



K-12 English Language Arts Curriculum

Presented to the Board of Education on
Monday, September 22

As a learning community, the Webster Groves School District will lead in purposeful innovation that challenges each of us to discover and pursue our passions and make a positive impact on the world.

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Rationale for Curriculum

It is critical for students today to engage in learning that is relevant, rigorous, and rewarding. In addition to engaging in learning that is cognitively demanding and challenging, students need to be able to apply their knowledge and skills across contents and contexts within the school environment, and more importantly in the “real world.” For it is when this application extends outside the boundaries of the school, that interest, relevance, and value are maximized.

While the curriculum is designed to support the transference of knowledge and skills, district staff working together must learn and work to provide authentic and engaging learning opportunities for students. As they engage in such learning within the English Language Arts curricula across our school district, an emphasis will be placed on critical thinking, careful reading of a variety of texts, writing with purpose and evidence, relevant and meaningful communication of ideas, and problem-solving in real-world contexts.

Process of Curriculum Review Leading to Board Approval

Review Checklist for Draft Phase One (curriculum coordinator and/or high school designee):

- The curriculum which includes learning goals and proficiency scales is written using the district template.
- Learning goals are priority, transferable understandings and skills relevant for students within and across disciplines and situations.
- Cultural relevance is evident in the learning goals and/or proficiency scales when applicable (in curriculum, always applicable in design of learning).
- Approximately 8-11 learning goals are created per semester per course or content. *There may be a good reason for more or less.*
- Learning goals are aligned to “governing” curriculum standards.
- Approximately 2-4 sample learning targets are included for each learning goal (optional).
- Proficiency scales clearly articulate a progression of learning with the learning goals and can be understood by students, staff, and families.
- On the proficiency scale:
Level 4: Includes the statement, “Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.”(Examples may be included).

Level 3: Student demonstrates mastery with the learning goal as evidenced by...(GRADE LEVEL/COURSE CURRICULUM EXPECTATION)

Level 2: Student demonstrates he/she is nearing the learning goal by...and includes identification of the “discipline- specific vocabulary” directly tied to the learning goal.

Level 1: Student demonstrates a limited understanding or skill with the learning goal by...

- The curriculum is well-written and in the present tense.
- The content, vocabulary, and language are aligned across grade levels and/or courses (if applicable and by curriculum coordinator).

Review Checklist for Draft Two (Reviewers: Jason Heisserer or John Simpson)

- The curriculum is written in a manner consistent with district expectations. The “style sheet” will be used to provide feedback.
- The curriculum is written with appropriate conventions and tense. The content and language are aligned across grade levels and/or courses. While the reviewers will examine the vertical progression of the curriculum, they will rely heavily on those developing the curriculum.

Review Checklist for Final Draft (John Simpson)

- If the curriculum is written in a manner consistent with district expectations, it's taken before the CCC for feedback and then the board of education for approval.
- The curriculum is put into digital form following board approval.

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Reading
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.K.1](#) - With prompting and support, ask and answer questions about key details in a text.
- [RL.K.2](#) – With prompting and support, retell familiar stories, including key details.
- [RL.K.3](#) - With prompting and support, identify characters, settings, and major events in a story.
- [RL.K.4](#) - Ask and answer questions about unknown words in a text.
- [RL.K.10](#) - Actively engage in group reading activities with purpose and understanding.
- [RI.K.1](#) - With prompting and support, ask and answer questions about key details in a text.
- [RI.K.2](#) - With prompting and support, identify the main topic and retell key details of a text.
- [RI.K.3](#) - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- [RI.K.4](#) - With prompting and support, ask and answer questions about unknown words in a text.
- [RI.K.10](#) - Actively engage in group reading activities with purpose and understanding.
- [RF.K.1](#)- Demonstrate understanding of the organization and basic features of print.
- [RF.K.2](#) - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- [RF.K.3](#) - Know and apply grade-level phonics and word analysis skills in decoding words.
- [RF.K.4](#) - Read emergent-reader texts with purpose and understanding.
- [L.K.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating knowledge of grade appropriate ways to solve words.
 - determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content.
 - recalling and retelling important information or events from a text.
 - identifying characters, setting, main topic, and major events in a story.
 - identifying the connection between two individuals, events, ideas, or pieces of information in a text.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - identifying unknown words and attempting to solve them.
 - remembering what the story is about during reading.
 - discussing two or three details about the text, in any order, from the words and/or the pictures.
 - recognizing and recalling specific vocabulary, such as: details, main topic, characters, setting, events,

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sequence, letter, long vowel sound, short vowel sound, letter sound, period, word, letter, upper-case, lowercase, space, picture, text, question, recall, unknown, phrases, first letter of a word, letter, meaning, rhyming words, first sound, last sound, middle sound, add, change, character, setting.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- ask and answer questions about key details in a text.
- identify the main topic and retell key details of a text.
- retell content of reading material using text organization (e.g., story sequence).
- identify characters, setting, and major events in a story.
- ask and answer questions beyond the text. (infer, predict, make connections).
- use decoding strategies (word analysis skills – ex: phonics, word patterns) to comprehend text. (picture clues, looking through the word, looking for known chunks, re-reading, think about what makes sense, get your mouth ready, use your pointing finger, break apart the word).
- comprehend unfamiliar words using context clues and prior knowledge
- establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.
- identify genres (forms and purposes) of fiction, nonfiction, and poetry.
- identify important themes and topics.
- continuously check and clarify for understanding (e.g., reread, use visual and context clues, ask questions, retell).
- use information to form questions and verify predictions.
- recognize and use beginning consonant sounds and the letters that represent them.
- use letter knowledge that is fast and fluent.
- fluently make, read and write some high frequency words with a variety of media (magnet letters, whiteboard, paper and pencil).
- manipulate letters to form simple analogies (cat, rat, sat) using magnet letters, whiteboards or other media.
- say words slowly to match letters to sounds.
- use simple digraphs (**sh**, **th**, **ch**).
- compare and categorize words by initial sound and basic rhyming patterns.
- use analogy charts to sort words by their short and long vowel sounds.
- make and write a few easy CVC words (cat, pin, sat, hot).
- read the Alphabet Linking Chart by letter names, pictures and words, and in different ways (all vowels, all consonants, letters only, backwards order, every other letter).

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- follow words from left to right, top to bottom and page by page.
- construct high-frequency words in left-to-right order.
- recognize spaces between words in reading.
- take picture walks to introduce new books.
- analyzes letter features; identifies letters based on discriminating features.
- point one-to-one on 1 to 2 lines of text.
- know concept of word; construct single syllable words in left-to-right order.
- understand the alphabet is in a specific order.
- understand that words are made of letters.
- recognize that words are the same in isolation as they are in a book.
- clap the syllables in one- and two-syllable words (from pictures).
- identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
- use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- sort common objects into categories (e.g., shapes, foods,) to gain a sense of the concepts the categories represent.
- identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- recognize an increasing number of high-frequency words (20 or more by the end of the year) and simple regular words easily with support of meaning and language structures.
- use the first and last letters of a word in connection with meaning or language syntax to solve it in continuous texts.
- use letter-sound information in coordination with meaning and language structure to solve words.
- say a word slowly to hear and identify the first sound and connect to a letter and locate the word in a text.
- use knowledge of syllables to help in word-by-word matching.
- reread to problem-solve, self-correct, or confirm.
- use prior knowledge to self-monitor and self-correct.
- self-monitor and self-correct reading using initial letters and connections to sounds.
- self-monitor and self-correct using language structure and meaning in text and pictures.
- self-monitor accuracy and self-correct using known words, letter sound information and word parts.
- cross-check using two and then three sources of information to monitor and self-correct reading (meaning, structure, visual).
- make connections between words by letters, sounds, or spelling patterns.
- use known words to self-monitor and self-correct.
- remember what the story is about during reading, use details when discussing a story after reading.

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- remember information to help in understanding the end of a story.
- understand, identify, and discuss a simple sequence of events in a story.
- identify and read some phrases as word groups.
- notice and use end punctuation and reflect it in voice, use appropriate pausing and intonation while reading orally.
- hear rhymes and generate new rhymes in a variety of ways that may include poems, books, and games.
- use magnetic letters to make rhyming words by changing initial consonants.
- build familiar words using slow articulation and direct letter-sound match in single syllable words.
- sort words and pictures according to rhyming parts and letter sounds.
- recognize and use ending sound and the letters that represent them.

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.1.1](#) - Ask and answer questions about key details in a text.
[RL.1.2](#) - Retell stories, including key details, and demonstrate understanding of their central message or lesson.
[RL.1.3](#) - Describe characters, settings, and major events in a story, using key details.
[RL.1.10](#) - With prompting and support, read prose and poetry of appropriate complexity for grade 1.
[RI.1.1](#) - Ask and answer questions about key details in a text.
[RI.1.2](#) - Identify the main topic and retell key details of a text.
[RI.1.3](#) - Describe the connection between two individuals, events, ideas, or pieces of information in a text.
[RI.1.4](#) - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
[RI.1.10](#) - With prompting and support, read informational texts appropriately complex for grade 1.
[R.F.1.1](#) - Demonstrate understanding of the organization and basic features of print.
[RF.1.2](#) - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
[RF.1.3](#) - Know and apply grade-level phonics and word analysis skills in decoding words.
[RF.1.4](#) - Read with sufficient accuracy and fluency to support comprehension.
[L.1.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to read with understanding.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • demonstrating knowledge of grade appropriate ways to solve words. • determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate texts. • retelling stories describing the literary elements of theme, setting, character, and major events in a story. • describing the connection between two individuals, events, ideas, or pieces of information in a text. • identifying main topic and retelling key details of a text. • identifying and talking about key information in a text (who, what, where when, why) to ask and answer questions. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • identifying unknown and multiple-meaning word and phrases. • asking and answering questions, retelling stories, or illustrating the main idea or essential

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message.

- self-monitoring and self-correcting when reading and something does not make sense, sound right or look right.
- identifying characters, setting, main topic, and major events in a story.
- recognizing and recalling specific vocabulary, such as: sequence of events, lesson, central message, fact, reread, self-correct, fluent reading, digraphs, syllables, endings, consonants, beginning sound, middle sound, ending sound, blends, main idea, key details, topic, retell.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- use letter-sound analysis from left to right to read increasingly more complex new words.
- use consonant and vowel sound-letter relationships to solve words.
- use known words and word parts (including onsets and rimes) to solve unknown words while reading.
- demonstrate knowledge of flexible ways to solve words (taking it apart, using meaning, use letter sequence, notice word parts, notice endings and prefixes, etc.).
- make connections between words by letters, sounds, or spelling patterns.
- take compound words to solve them.
- connect words that mean the same or almost the same to derive meaning from the text, understand the text, and acquire new vocabulary.
- use context and pictures to derive the meaning of unfamiliar vocabulary and the meaning of new words.
- break down a longer word into syllables in order to decode manageable parts.
- solve words of two or three syllables, many words with inflectional endings and complex letter-sound relationships.
- demonstrate competent, active word solving while reading at a good pace with less overt problem solving.
- use meaning, structure, and visual information to solve new words, to monitor and self-correct reading.
- reread the sentence or phrases to problem solve, self-correct, or confirm.
- reread to confirm word solving by checking other sources of information.
- reread the sentence to search for and use information.
- self-correct at point of error (or before overt error).
- use relationships between sounds and letter, letter clusters, and large parts of words to monitor accuracy of reading.
- realize when more information is needed to understand a text.

