li>*Sentence Combining</li> </ul>	<ul style="list-style-type: none"> <li>*Use of colon and business letter format</li> </ul>	<ul style="list-style-type: none"> <li>*Vocabulary: determine meaning through Greek roots.</li> </ul>	<ul style="list-style-type: none"> <li>*Identifying Subjects, Verbs, and Prepositional Phrases</li> <li>*Recognizing/ Forming Complete Sentences</li> <li>*Sentence Combining</li> </ul>	<ul style="list-style-type: none"> <li>*Vary syntax to vary style and understand complex texts</li> </ul>	<ul style="list-style-type: none"> <li>*Passive Verbs</li> <li>*Modals</li> </ul>	<ul style="list-style-type: none"> <li>*Modal qualifiers</li> </ul>	<ul style="list-style-type: none"> <li>*Coordinating words</li> <li>*Transitions and semicolons</li> </ul>	<p>The most common types of EXPOSITORY essays are:</p> <ul style="list-style-type: none"> <li>-Descriptive</li> <li>-Comparison</li> <li>-Cause/effect</li> <li>-Problem/ solution essays</li> </ul>	<ul style="list-style-type: none"> <li>*Paraphrase</li> <li>*Quotations</li> <li>*Speaker/ Context Clarity</li> </ul>	<ul style="list-style-type: none"> <li>*Verb Tense Patterns</li> <li>*Use of the Passive Voice</li> </ul>	