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- process texts with simple and some split dialogue and some pronouns, all assigned to speakers.
- search for and use all sources of information together to solve new words while reading.
- notice, search for, remember, and discuss information that is important to understanding.
- search for specific facts in informational texts.
- use chapter title as to predict content.
- process long sentences (ten or more words) with many embedded phrases and clauses.
- remember information to help in understanding the end of a story in increasingly longer books.
- recall important details after reading a text.
- remember the important information from a factual text.
- recall a series of events in order.
- understand and talk about a simple sequence of events or steps.
- provide an oral summary, and later in writing, of a text with appropriate details in sequence.
- demonstrate understanding of sequence when summarizing a text.
- understand the problem and solution.
- demonstrate phrased, fluent, oral reading.
- reflect language syntax and meaning through phrasing and expression.
- reflect punctuation through appropriate pausing and intonation while reading orally.
- demonstrate appropriate stress on words, pausing and phrasing, intonation and use of punctuation.
- slow down or repeat to think about meaning to problem solve and resume good rate of reading.
- quickly and automatically solve most words in the text in a way that supports fluency.
- choose flexibly from a range of strategies to determine unknown vocabulary including:
 - use sentence-level context as a clues for meaning and understanding.
 - determine the meaning of the new word when a prefix is added to a known word.
 - use known root words to determine new words.
 - use knowledge of known words to predict the meanings of compound words.
 - use glossaries and dictionaries, both print and digital, to determine or clarify the meaning words and phrases.
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- identify the central message, lesson, moral or main topic.

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- self-monitor comprehension.
- use reading comprehension strategies –predicting, making connections, questioning, and inferring.
- use fix-up strategies such as looking at the pictures, getting your mouth ready, cross-checking, rereading.
- identify the literary elements of theme, setting, plot and character within literary works.
- classify literary works.
- identify a text’s features (e.g., title, subheadings, captions, illustrations), use them to make and confirm predictions, and establish a purpose for reading.
- recognize, make or write words using phonograms with short vowel patterns (CVC: pet) and long vowel patterns (CVe: bike), or words with double vowel letter (moon, green).
- recognize, make or write words using vowel teams (sigh, weigh, about, soil) and vowel –r combinations (car, her, first, sport, burn).
- take apart and make one- and two-syllable words with a variety of patterns (d-ay, dr-ip, drag –on, ti-ger) in reading and writing.
- use syllable breaks to spell and read longer words.
- clap syllables to hear the breaks in one, two and three syllable words.
- work flexibly with base words, taking apart and making new words by changing letters and adding prefixes and suffixes (tie/tied/untie).
- recognize word patterns that look the same but sound different (dear, bear) and that sound the same but look different (said, bed).
- read irregularly spelled words (i.e., said, break, friend).
- learn a large bank of high-frequency words. Read and write high-frequency words fast, fluently and automatically.
- search through words in a left-to-right sequence, blend letters into sounds, and repeat to confirm.
- use magnetic letters, white boards or other media to take words apart at the larger unit of analysis.
- use analogy charts to sort words by their short and long vowel sounds.
- use magnetic letters or whiteboards to change vowel sounds in simple words by adding and deleting the silent e.
- use whiteboards or magnetic letter to add endings to words (e.g., look-looked-looking, go-going, like-likes).
- use analogy of words and word parts to read new words (**cat** helps read **mat**; **she**, **out**, **red** help read parts in **shouted**).
- analyze parts of words in reading and writing (inflectional endings, rimes, contractions).
- recognize and use consonant digraphs at the beginning and end of words.
- recognize and use 2-3 letter clusters.
- recognize and use words that end with double letters (e.g., **will**, **call**).
- recognize and use middle consonant sounds represented by double letters.
- recognize and use vowel combinations in words (e.g., **rain**, **see**, **cheat**).
- secure recognition and use of consonant sounds.
- secure review of ending consonant sounds.
- hear and identify long vowel sounds in words and the letters that represent them.

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- sort pictures by initial and final sounds.
- match or sort pictures with rhyming sounds (ten, pen, hen).
- read the Alphabet Linking Chart by letter names, pictures and words, and in different ways (all vowels, all consonants, letters only, backwards order, every other letter).
- read the Consonant Cluster Linking Chart in a variety of ways (all words, every other box, backwards order).
- secure one-to-one matching and directionality.
- name all capital and lowercase letters.
- articulate the first letter in unknown words.

WGSD Curriculum – English Language Arts
2nd Grade
Reading
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.2.1](#) - Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- [RL.2.2](#) - Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- [RL.2.3](#) - Describe how characters in a story respond to major events and challenges.
- [RL.2.10](#) - By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [RI.2.1](#) - Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- [RI.2.2](#) - Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- [RI.2.3](#) - Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- [RI.2.4](#) - Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- [RI.2.10](#) - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [RF.2.3](#) - Know and apply grade-level phonics and word analysis skills in decoding words.
- [RF.2.4](#) - Read with sufficient accuracy and fluency to support comprehension.
- [L.2.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating knowledge of grade appropriate ways to solve words.
 - determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content by choosing flexibly from an array of strategies.
 - describing how characters respond to major events and challenges.
 - describing the connection between a series of events, ideas or concepts, or procedures in a text.
 - explaining the theme or main idea of a text from a text using details to support thinking.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - applying word analysis skills (e.g., phonics, word patterns) to recognize new words.
 - describing the characters, setting, and major events in a story.
 - retelling stories and demonstrating understanding of their central message or lesson.

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- identifying the main topic and retelling key details of a text.
- recognizing and recalling specific vocabulary, such as: moral, fable, folktale, fluency, self-monitor, reread, word parts, vowel teams, prefixes, suffixes, known word parts, main idea/topic, poem, rhyme, repeated lines, definition, dictionary.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary including:
 - a) use sentence-level context as a clues for meaning and understanding.
 - b) determine the meaning of the new word when a prefix is added to a known word.
 - c) Use known root words to determine new words.
 - d) Use knowledge of known words to predict the meanings of compound words.
 - e) Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning words and phrases.
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- read stories, poems, fables, folktales, and informational texts.
- identify the central message, lesson, or moral.
- self-monitor comprehension.
- use reading comprehension strategies –predicting, making connections, questioning, and inferring.
- use fix-up strategies such as looking at the pictures, getting your mouth ready, cross-checking, rereading.
- identify the literary elements of theme, setting, plot and character within literary works.
- classify literary works.
- use analogy charts to sort word with long and short vowels.
- recognize, make or write words using phonograms with short vowel patterns (CVC: pet) and long vowel patterns (CVe: bike), or words with double vowel letter (moon, green).
- recognize, make or write words using vowel teams (sigh, weigh, about, soil) and vowel –r combinations (car, her, first, sport, burn).
- take apart and make one- and two-syllable words with a variety of patterns (d-ay, dr-ip, drag –on, ti-ger) in reading and writing.
- use syllable breaks to spell and read longer words.
- clap syllables to hear the breaks in one, two and three syllable words.
- work flexibly with base words, taking apart and making new words by changing letters and adding prefixes and suffixes (tie/tied/untie).

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- recognize word patterns that look the same but sound different (dear, bear) and that sound the same but look different (said, bed).
- read irregularly spelled words (i.e., said, break, friend).
- increase quick and easy recognition of words in reading.
- use letter-sound analysis from left to right to read increasingly more complex new words.
- use beginning and ending parts of words to solve them.
- use consonant and vowel sound-letter relationships to solve words.
- remove the ending from base words to solve new words.
- use language structure, meaning and visual information in a coordinated way to solve words.
- take apart many new words “on the run” and compound words to solve them.
- connect words that mean the same or almost the same to derive meaning from the text, understand the text, and acquire new vocabulary.
- use context and pictures to derive the meaning of unfamiliar vocabulary and the meaning of new words.
- identify the main topic of an informational text using key details to support thinking.
- read fables and folktales and determine their central message, lesson, or moral.
- look for and notice rhythm within a story (e.g., The Lady Who Swallowed A Fly).
- look and listen for rhyming words within a story, poem, or song.
- determine the meaning of a new word when a prefix is added to a known word.
- use known root words to determine new words.
- use knowledge of known words to predict the meanings of compound words.
- use glossaries and dictionaries (digital & print) to determine or clarify meanings of words and phrases.
- distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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3rd Grade
Reading
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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.3.1](#) - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- [RL.3.2](#) - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- [RL.3.3](#) - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- [RL.3.4](#) - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- [RL.3.10](#) - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.
- [RI.3.1](#) - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- [RI.3.2](#) - Determine the main idea of a text; recount the key details and explain how they support the main idea.
- [RI.3.3](#) - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- [RI.3.4](#) - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- [RI.3.7](#) - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- [RI.3.10](#) - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- [RF.3.3](#) - Know and apply grade-level phonics and word analysis skills in decoding words.
- [RF.3.4](#) - Read with sufficient accuracy and fluency to support comprehension.
- [L.3.4](#) - Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to read with understanding.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • demonstrating knowledge of grade appropriate ways to solve words. • determining or clarifying the meaning of unknown and multiple-meaning word and phrases based on developmentall appropriate reading and content, choosing flexibly from a range of strategies. • determining the theme or main idea of a text, and explaining how it is conveyed through key details within the text. • using information learned from the illustrations and words in a text to demonstrate understanding of tje text.

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- describing the relationship between a series of events, ideas or concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - demonstrating knowledge of ways to solve words (noticing word parts, noticing endings and prefixes).
 - asking and answering questions to demonstrate understanding of a text, using textual evidence to support analysis and interpretation.
 - describing how characters in a story respond to major events and challenges.
 - recounting stories and determining the central message, lesson, or moral.
 - identifying the main topic of a text and explain how the key details support the main topic.
 - recognizing and recalling specific vocabulary, such as: expression, rate, accuracy, phrasing, contractions, roots, homographs, homophones, plurals, compound words, plot, synthesis, theme, define, root word, affix, glossary, digital, literal and nonliteral meanings, illustrations, character traits.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- demonstrate phrased, fluent oral reading.
- read dialogue with phrasing and expression that reflects understanding of character and events.
- demonstrate awareness of the function of the full range of punctuation.
- demonstrate appropriate stress on words, pausing and phrasing, intonation, use of punctuation and size of font, bold, and italics.
- use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing
- quickly and automatically solve most words in the text in a way that supports fluency.
- read silently and orally at an appropriate rate, not too fast or too slow.
- slow down to search for information and resume normal pace of reading again.
- demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing prefixes and suffixes).
- solve words with three or more syllables, many words with inflectional endings and complex letter-sound relationships.

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- solve content-specific words, using graphics and definitions embedded in the text as well as background knowledge.
- solve some undefined words using background knowledge.
- read words that are hyphenated across lines and across pages.
- apply problem-solving strategies to technical words or proper nouns that are challenging.
- continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.
- demonstrate different ways of reading fiction and nonfiction texts.
- demonstrate different way of reading related to genre, including simple biographies, fantasy, and historical fiction.
- sometimes adjust reading within texts to accommodate hybrid texts that combine genres.
- adjust reading to process texts with difficult and complex layout.
- slow down or reread to solve words, search for information, or think about meaning and resume good rate of reading,
- read words using letter-sound analysis from left to right (g-ar-d-en).
- take apart and make words with a variety of prefixes (un-true, re-play).
- take apart and make words with a variety of suffixes (-ing, -es, -ed, -er; puzzle, puzzling, puzzled, puzzler).
- use base words, prefixes, and suffixes in the process of deriving word meaning.
- remove letters or letter clusters from the beginning and ending of a word to recognize a base word (un-friend-ly).
- take apart multi-syllable words to quickly decode manageable units (sand-wich-es, hap-pi-ly).
- use what is known about words to read new words (mean, clean; van, vanish; reason, unreasonable; part, partner, partnership).
- take apart and read the full range of contractions (I'm, that's, he'll, won't, they're, you've).
- add a variety of suffixes to words (-ing, -es, -ed, -er; walking, bushes, climbed, hiker).
- take apart and make a full range of plurals by adding –s and –es (pens, fairies, mixes), and irregular plurals (child, children) and irregular plurals that require spelling changes (foot/feet, shelf/shelves).
- work flexibly with base words taking apart and making new words by changing letters (grin/groan) and adding prefixes (do/undo) and suffixes (write/writing/rewrite, grew/grow/growing).
- recognize words that have multiple meanings (spell, spell), homographs (look the same, sound different: present, present), and homophones (sound the same, look different: ate, eight).
- recognize and pronounce vowel sounds in open (CV: mo-tel) and closed (CVC: rel-ish) syllables.
- take apart and make words using more complex phonograms and long vowel patterns including those with r: VVCe (peace), VVCC (east), VVCe (raise), VCCe (large, waste), VCCC (lunch, night), VVCCC (health, straight).

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- take apart and make compound words and discuss how the parts are related to meaning (bath-tub).
- choose flexibly from a range of strategies to determine unknown vocabulary including:
 - use sentence-level context as a clue to the meaning of a word or phrase.
 - determine meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- read dramas, informational text, poetry, fable, folktales, and myths from diverse cultures.
- determine the central message, lesson, or theme(s).
- self-monitor comprehension.
- retell stories in their own words (using sequential order and pulling out important details from the text).
- use fix-up strategies such as: rereading, using context clues, using illustrations, and cross-checking.
- apply reading strategies: synthesize, make connections, infer, make predictions, and ask questions.
- making a meaningful connection about the theme to their own life, what can you learn and draw out to apply to your own life.
- use details from the text to support their theme/main idea.
- determine the main idea of the informational text, using key details to support thinking.
- distinguish the literal and nonliteral meaning of words and phrases in context (e.g., give me a hand, take steps).
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- use illustrations to help them define unknown words and character traits or mood (e.g., diagrams, maps, photographs).
- apply vocabulary from science and social studies when reading new texts.

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4th Grade
Reading
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.4.1](#) - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- [RL.4.2](#) - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- [RL.4.3](#) - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- [RL.4.4](#) - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- [RI. 4.10](#) - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [RI.4.1](#) - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- [RI.4.2](#) - Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- [RI.4.3](#) - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- [RI.4.4](#) - Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- [RI. 4.10](#) - By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [RF.4.3](#) - Know and apply grade-level phonics and word analysis skills in decoding words.
- [RF.4.4](#) - Read with sufficient accuracy and fluency to support comprehension.
- [L.4.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to read with understanding.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • demonstrating knowledge of grade appropriate ways to solve words. • determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate texts. • determining the theme or main idea of a text and explaining how it is conveyed through key details. • describing in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). • summarizing content of reading material explaining events, procedures, ideas or concepts. • using textual evidence to support analysis and interpretation. <p>2: Student demonstrates he/she is nearing proficiency by:</p>

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- performing basic processes such as:
 - applying ways to solve words (using vowel patterns, phonogram patterns, affixes, and other word parts) and understanding their meanings.
 - asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for the answers.
 - determining the central message, lesson, or moral and explaining how it is conveyed through key details in text.
 - determining the main idea of a text and how the key details support the main idea.
- recognizing and recalling specific vocabulary, such as: predicting, inferring, visualizing, connecting, monitoring comprehension, cause and effect, sequencing, supporting details, evidence, summarize, similes, metaphors, idioms, adages, proverbs, antonyms, and synonyms.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- demonstrate phrased, fluent oral reading.
- read dialogue with phrasing and expression that reflects understanding of character and events.
- demonstrate awareness of the function of the full range of punctuation.
- demonstrate appropriate stress on words, pausing and phrasing, intonation, use of punctuation and size of font, bold, and italics.
- use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.
- quickly and automatically solve most words in the text in a way that supports fluency.
- read silently and orally at an appropriate rate, not too fast or too slow.
- slow down to search for information and resume normal pace of reading again.
- demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing prefixes and suffixes).
- solve words with three or more syllables, many words with inflectional endings and complex letter-sound relationships.
- solve content-specific words, using graphics and definitions embedded in the text as well as background knowledge.
- solve some undefined words using background knowledge.
- read words that are hyphenated across lines and across pages.
- apply problem-solving strategies to technical words or proper nouns that are challenging.
- continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.
- demonstrate different ways of reading fiction and nonfiction texts.

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- sometimes adjust reading within texts to accommodate hybrid texts that combine genres.
- adjust reading to process texts with difficult and complex layout.
- slow down or reread to solve words, search for information, or think about meaning and resume good rate of reading.
- take apart and recognize multi-syllable words to decode .
- understand words with several syllables (mis-rep-re-sen-ta-tion).
- change words to make a full range of plurals, including plurals that require spelling changes (city, cities), irregular plurals (child, children) and irregular plurals that require spelling changes (foot/feet, shelf/shelves, quiz/quizzes, octopus/octopi).
- work flexibly with base words taking apart and making new words by changing letters (found/sound) and adding and removing prefixes and suffixes (merry/marry/marrying/remarry).
- add, delete, change letter clusters to make or take apart words (appear, disappear, disappearance, appearance).
- take apart and read words with a vowel an *r* (hairy, poor, dare).
- use base words, prefixes, and suffixes in the process of deriving word meaning.
- recognize words in which several different letters or clusters represent a single sound (/f/ = gh in rough, ff in fluff, f in finish).
- use known words and word parts to take apart new words (triangular/tri-angle).
- use what is known about words to read new words (part, partner, partnership).
- recognize and understand words that have multiple meanings (bank, bank), homographs (look the same, sound different: excuse, excuse), and homophones (sound the same, look different: presence, presents).
- take apart and read words using open (ending in a vowel: cli-mate) and closed (ending in a consonant: lev-el) syllables.
- take apart and read words with complex phonograms and long vowel patterns including those with *r*: VVCe (release), VVCC (faith), VCCe (barge), VCCC (crunch), VVCCC (health).
- take apart more complex compound words and discuss how the parts are related to meaning (out-line, tail-gate).
- take apart words with frequently appearing syllable patterns in multi-syllable words (-en in enter, adventure; -o- in ago, omen).
- use comprehension strategies.
- explain explicit details and inferences based on details in the text.
- determine theme(s) in literary, drama, and poetry text(s).
- determine main idea(s) and explain how it is supported in the text.
- integrate information from two texts on the same topic in order to write or speak about the subject.
- interpret and explain information presented in informational text.

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- explain events, procedure, ideas or concepts based on specific information in text (historical, scientific, and technical texts).
- summarize determining the important ideas in text (beginning, middle, end in literature and main ideas with supporting details in informational text).
- provide evidence from the text to support theme.
- provide evidence from the text to support main idea(s).
- summarize using main idea(s) and supporting details (including what happened and why).
- decide which of the “big ideas” would be most suitable fit to a text.
- use illustrations and details in the story to identify and explain main ideas and supporting details.
- use common, grade-appropriate Greek and Latin affixes to determine meanings of words.
- use context as a clue to the meaning of words or phrases.
- use common grade-level appropriate affixes and roots as clues to the meaning of the word.
- explain the meaning of simple similes and metaphors.
- recognize and explain the meaning of common idioms, adages, and proverbs.
- demonstrate an understanding of words by relating them to their antonyms and synonyms.
- use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar words.

WGSD Curriculum – English Language Arts
5th Grade
Reading
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.5.1](#) - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- [RL.5.2](#) - Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- [RL.5.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- [RL.5.10](#) - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- [RI.5.1](#) - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- [RI.5.2](#) - Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- [RI.5.3](#) - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- [RI.5.4](#) - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- [RI.5.10](#) - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- [RF.5.3](#) - Know and apply grade-level phonics and word analysis skills in decoding words.
- [RF.5.4](#) - Read with sufficient accuracy and fluency to support comprehension.
- [L.5.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- [L.5.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to read with understanding.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- demonstrating knowledge of grade appropriate ways to solve words.
 - determining or clarifying the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate texts.
 - identifying how characters in a story or drama respond to challenges.
 - explaining how the key details support the main idea.
 - citing from the text to explain and infer meaning.
 - explaining the relationships between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- 2: Student demonstrates he/she is nearing proficiency by:

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- performing basic processes such as:
 - asking and answering questions to demonstrate understanding of a text, referring to the text as the basis for the answers.
 - summarizing a text including the theme or main ideas of text using details in text.
 - determining the central message, lesson, moral, or main idea of a text.
- recognizing and recalling specific vocabulary, such as: context clues, figurative language, idiom, adage, proverb.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- demonstrate phrased, fluent oral reading.
- read dialogue with phrasing and expression that reflects understanding of character and events.
- demonstrate awareness of the function of the full range of punctuation.
- demonstrate appropriate stress on words, pausing and phrasing, intonation, use of punctuation and size of font, bold, and italics
- use multiple sources of information (language structure, meaning, fast word recognition) to support fluency and phrasing.
- quickly and automatically solve most words in the text in a way that supports fluency.
- read silently and orally at an appropriate rate, not too fast or too slow.
- quickly recognize, solve, and understand a large number of words, including multi-syllable words.
- take apart and read a full range of plurals, including irregular plurals (child, children) and irregular plurals that require spelling changes (volcano/volcanoes, louse/lice, loaf/loaves).
- work flexibly with base words, taking apart and making new words by changing letters (found/sound) and adding prefixes and suffixes (merry/marry/marrying/remarry).
- use base words, prefixes, and suffixes in the process of deriving word meaning.
- notice and use word roots (Greek and Latin) to take apart and understand words (aqua-: aquarium/aquatic/aqueduct, commun-: community/communicate/communism).
- read and derive/determine the meaning of words that are related to each other because they have the same base or root word (monarch, monarchs, monarchy, oligarchy, patriarch, matriarch).
- add a variety of endings to words (-able, -ible, -ent, -ant) and discuss changes in spelling and meaning.
- notice and use frequently appearing vowel and syllable patterns in multi-syllable words (-is(s)- in whisper, missing; -un- in sunny, munch).
- solve and read words using all consonant clusters and long and short vowel patterns, including vowel patterns with r, that appear in multi-syllable words.

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- use what is known about words to read new words (path, sympathy).
- recognize, read, and understand words that have multiple meanings (major, major), homographs (look the same, sound different: contest, contest), and homophones (sound the same, look different: peel, peal).
- take apart a wide range of multi-syllable words with ease (mi-cro-or-gan-ism) and use the parts to assist pronunciation and derive meaning.
- read a variety of fifth grade level texts (stories, poetry, dramas, informational and content-specific texts).
- quote accurately from a text to support inferences.
- demonstrate a variety of comprehension strategies (predicting, making connections, questioning, synthesizing, summarizing, inferring) to make meaning of the text.
- identify the difference between a retelling and a summary of the text.
- explain their understanding of the text in writing.
- determine key details that connect to the theme or main idea.
- explain how main ideas are supported by details.
- explain how characters respond to challenges in a story.
- use text features to find information in nonfiction texts.
- summarize key ideas in literary and informational texts verbally and in writing.
- acquire and use words and phrases verbally and in writing that signal contrast, addition and other logical relationships (however, although, nevertheless, similarly, moreover, in addition, etc.).
- determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, affixes, word parts and roots.
- use reference materials, both print and digital, to help in determining the precise meaning of key words and phrases.
- demonstrate an understanding of figurative language including; similes, metaphors, idioms, adages, and proverbs.
- use word relationships (such as synonyms, antonyms, etc.) to better understand word meanings.

WGSD Curriculum – English Language Arts
6th Grade
Reading
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[RL.6.1](#) - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[RL.6.2](#) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

[RL.6.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

[RL.6.10](#) - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[RI.6.1](#) - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[RI.6.2](#) - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

[RI.6.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

[RI.6.10](#) - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[L.6.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

[L.6.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will be able to read with understanding.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • determining the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content. • citing textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text. • providing an objective summary of the text. • determining a theme or central idea of a text, how it is conveyed through particular details, and analyzing its development over the course of the text. <p>2: Student demonstrates he/she is nearing by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • identifying unknown words or phrases. • summarizing a text.

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- identifying a theme or central idea.
- recognizing and recalling specific vocabulary, such as: analyze, technical meaning, inferred meaning, domain-specific, context, plot (including the elements of a plot graph).

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary including:
 - a) use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;
 - b) use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible)
 - c) consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;
 - d) 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)
- use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- determine and provide evidence for a text's theme and/or central idea.
- describe and interpret the plot of a story or drama as it moves toward a resolution.
- understand how a character changes throughout a story or drama.
- determine and analyze the theme of a story or drama.
- provide an unbiased summary of the text.

WGSD Curriculum – English Language Arts
7th Grade
Reading
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.7.1](#) - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [RL.7.2](#) - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- [RL.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- [RL.7.10](#) - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [RI.7.1](#) - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- [RI.7.2](#) - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- [RI.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- [RI.7.10](#) - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [L.7.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.
- [L.7.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will be able to read with understanding.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • determining the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content. • selecting the most important information to provide an objective summary of the text. • analyzing the development of a theme(s) over the course of a text. <p>2: Student demonstrates he/she is nearing by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • identifying important ideas and information and organizing them in a summary form. • identifying a theme or central idea. • citing textual evidence to support analysis of what the text states explicitly as well as inferences drawn from the text. • recognizing and recalling specific vocabulary, such as: technical meaning (denotative), inferred meaning (connotative), alliteration, allusion, repetition, stanza, tone, protagonist, antagonist, and

WGSD Curriculum – English Language Arts
7th Grade
Reading
FINAL DRAFT

conflict.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary including:
 - use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase;
 - use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel);
 - consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;
 - 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)
- use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- acquire meaning for content-specific words.
- understand that rhyme and repetition enhance meaning in poetry and prose.
- understand the element of tone in prose and poetry.
- understand the impact of word choice on meaning and tone.
- understand extended meaning as a result of author’s use of figures of speech.
- understand the difference in a word’s connotation and denotation and how that impacts meaning.
- identify story elements.
- know the parts of plot and identify in a story (exposition, rising action, climax, falling action, resolution).
- make connections between story elements.
- understand the element of theme in writing.
- identify evidence in the text to support their thinking.

WGSD Curriculum – English Language Arts
8th Grade
Reading
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.8.1](#) - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [RL.8.2](#) - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- [RL.8.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [RL.8.10](#) - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
- [RI.8.1](#) - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- [RI.8.2](#) - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- [RI.8.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- [RI.8.10](#) - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
- [L.8.4](#) - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- [L.8.5](#) - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will be able to read with understanding.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • determining the meaning of unknown and multiple-meaning words and phrases based on developmentally appropriate reading and content. • demonstrating the ability to access and utilize meaningful details from a text in order to provide an accurate analysis or infer meaning. • constructing summaries that concisely reflect the important ideas and information in texts. • analyzing the development of a theme over the course of a text, including its relationship to story elements and supporting details <p>2: Student demonstrates he/she is nearing by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • using word solving strategies to solve the unknown word. • making inferences supported by textual evidence.

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8th Grade
Reading
FINAL DRAFT

- summarizing the text.
- determining theme or central idea of a text and identify its development.
- recognizing and recalling specific vocabulary, such as: figurative and connotative meaning, word choice, analogies.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- choose flexibly from a range of strategies to determine unknown vocabulary including:
 - use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase;
 - use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede);
 - consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech;
- 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)
- use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- infer while reading grade level text.
- summarize grade level text.
- be able to judge if a word or phrase is important to comprehension of text.
- recognize elements of story such as flashback, flash forward, and dialogue and how they are used to move the story along.
- determine important events to include in a summary.
- quote evidence from within text as support.
- accurately complete a plot diagram.
- identify author’s message as it relates to the theme of text or script.

WGSD Curriculum – English Language Arts
 Kindergarten
 Writing
 FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [W.K.1](#) - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- [W.K.2](#) - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- [W.K.3](#) - Use a combination of drawing, dictating, and writing to 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.
- [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 in collaboration with peers.
- [W.K.7](#) - Participate in shared research 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.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [L.K.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to communicate in writing for a variety of purposes and audiences.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • writing to inform, explain, persuade, and narrate (not limited to only these types of writing). • organizing ideas into a logical sequence. • using developmentally appropriate capitalization, grammar, spelling, and punctuation. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • producing, illustrating and sharing a variety of compositions. • recognizing correct capitalization, grammar, spelling, punctuation and capitalization in isolation. • recognizing and recalling specific vocabulary, such as: capital, lowercase, period, question mark, exclamation point, words, spaces, topic, facts, details, planning, revising, editing, publishing, event, opinion, small moment, and topic. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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Kindergarten
Writing
FINAL DRAFT

Learning Targets

Students will:

- print many upper- and lowercase letters.
- use frequently occurring nouns and verbs.
- form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes).
- understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- use most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- produce and expand complete sentences in shared language activities.
- capitalize the first word in a sentence and the pronoun *I*.
- recognize and name end punctuation.
- write a letter or letters for most consonant and short-vowel sounds (phonemes).
- spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- use a combination of drawing, dictating, and writing to produce an informational piece.
- respond to questions and suggestions from peers and add details to strengthen writing as needed (plan, revise, edit) with guidance and support from adults.
- explore a variety of digital tools to produce and publish writing, including collaboration with peers with guidance and support from adults.
- use a combination of drawing, dictating, and writing to produce narrative of a single event or several loosely linked events.
- organize the events as they occur.
- provide a reaction to what happened in their narrative.
- write a lot about a little.
- develop an understanding of an opinion piece through exploration with opinion texts, classroom opinion polls/discussions.
- use a combination of drawing, dictating, and writing to produce an opinion piece.
- provide reasons that support their opinions.

WGSD Curriculum – English Language Arts
 1st Grade
 Writing
 FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [W.1.1](#) - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- [W.1.2](#) - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- [W.1.3](#) - Write 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.
- [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.
- [W.1.7](#) - Participate in shared research 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.1.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [L.1.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to communicate in writing for a variety of purposes and audiences.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • writing to inform, explain, persuade, and narrate (not limited to only these types of writing). • organizing ideas into a logical sequence. • maintaining focus on a single idea using supporting details. • using developmentally appropriate capitalization, grammar, spelling, and punctuation. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • producing, illustrating and sharing a variety of compositions. • recognizing correct capitalization, grammar, spelling, punctuation and capitalization in isolation. • recognizing and recalling specific vocabulary, such as: beginning, middle, end, retell, transition word, sketch, mentor text, closure, writing process, narrative, sequence of events, informational writing, accurate, reasons, clear, end punctuation, comma. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

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1st Grade
Writing
FINAL DRAFT

Learning Targets

Students will:

- use events from their life to write a Small Moment.
- plan their Small Moment Story before they write it.
- use pictures to help them add words to their story.
- stretch out each word and write each sound they hear.
- write with focus.
- talk to other writers about their writing.
- reread their writing and make sure it makes sense.
- fix their writing so it makes sense.
- use transition words (temporal words e.g., first, next, then) to move the story along.
- provide some sense of closure.
- respond to questions and suggestions from peers, and add details to strengthen writing as needed (plan, revise, edit) with guidance and support from adults.
- use a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance and support from adults.
- with guidance and support from adults, recall information from experiences or gather information from provided sources.
- introduce a topic.
- be able to supply several clear and accurate facts.
- formulate an opinion based on a topic or name of book.
- be able to support opinion with facts.
- be able to supply at least two reasons for their opinion.
- print all upper- and lowercase letters.
- use common, proper, and possessive nouns.
- use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- use frequently occurring adjectives.
- use frequently occurring conjunctions (e.g., and, but, or, so, because).
- use determiners (e.g., articles, demonstratives such as a, an, the, this, those, my, your, his).
- use frequently occurring prepositions (e.g., during, beyond, toward).

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1st Grade
Writing
FINAL DRAFT

- produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- capitalize dates and names of people.
- use end punctuation for sentences.
- use commas in dates and to separate single words in a series.
- use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

WGSD Curriculum – English Language Arts
2nd Grade
Writing
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.2.1](#) - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

[W.2.2](#) - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

[W.2.3](#) - Write 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.

[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.

[W.2.7](#) - Participate in shared research 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.

[L.2.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L.2.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.2.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Learning Goal

Students will be able to communicate in writing for a variety of purposes and audiences.

Proficiency Scale

4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- identifying appropriate format, audience and purpose.
- generating and organizing ideas (e.g, focus on one topic; organize writing to include beginning, middle and end; use descriptive words when writing about people, places, things, events).
- creating interest by using descriptive words and supporting details.
- using developmentally appropriate capitalization, grammar, spelling, and punctuation.

2: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - producing, illustrating and sharing a variety of compositions.
 - organizing ideas into a logical sequence.
 - recognizing correct capitalization, grammar, spelling, punctuation and capitalization in isolation.
- recognizing and recalling specific vocabulary, such as: evidence, linking words, concluding statement, narrative, temporal words, recount, introduction, definition, capitalization, dictionary, grammar, conventions, simple sentence, and compound sentence.

WGSD Curriculum – English Language Arts
2nd Grade
Writing
FINAL DRAFT

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- write opinion piece in which introduces a topic or book.
- state an opinion.
- supply reasons that support opinion.
- use linking words (e.g., because, and, also) to connect opinion and reason.
- provide a concluding statement or section.
- strengthen writing as needed by revising and editing with guidance and support from adults and peers.
- use a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance and support from adults.
- write narratives that recount a well elaborated event or short sequence of events.
- include details to describe actions, thoughts, and feelings.
- write a lot about a little; students will focus on a topic with guidance and support from adults.
- use transition words (temporal words e.g., after, before, during, later) to signal event order.
- provide a sense of closure.
- write informational pieces that introduce a topic.
- include facts and definitions to develop points.
- use collective nouns (e.g., group).
- form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- use reflexive pronouns (e.g., myself, ourselves).
- form and use the past tense of frequently occurring irregular verbs (e.g., sat, hit, told).
- use adjectives and adverbs, and choose between them depending on what is to be modified.
- produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- capitalize holidays, product names, and geographic names.
- use commas in greetings and closings of letters.
- use an apostrophe to form contractions and frequently occurring possessives.
- generalize learned spelling patterns when writing words (e.g., cage →badge; boy →boil).

WGSD Curriculum – English Language Arts
2nd Grade
Writing
FINAL DRAFT

- consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
- use knowledge of language and its conventions when writing, speaking, reading, or listening to compare formal and informal uses of English.

WGSD Curriculum – English Language Arts
3rd Grade
Writing
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.3.1](#) - Write opinion pieces on topics or texts, supporting a point of view with reasons.

[W.3.2](#) - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

[W.3.3](#) - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

[W.3.4](#) - With guidance and support from adults, produce writing in which the development and organization are 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 peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 [here](#).)

[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 command of the conventions of standard English grammar and usage when writing or speaking.

[L.3.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.3.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Learning Goal

Students will be able to communicate
in writing for a variety of purposes and
audiences.

Proficiency Scale

4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- identifying which style of writing to use for a specific purpose and organizing a composition accordingly.
- creating interest by adding supporting details, adding dialogue, and modifying word choices using resources and reference materials (e.g., dictionary, thesaurus).
- using developmentally appropriate grammar, spelling, punctuation, capitalization and structure.

2: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - recognizing or recalling formats and the appropriate audience.
 - demonstrating focus and organization in written compositions.
 - using correct capitalization, grammar, spelling, punctuation and capitalization in isolation.
- recognizing and recalling specific vocabulary, such as: point of view, dialogue, nouns, verbs, precise, complex sentence, paragraphs, quotation marks, regular verb, irregular verb, verb tense, adjective, adverb, possessives.

1: Student demonstrates limited understanding or skill with the learning goal.

WGSD Curriculum – English Language Arts
3rd Grade
Writing
FINAL DRAFT

Learning Targets

Students will:

- develop and produce opinion pieces with guidance and support from adults.
- write an introduction that states their point of view.
- provide and organize several effective reasons that support the opinion.
- use linking words and phrases (e.g., because, therefore, since, for example).
- provide a concluding statement or section.
- use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others with guidance and support from adults.
- develop and strengthen writing as needed by planning, revising, and editing with guidance and support from peers and adults.
- produce narratives in which the development and organization are appropriate purpose and audience with guidance and support from adults.
- write an introduction that establishes the situation by introducing a narrator and/or characters and providing a few details about the setting.
- organize an event using temporal words and phrases (first, next, later, then, etc.).
- use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- provide a sense of closure.
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) to improve narrative writing.
- develop and produce informational/explanatory pieces with guidance and support from adults.
- write an introduction statement or section that introduces the topic.
- organize and group related information together.
- develop the topic with facts, definitions, details, and/or directions.
- include illustrations when useful to aid comprehension.
- use linking words and phrases (also another, and more, but).
- form and use regular and irregular plural nouns.
- use abstract nouns (e.g., childhood).
- form and use regular and irregular verbs.
- form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- ensure subject-verb and pronoun-antecedent agreement.
- form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

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3rd Grade
Writing
FINAL DRAFT

- use coordinating and subordinating conjunctions.
- produce simple, compound, and complex sentences.
- use commas and quotation marks in dialogue.
- form and use possessives.
- use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- consult reference materials, including beginning dictionaries as needed to check and correct spellings.
- choose words and phrases for effects.

WGSD Curriculum – English Language Arts
4th Grade
Writing
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RI.4.9](#) - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- [W.4.1](#) - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- [W.4.2](#) - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- [W.4.3](#) - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- [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](#) - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 [here](#).)
- [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](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [L.4.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [L.4.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will be able to communicate in writing for a variety of purposes and audiences.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • composing and organizing writing for specific purposes and audiences. • creating precision and interest by expressing ideas vividly through varied language techniques (e.g., imagery, simile, metaphor, sensory language). • modifying word choices using resources and reference materials (e.g., dictionary, thesaurus). • using developmentally appropriate grammar, spelling, punctuation, capitalization and structure. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • recognizing or recalling formats and the appropriate audience. • demonstrating focus and organization in written compositions. • using correct capitalization, grammar, spelling, punctuation and capitalization in isolation. • recognizing and recalling specific vocabulary, such as: audience, purpose, reasons, evidence, author’s purpose, source, subject, coordinating conjunction, pronoun, prepositional phrases. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

WGSD Curriculum – English Language Arts
4th Grade
Writing
FINAL DRAFT

Learning Targets

Students will:

- distinguish between fact and opinion.
- understand author’s purpose (PIE—persuade, inform, entertain).
- evaluate various resources for evidence and facts.
- produce an opinion piece in which the development and organization are appropriate to purpose and audience.
- provide an introduction that establishes a point of view.
- write a lead that engages audience.
- write paragraphs with a topic sentence and supporting details.
- organize an event sequence that unfolds naturally using a variety of transitional (for instance, in order, in addition to) words and phrases.
- use evidence, facts, and details to support opinion.
- provide a satisfying conclusion related to the opinion.
- produce a narrative in which the development and organization are appropriate to purpose and audience.
- provide an introduction that establishes the situation by introducing a narrator and/or characters and providing a few details about the setting.
- organize an event sequence that unfolds naturally using a variety of transitional words and phrases.
- use dialogue and description to develop experiences or show the responses of characters to situations.
- use concrete words and phrases and sensory details to convey experiences and events.
- provide a satisfying conclusion.
- produce an informative/explanatory piece in which the development and organization are appropriate to purpose and audience.
- provide an introduction that introduces the topic clearly.
- organize the content by grouping related information in paragraphs and sections.
- include nonfiction text features to supplement content.
- use domain specific vocabulary.
- develop the topic with facts, definitions, concrete details, quotations, or other information.
- recall and paraphrase relevant information from a print or digital resource.
- provide a satisfying conclusion related to the information/explanation.
- provide a list of sources.
- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two).
- develop and strengthen writing by planning, revising, and editing with guidance and support from peers and adults.

WGSD Curriculum – English Language Arts
4th Grade
Writing
FINAL DRAFT

- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses.
- use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- form and use prepositional phrases.
- ensure subject-verb and pronoun-antecedent agreement.
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- correctly use frequently confused words (e.g., to, too, two; there, their).
- use correct capitalization.
- use commas and quotation marks to mark direct speech.
- use a comma before a coordinating conjunction (FANBOYS for, and, nor, but, or, yet, so) in a compound sentence.
- spell grade-appropriate words correctly, consulting references as needed.
- choose words and phrases for effect and to convey ideas precisely.
- choose punctuation for effect.

WGSD Curriculum – English Language Arts
5th Grade
Writing
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [W.5.1](#) - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- [W.5.2](#) - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- [W.5.3](#) - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- [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](#) - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](#).)
- [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.
- [RI.5.9](#) - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- [L.5.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [L.5.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [L.5.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will be able to communicate in writing for a variety of purposes and audiences.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • composing and formatting compositions for a specified audience and purpose. • creating precision and interest by expressing ideas vividly through varied language techniques (e.g., foreshadowing, imagery, simile, metaphor, sensory language, connotation, denotation). • modifying word choices using resources and reference materials (e.g., dictionary, thesaurus). • using developmentally appropriate grammar, spelling, punctuation, capitalization and structure. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • identifying and formatting compositions for a specified audience and purpose. • demonstrating focus, organization, and elaboration in relation to purpose and audience. • using correct capitalization, grammar, spelling, punctuation and capitalization in isolation. • recognizing and recalling specific vocabulary, such as: opinion, argument, claim, phrases, clauses, rewrite, transitional phrase, transitional clause, dialogue, pacing, sensory details, clauses, phrases, format, domain-specific, organize, paraphrase source, conjunctions, prepositions, interjections, perfect tense, subject-verb agreement, pronoun-antecedent agreement.

WGSD Curriculum – English Language Arts
5th Grade
Writing
FINAL DRAFT

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- introduce a topic including stating the argument/claim.
- create an organizational structure in which ideas are grouped to support the author’s purpose.
- provide logically ordered reasons that are supported by facts and details.
- link argument and reasons using words, phrases, and clauses (e.g. consequently, specifically).
- provide a concluding statement that relates to the claim.
- distinguish between fact and opinion.
- understand author’s purpose.
- connect opinion with argument and claim.
- use evidence, facts, and details to support claim.
- produce a narrative in which the development and organization are appropriate to purpose and audience.
- provide an introduction that establishes the situation by introducing a narrator and/or characters and providing a few details about setting.
- organize events using a variety of transitional words, phrases, and clauses.
- use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- use concrete words and phrases and sensory details to convey experiences and events.
- provide a satisfying conclusion.
- provide a clear introduction that includes a general observation or focus.
- organize writing where related ideas are grouped into paragraphs.
- provide text structure that includes formatting, illustrations, and multimedia.
- include nonfiction text features to supplement content.
- develop the topic with facts, definitions, concrete details, quotations, or examples related to the topic.
- link ideas within and across categories of information using words, phrases and clauses (e.g. in contrast, specifically).
- include domain-specific vocabulary within the writing.
- provide a concluding statement related to the topic.
- recall and paraphrase relevant information from a print or digital source.
- provide a list of sources.

WGSD Curriculum – English Language Arts
5th Grade
Writing
FINAL DRAFT

- write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two).
- develop and strengthen writing by planning, revising, and editing with guidance and support from peers and adults.
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- explain and function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- use verb tense to convey various times, sequences, states, and conditions.
- recognize and correct inappropriate shifts in verb tense.
- use correlative conjunctions (e.g., either/or, neither/nor).
- ensure subject-verb and pronoun-antecedent agreement.
- produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- correctly use frequently confused words (e.g., to, too, two; there, their).
- use punctuation to separate items in a series.
- use a comma to separate an introductory element from the rest of the sentence.
- use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- use underlining, quotation marks, or italics to indicate a title of works.
- spell grade-appropriate words correctly, consulting references as needed.
- choose words and phrases for effect and to convey ideas precisely.
- choose punctuation for effect.
- expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

WGSD Curriculum – English Language Arts
6th Grade
Writing
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [W.6.1](#) - Write arguments to support claims with clear reasons and relevant evidence.
- [W.6.2](#) - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- [W.6.3](#) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- [W.6.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [W.6.5](#) - 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.
- [W.6.8](#) - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- [W.6.9](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- [L.6.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [L.6.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [L.6.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to communicate in writing for a variety of purposes and audiences.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • composing and formatting compositions (ex: narrative, informative, and argumentative) for a specified audience. • using transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. • using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. • using grade-level appropriate grammar, spelling, punctuation, capitalization and structure. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • composing organized and coherent writing for specific purposes and audiences. • demonstrating focus, organization, and elaboration in relation to purpose and audience. • identifying correct capitalization, grammar, spelling, punctuation and capitalization. • recognizing and recalling specific vocabulary, such as: objective, subjective, possessive, intensive

WGSD Curriculum – English Language Arts
6th Grade
Writing
FINAL DRAFT

pronouns, parentheses, dashes.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- utilize a graphic organizer effectively to write a multi-paragraph narrative.
- identify and include the elements of fiction.
- write a lead—action, reaction, or dialogue.
- write a snapshot.
- write a thought shot.
- write a concluding paragraph.
- follow the writing process.
- formulate an argument or position effectively using a graphic organizer to write a multi-paragraph argument/persuasive essay.
- support claim(s).
- effectively use a graphic organizer to interpret and record research for a multi-paragraph essay.
- develop a thesis statement.
- write a paragraph which includes topic sentence, supporting details, and concluding sentence.
- use technical vocabulary.
- use standard grammar and conventions.
- use MLA format when citing sources.
- ensure that pronouns are in proper case (objective, subjective, possessive).
- use intensive pronouns (e.g. myself, ourselves).
- recognize and correct inappropriate shifts in pronoun and person.
- recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents).
- recognize variations from standard English in their own and others writing and speaking, and identifying and using strategies to improve expression in conventional language.
- use punctuation (commas, parentheses, dashes) to set off non-restrictive/parenthetical elements.
- spell correctly.
- vary sentence patterns for meaning, reader/ listener interest and style.
- maintain consistency in style and tone.

WGSD Curriculum – English Language Arts
7th Grade
Writing
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.7.1](#) - Write arguments to support claims with clear reasons and relevant evidence.

[W.7.2](#) - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[W.7.3](#) - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

[W.7.4](#) - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[W.7.5](#) - 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 [here](#).)

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

[W.7.9](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.

[L.7.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L.7.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[L.7.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Learning Goal

Students will be able to communicate in writing for a variety of purposes and audiences.

Proficiency Scale

4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- composing narrative, informative, and argumentative compositions (not limited to these types of writing) for a specified audience.
- producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- applying a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- using precise words and phrases, relevant descriptive details, and sensory language to clarify meaning.
- using grade level-appropriate grammar, spelling, punctuation, capitalization and structure.

2: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - composing organized and coherent writing for specific purposes and audiences.
 - demonstrating focus, organization, and elaboration in relation to purpose and audience.

WGSD Curriculum – English Language Arts
7th Grade
Writing
FINAL DRAFT

- identifying correct capitalization, grammar, spelling, punctuation and capitalization.
- recognizing and recalling specific vocabulary, such as: support, reasoning, logic, relevant, credible, cohesion, formal style, cause/effect, comparison, contrast, transitions, cohesion, domain-specific, context, sensory language, compound-complex sentences, trying a new approach.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify types of faulty logic, attacks, weak references, and misinformation.
- use logical reasons and evidence to generate a claim.
- identify different structures in argument writing.
- provide in-text resource references, i.e. “According to...”
- identify and consider alternate/opposing claims.
- use transitions to create cohesion.
- maintain formal style.
- write conclusions.
- introduce topic by constructing a thesis statement to direct the writing.
- use strategies to logically organize ideas and details, i.e. compare/contrast or cause/effect.
- identify transitions to create cohesion.
- use precise language – domain-specific language to inform and explain about the topic.
- maintain a formal style.
- provide a conclusion.
- use technology as a tool to further learning. establish a context and point of view.
- organize a logical event sequence (plot).
- develop dialogue and description to develop experiences, events and characters.
- use transitions to signal shifts between time and setting.
- use precise and sensory language.
- write about real and imagined events.
- explain the function of phrases and clauses in general and their function in specific sentences.
- choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

WGSD Curriculum – English Language Arts
7th Grade
Writing
FINAL DRAFT

- place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- use a comma to separate coordinate adjectives (e.g. It was a fascinating, enjoyable movie but not He wore an old [,] green shirt).
- spell correctly.

WGSD Curriculum – English Language Arts
8th Grade
Writing
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

W.8.1 - Write arguments to support claims with clear reasons and relevant evidence

W.8.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 [here](#).) 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 [here](#).)

W.8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and 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 research.

L.8.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Learning Goal

Students will be able to communicate in writing for a variety of purposes and audiences.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- producing compositions that convey a clear understanding, clear interpretation of details, and display focus, organization, elaboration and coherence.
 - composing narrative, informative, and argumentative writings (not limited to these types of writing) for a specified purpose and audience.
 - determining and applying transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - applying precise words and phrases, relevant descriptive details, and sensory language, most applicable for the chosen style of writing, in order to convey intended mood or effect.
 - demonstrating grade level-appropriate grammar, spelling, punctuation, capitalization and structure.

WGSD Curriculum – English Language Arts
8th Grade
Writing
FINAL DRAFT

2: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - composing organized and coherent writing for specific purposes and audiences.
 - demonstrating focus, organization, and elaboration in relation to purpose and audience.
- recognizing and recalling specific vocabulary, such as: participial phrases, infinitive phrases, adjective clauses, adverb clauses, gerunds, participles, infinitives, counterclaim, evidence, logical, opposing, valid reasoning, cause/effect, action, character, clause, convey, description, engage, experience, logical, narrator, orient, precise, reflection, relationship, relevant, setting, technique, time frame.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- evaluate and analyze nonfiction sources to create and support a claim.
- develop an argument to support a claim using logical evidence from a credible source.
- revise their argument for clarity and accuracy.
- introduce topic by constructing a thesis statement to direct the writing.
- use strategies to logically organize ideas and details, i.e. compare/contrast or cause/effect.
- identify transitions to create cohesion.
- use precise language – domain-specific language to inform and explain about the topic.
- maintain a formal style.
- provide a conclusion.
- use technology as a tool to further learning.
- include elements of a short story within their narrative (plot, character, setting, etc.).
- complete a graphic organizer, as needed.
- apply narrative elements within the piece, such as; dialogue, pacing, description, and reflection to develop the story line.
 - write using sensory detail, precise language, and vivid details.
 - explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - form and 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).
 - recognize and correct inappropriate shifts in verb voice and mood.

WGSD Curriculum – English Language Arts
8th Grade
Writing
FINAL DRAFT

- use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- use an ellipsis to indicate an omission.
- spell correctly.

WGSD Curriculum – English Language Arts
Kindergarten
Speaking and Listening
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [SL.K.1](#) - Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- [SL.K.2](#) - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- [SL.K.3](#) - Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- [SL.K.4](#) - Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- [SL.K.5](#) - Add drawings or other visual displays to descriptions as desired to provide additional detail.
- [SL.K.6](#) - Speak audibly and express thoughts, feelings, and ideas clearly.
- [L.K.6](#) - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • sharing ideas and experiences with details and grade level- appropriate vocabulary. • demonstrating curiosity and the questioning skills to search for understanding. • creating visuals to clarify understanding. • speaking clearly and audibly to be understood by others. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • answering literal yes/no questions about persons, objects, and actions. • using some age-appropriate vocabulary. • recognizing and recalling specific vocabulary, such as: conversation, discussion, clearly, details, information, questions, text, ideas, and presentation. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

Students will:

- create rules for classroom discussion and follow agreed –upon rules for discussion (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- allow and encourage classroom conversations.

WGSD Curriculum – English Language Arts
Kindergarten
Speaking and Listening
FINAL DRAFT

- introduce/model asking and answering questions in order to seek help, get information or clarify something that is not understood.
- model speaking audibly (loud enough for peers to hear).
- model expressing thoughts, feelings, and ideas clearly.
- ask and answer questions about key details and requesting clarification if something is not understood.
- ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- listen attentively to simple read aloud stories, poems, informational text and identify key details and specific facts.
- describe familiar people, places, things and events.
- provide additional details when presenting information.
- introduce how to add drawings or other visual displays to provide additional detail.
- present to peers (sharing writing, presenting thoughts and feelings).

WGSD Curriculum – English Language Arts
 1st Grade
 Speaking and Listening
 FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [SL.1.1](#) - Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- [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 and feelings clearly.
- [SL.1.5](#) - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- [SL.1.6](#) - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](#) for specific expectations.)
- [L.1.6](#) - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • expressing a complete thought with relevant, clear details and grade level-appropriate language and vocabulary. • demonstrating curiosity and the questioning skills to search for understanding. • listening with attention to understand texts and information presented. • using visuals to enrich understanding of a topic. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • speaking clearly and audibly enough to be understood by others in conversation. • creating visuals to clarify meaning. • asking and answering literal yes/no questions about persons, objects, and actions. • recognizing and recalling specific vocabulary, such as: complete sentence, collaboration, answer, respond, clarify, describe, key ideas, media, answer, describe, illustrate, appropriate, relevant. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

WGSD Curriculum – English Language Arts
1st Grade
Speaking and Listening
FINAL DRAFT

Learning Targets

Students will:

- follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- ask questions to clear up any confusion about the topics and texts under discussion.
- ask relevant questions about what a speaker says in order to gather additional information or clarify what is not understood.
- listen to gather information.
- speak in complete sentences when appropriate.
- speak audibly.
- express thoughts, ideas, and feelings clearly.
- stay on topic when speaking.
- provide accurate descriptions of people, places, things, and events.
- listen to comprehend in a variety of situations such as read alouds, media, and class discussions.
- participate in a variety of speaking and listening activities such as read alouds, media, and class discussions.
- answer questions to demonstrate understanding.
- answer questions to provide knowledge of key ideas.
- add illustrations that clarify presented ideas

WGSD Curriculum – English Language Arts
2nd Grade
Speaking and Listening
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [SL.2.1](#) - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- [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 clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- [SL.2.4](#) - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- [SL.2.5](#) - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- [SL.2.6](#) - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](#) for specific expectations.)
- [L.2.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [L.2.6](#) - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • expressing a complete thought with grade level-appropriate language and vocabulary for different occasions. • asking clarifying questions to gain or enrich understanding. • interpreting information presented and seeking clarification when needed. • creating simple multimedia or visuals when appropriate to clarify meaning. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • expressing a complete thought with some details. • demonstrating understanding of information presented and seeking clarification when needed. • forming questions to gain understanding. • recognizing and recalling specific vocabulary, such as: recount, facts, descriptive details, audio. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

WGSD Curriculum – English Language Arts
2nd Grade
Speaking and Listening
FINAL DRAFT

Learning Targets

Students will:

- follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- build on others' talk in conversations by linking their comments to the remarks of others.
- ask questions to clarify understanding.
- answer questions to demonstrate understanding.
- speak audibly.
- speak in complete sentences.
- stay on topic when speaking.
- listen to comprehend in a variety of situations, such as read alouds, media, and class discussions.
- participate in a variety of speaking and listening activities such as read alouds, media, and class discussions.
- include relevant, descriptive details.
- provide accurate descriptions of people, places, things, and events.
- add illustrations to clarify presented ideas.
- create audio recordings of stories or poems.

WGSD Curriculum – English Language Arts
3rd Grade
Speaking and Listening
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [SL.3.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- [SL.3.2](#) - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [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, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- [SL.3.5](#) - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- [SL.3.6](#) - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)
- [L.3.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [L.3.6](#) - Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).
- [TILS.3.1](#) - Using technology and information skills students demonstrate creative thinking, construct knowledge, and develop innovative products. Digital media and environments are used to communicate and work collaboratively to support individual learning and contributions to the larger community.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • demonstrating understanding of material presented orally by determining the main ideas and supporting details. • expressing a complete thought with grade level-appropriate language and vocabulary to the situation, message, and audience. • creating multimedia project when appropriate to enhance meaning. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • speaking in complete sentences. • asking and answering questions to improve understanding. • reporting on a topic or text, telling a story, or recounting an experience with facts and relevant,

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3rd Grade
Speaking and Listening
FINAL DRAFT

descriptive details.

- recognizing and recalling specific vocabulary, such as: speaker, complete sentence, prepared, main idea, supporting details, elaborate, relevant facts, pace, enhance, audio recording, clarifications.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- have discussions in one-on-one, in groups, and teacher-led settings.
- participate in conversations by listening and building on others ideas.
- prepare information to share with the group.
- use prior knowledge to enhance their conversations.
- gain the floor in respectful ways.
- listen to others with care.
- speaking one at a time about the topics and text under discussion.
- self-monitor their understanding (asking questions for clarification when needed).
- share their point of view or details to the discussion.
- determine main idea and supporting details of a text read aloud or other media format (video, power point, presentation).
- ask and answer questions about the text read aloud or other media format for clarification.
- acquire new words and using them in conversation about the read aloud or other media format.
- actively listen and actively engage (being an audience).
- share ideas using a clear voice at an understandable pace.
- record themselves reading a story or poem showing good fluency.
- add visual displays in their presentations (when appropriate).
- defend their piece when asked clarifying questions.
- be aware of audience (where to stand, how to hold visuals, eye-contact, posture, confidence).

WGSD Curriculum – English Language Arts
4th Grade
Speaking and Listening
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[RI.4.9](#) - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

[SL.4.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

[SL.4.2](#) - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

[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, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[SL.4.5](#) - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

[SL.4.6](#) - Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 [here](#) for specific expectations.)

[L.4.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[L.4.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those 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).

[TILS.4.1](#) - Using technology and information skills students demonstrate creative thinking, construct knowledge, and develop innovative products. Digital media and environments are used to communicate and work collaboratively to support individual learning and contributions to the larger community.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • identifying and paraphrasing the reasons and evidence a speaker provides to support particular points. • reporting on a topic or text, telling a story, or recounting an experience using appropriate facts and details for the intended purpose and message in an organized manner. • expressing a complete thought at an understandable pace with grade level-appropriate language and vocabulary to the message, situation and audience. • using multimedia when appropriate to enhance the development of main ideas or themes. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • answering who, what, where, and when questions about key points.

WGSD Curriculum – English Language Arts
4th Grade
Speaking and Listening
FINAL DRAFT

- asking questions to improve understanding.
- describing a topic, text, experience with limited facts and relevant, descriptive details.
- creating visuals to clarify meaning.
- recognizing and recalling specific vocabulary, such as: point of view, formal and informal English, active listening, paraphrase, evidence.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- listen to the speaker.
- prepare for discussions.
- ask and answer questions to clarify thinking and link it to the remarks of others.
- explain own ideas and understanding.
- stay on topic and link comments to the remarks of others.
- identify speaker's point of view and the reasons and evidence speaker provides to support point.
- differentiate between formal or informal English.
- comment on discussion and add new thinking to discussion.
- acquire and use grade level-appropriate general academic and domain – specific words.
- self-monitor listening comprehension.
- ask and answer questions to clarify and gather additional information.
- take notes on oral and other media formats.
- paraphrase portions of a text read aloud.
- paraphrase main idea(s) and supporting details presented in diverse media and formats (visually, quantitatively, orally).
- identify evidence a speaker provides to support particular points.
- identify the reasons a speaker provides particular points.
- report on a specific topic or text.
- use appropriate, descriptive, and relevant facts that support the main idea(s) or theme(s).
- organize information into logical manner.

WGSD Curriculum – English Language Arts
4th Grade
Speaking and Listening
FINAL DRAFT

- speak with appropriate rate, volume, and tone.
- be aware of audience (where to stand, how to hold visuals, eye contact, posture, and confidence).
- use audio recordings and visual displays to enhance main idea(s) and theme(s).
- use formal English when appropriate to task and situation.

WGSD Curriculum – English Language Arts
5th Grade
Speaking and Listening
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [SL.5.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- [SL.5.2](#) - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- [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 appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- [SL.5.5](#) - Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- [SL.5.6](#) - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](#) for specific expectations.)
- [L.5.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [L.5.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).
- [RI.5.9](#) - Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- [TILS.5.1](#) - Using technology and information skills students demonstrate creative thinking, construct knowledge, and develop innovative products. Digital media and environments are used to communicate and work collaboratively to support individual learning and contributions to the larger community.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • summarizing ideas from oral presentations or texts. • sharing on a topic, text or opinion using appropriate facts and details for the intended purpose and message in an organized manner. • expressing a clear and complete thought with grade level-appropriate language and vocabulary to the message, situation and audience. • including multimedia or visual displays when appropriate to clarify information. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • paraphrasing and identifying the reasons and evidence a speaker provides to support particular points.

WGSD Curriculum – English Language Arts
5th Grade
Speaking and Listening
FINAL DRAFT

- asking questions to improve understanding.
- describing a topic, text, experience with limited facts and relevant, descriptive details.
- recognizing and recalling specific vocabulary, such as: contexts, summarizing, drawing conclusions, posing, claims, identify, diverse media, multimedia components, relevant information, volume, tone, rate, visual display, awareness of audience.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- listen to speaker.
- come to discussions prepared, having read or studied required material.
- review key ideas expressed.
- draw conclusions from the discussion.
- summarize the speaker's points.
- explain how claims are supported by reasons and evidence.
- follow agreed-upon rules for discussion.
- carry out assigned roles.
- ask and answer questions to clarify, gather additional information or deepen understanding of a topic/issue.
- identify main idea and supporting details of oral presentations.
- paraphrase portions of a text read aloud.
- paraphrase information from oral presentations.
- summarize a written text read aloud.
- summarize information presented in diverse media and formats, including visually, quantitatively and orally.
- identify the reasons and evidence a speaker provides to support particular points.
- evaluate a speaker's point of view.
- use general academic and domain specific words and phrases.
- locate relevant information.
- sequence ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes.

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5th Grade
Speaking and Listening
FINAL DRAFT

- speak with appropriate rate, volume and tone.
- adapt speech to a variety of contexts and tasks.
- use formal English when appropriate to task and situation.
- include multimedia components or visual displays when appropriate in presentations when appropriate to enhance the development of main ideas or themes.
- demonstrate an awareness of audience (where to stand, how to hold visuals, eye contact, posture, and confidence).

WGSD Curriculum – English Language Arts
6th Grade
Speaking and Listening
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[SL.6.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

[SL.6.2](#) - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

[SL.6.3](#) - Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

[SL.6.4](#) - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

[SL.6.5](#) - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

[SL.6.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 [here](#) for specific expectations.)

[L.6.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[L.6.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[L.6.6](#) - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[TILS.6.1](#) - Using technology and information skills students demonstrate creative thinking, construct knowledge, and develop innovative products. Digital media and environments are used to communicate and work collaboratively to support individual learning and contributions to the larger community.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will be able to share their thoughts with others by speaking and listening.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • interpreting information presented in various formats (e.g., visual, oral, multimedia) and explaining how it contributes to a topic, text, or issue. • identifying a speaker’s point of view, reasoning, and use of evidence and rhetoric. • sharing claims and findings in an organized manner with relevant descriptions, facts, and details. • expressing a clear and complete thought with grade level-appropriate language and vocabulary to the message, situation and audience. • including multimedia and visual displays to clarify information. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • summarizing ideas from oral presentations or reading.

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6th Grade
Speaking and Listening
FINAL DRAFT

- reporting on a topic or text or presenting an opinion using appropriate facts and details for the intended purpose and message within an organizational format.
- asking questions to improve understanding.
- recognizing and recalling specific vocabulary, such as: situation, visual, evidence, perspective, issue, reasoning, etiquette, rhetoric, elaboration, point of view, eye contact, posture, pronunciation, clarity, fluency, expression, and articulation.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- actively participate in discussions formulating ideas and opinions.
- follow discussion etiquette based on classroom procedures
- demonstrate an understanding of multiple perspectives through reflection and paraphrasing.
- analyze and discuss a speaker's point of view and reasoning.
- interpret the speaker's argument along with the claims made to support that argument.
- understand information presented through various media formats and explain its relevant to a topic, text, or issue.
- use evidence to support claims and findings.
- use appropriate conventions of public speaking (e.g., eye contact, posture, volume, fluency, expression, etc.).
- present comprehensive information using various media (PowerPoint, Google Presentation, audio, video, etc.).
- adapt presentation to different contexts and audiences.

WGSD Curriculum – English Language Arts
7th Grade
Speaking and Listening
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [SL.7.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- [SL.7.2](#) - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- [SL.7.3](#) - Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- [SL.7.4](#) - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- [SL.7.5](#) - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- [SL.7.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate
- [L.7.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [L.7.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [L.7.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [TILS.7.1](#) - Using technology and information skills students demonstrate creative thinking, construct knowledge, and develop innovative products. Digital media and environments are used to communicate and work collaboratively to support individual learning and contributions to the larger community.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • analyzing information presented in various formats (e.g., visual, oral, multimedia) and explaining how the ideas clarify a topic, text, or issue. • evaluating the logic of the speaker’s/media’s reasoning. • explaining claims and findings in an organized manner using relevant descriptions, facts and details. • expressing a complete thought at an understandable pace with grade level-appropriate language and vocabulary to the message, situation and audience. • using and creating multimedia and visual displays to clarify information. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • summarizing ideas from oral presentations or reading. • reporting on a topic or text or presenting an opinion using appropriate facts and details for the intended purpose and message within an organizational format.

WGSD Curriculum – English Language Arts
7th Grade
Speaking and Listening
FINAL DRAFT

- recognizing and recalling specific vocabulary, such as: logic, reasoning, diverse media, bias, adequate volume, digital media, clear pronunciation.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- participate in discussion following defined roles as needed.
- understand proper etiquette for discussion (active listening, formulating appropriate responses, self-monitoring participation, using respectful language to disagree, etc.).
- annotate and/or code text as evidence of preparation in advance of discussion.
- conduct research as needed to prepare for discussion.
- use relevant, text-based evidence when formulating responses.
- understand the difference between types of questions (clarification, probing, etc.).
- paraphrase what is heard before asking a clarifying question, disagreeing, or building on that student's comment.
- take notes on a speech or audio-visual presentation.
- identify possible bias (i.e., social, political or commercial bias) within the presentation.
- evaluate the presentation based on sound logic.
- evaluate whether the argument is based on fact or emotional appeals.
- maintain eye contact, adequate volume and clear pronunciation while speaking and listening.
- use multimedia features in order to enhance the presentation – to deepen audience's understanding of content; multimedia features serve specific purposes.
- adapt presentations for a variety of audience (content & speech).
- identify important information for the presentation, appropriate to the intended audience.

WGSD Curriculum – English Language Arts
8th Grade
Speaking and Listening
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [SL.8.1](#) - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- [SL.8.2](#) - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- [SL.8.3](#) – Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- [SL.8.4](#) - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- [SL.8.5](#) - Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- [SL.8.6](#) - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 [here](#) for specific expectations.)
- [L.8.1](#) - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [L.8.2](#) - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [L.8.3](#) - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- [TILS.8.1](#) - Using technology and information skills students demonstrate creative thinking, construct knowledge, and develop innovative products. Digital media and environments are used to communicate and work collaboratively to support individual learning and contributions to the larger community.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to share their thoughts with others by speaking and listening.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • analyzing the purpose of the information presented in media and diverse formats (visually, quantitatively, and orally). • evaluating the motives of the speaker’s/media’s presentation. • evaluating the reasoning, relevance, and sufficiency of the evidence, including identifying when irrelevant evidence is introduced. • articulating claims and findings in an organized manner using relevant descriptions, sound valid reasoning, and well-chosen details. • expressing a clear and complete thought with grade level-appropriate language and vocabulary to the message, situation and audience. • integrating multimedia and visual displays for effective presentation.

WGSD Curriculum – English Language Arts
8th Grade
Speaking and Listening
FINAL DRAFT

2: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - summarizing ideas from oral presentations or reading.
 - reporting on a topic or text or presenting an opinion using appropriate facts and details for the intended purpose and message within an organizational format.
 - evaluating the logic of the speaker's/media's reasoning.
- recognizing and recalling specific vocabulary, such as: collaboration, relevant, quantitatively, orally, social, commercial, political, jargon, rhetoric.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- maintain eye contact, adequate volume and clear pronunciation while speaking and listening.
- use multimedia features in order to enhance the presentation.
- adapt presentations for a variety of audience (content & speech)
- identify important information for the presentation, appropriate to the intended audience. take notes on a speech or audio-visual presentation.
- identify possible bias within the presentation.
- identify jargon and emotional appeals
- evaluate the presentation based on logic
- determine whether the argument is based in evidence or rhetoric.
- participate in defined individual roles as needed.
- understand proper etiquette for discussion, (carefully listening, formulating responses, self-monitoring responses, etc.)
- perform necessary research in preparation for discussion.
- use relevant evidence in order to formulate responses.

WGSD Curriculum – English Language Arts
Kindergarten
Text Elements and Structure
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[RL.K.5](#) - Recognize common types of texts (e.g., storybooks, poems).

[RL.K.6](#) - With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

[RL.K.7](#) - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

[RL.K.9](#) - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

[RI.K.5](#) - Identify the front cover, back cover, and title page of a book.

[RI.K.6](#) - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

[RI.K.7](#) - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

[RI.K.8](#) - With prompting and support, identify the reasons an author gives to support points in a text.

[RI.K.9](#) - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- recognizing literary works (e.g., fiction, nonfiction, poetry).
- identifying that a story has a beginning, a series of events, and an end.
- noticing and commenting on the connection between the print and the pictures, individuals, events, ideas, and pieces of information in a text.
- identifying the reasons an author gives to support points in a text with support.
- making comparisons across reading selections.

2: Student demonstrates he/she is nearing proficiency by:

- performing basic processes such as:
 - identifying the author and illustrator.
 - describing the roles of an author and illustrator.
 - realizing stories have a beginning and end.
 - identifying the story and the illustrations.
- recognizing and recalling specific vocabulary, such as: beginning, end, same, different, author, illustrator, illustrations, front/back cover, title page, text, fiction, non-fiction, and poems.

WGSD Curriculum – English Language Arts
Kindergarten
Text Elements and Structure
FINAL DRAFT

	1: Student demonstrates limited understanding or skill with the learning goal.
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Learning Targets

Students will:

- ask and answer questions beyond the text. (infer, predict, make connections)
- preview books by taking a “picture walk”.
- understand the central message or lesson of a fictional story.
- identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- compare and contrast the adventures and experiences of characters in familiar stories.
- describe the connection between two individuals, events, ideas, or pieces of information in a text.
- understand the difference between fiction and non-fiction.
- identify the reasons an author gives to support points in a text.
- describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- recognize common types of texts (e.g., storybooks, poems).
- identify the front cover, back cover, and title page of a book.
- name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.
- be exposed to many types of text.
- introduce text features (e.g., bold print, headings, labels, captions, glossaries, indexes, sidebars, key words).

WGSD Curriculum – English Language Arts
 1st Grade
 Text Elements and Structure
 FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.1.4](#) - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- [RL.1.5](#) - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- [RL.1.6](#) - Identify who is telling the story at various points in a text.
- [RL.1.7](#) - Use illustrations and details in a story to describe its characters, setting, or events.
- [RL.1.9](#) - Compare and contrast the adventures and experiences of characters in stories.
- [RI.1.5](#) - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- [RI.1.6](#) - Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- [RI.1.7](#) - Use the illustrations and details in a text to describe its key ideas.
- [RI.1.8](#) - Identify the reasons an author gives to support points in a text.
- [RI.1.9](#) - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- identifying descriptive words and phrases.
 - identifying who is telling the story at various points in a text.
 - noticing characteristics of genres (fiction, nonfiction, realistic stories, traditional literature and fantasy).
 - using readers’ tools (pictures, table of contents, headings, and glossary) to find information.
 - making comparisons of plots, settings, characters, and topics between texts.
 - relating characters, settings, and events to their world.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - recognizing whether a text is fiction or nonfiction.
 - noticing and commenting on the connection between the print and the pictures, individuals, events, ideas, and pieces of information in a text.
 - using the illustrations and details in a text to describe its key details.
 - recognizing and recalling specific vocabulary, such as: plot, compare, contrast, key details, main idea, topic, narrator, text structure, informational text, heading, table of contents, glossary, electronic menu, and icon.

WGSD Curriculum – English Language Arts
1st Grade
Text Elements and Structure
FINAL DRAFT

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- compare and contrast two or more stories and characters.
- use comprehension strategies (making connections, questioning, and inferring).
- locate key details and important points in informational texts.
- compare informational texts on the same topic.
- distinguish shades of meaning among words (e.g., large, gigantic/ look, peek).
- identify the main topic of an informational text using key details to support thinking.
- read a variety of texts to determine the central message or lesson.
- discuss character points of view.
- discuss how the characters change throughout the story (shown through thoughts, feelings and actions).
- make connections to characters in story, discuss similarities and differences between personal point of view vs. character point of view.
- analyze character's actions and how they reflect their point of view.
- identify text features such as: headings, tables of contents, glossaries, electronic menus and icons and use these features to locate key facts or information in a text.
- identify and describe the connection between two individuals, events, ideas, or pieces of information in a text.

WGSD Curriculum – English Language Arts
2nd Grade
Text Elements and Structure
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.2.4](#) - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- [RL.2.5](#) - Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- [RL.2.6](#) - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- [RL.2.7](#) - Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- [RL.2.9](#) - Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- [RI.2.5](#) - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- [RI.2.6](#) - Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- [RI.2.7](#) - Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- [RI.2.8](#) - Describe how reasons support specific points the author makes in a text.
- [RI.2.9](#) - Compare and contrast the most important points presented by two texts on the same topic.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- explaining how a text is organized.
 - using various text features to gather information.
 - noticing descriptive language, and describing how it contributes to enjoyment or understanding of a text.
 - noticing multiple characters’ points of view.
 - identifying the main purpose of a text, including what the author wants to answer, explain, or describe.
 - connecting character, setting and plot to real-life.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - identifying the elements of story structure, including setting, plot, character, problem and solution.
 - recognizing different literary forms.
 - identifying who is telling the story.
 - using readers’ tools (table of contents, headings, and glossary) to find information.
 - recognizing and recalling specific vocabulary, such as: recount, point of view, conclusion, bold print,

WGSD Curriculum – English Language Arts
2nd Grade
Text Elements and Structure
FINAL DRAFT

captions, subheadings, index, diagrams.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify the central message, lesson, or moral within a narrative.
- identify the main topic of an informational text using key details to support thinking.
- comparing and contrasting the content and organization of selections.
- Use reading comprehension strategies such as making connections and asking questions.
- read fables and folktales and determine their central message, lesson, or moral.
- read a variety of texts to determine the central message, lesson, or moral.
- identify the main character and other characters within a story.
- make connections to characters in story, discuss similarities and differences between personal point of view vs. character point of view.
- determine the character's point of view.
- analyze character's actions and how they reflect their point of view.
- see that characters change throughout the piece (shown through their thoughts, feelings, actions).
- identify author purpose, entertain, inform.
- identify and describe how the beginning introduces a story and the ending concludes the action.
- understand how stories build from beginning, middle, to end.
- describe how characters respond to events and challenges in a story.
- use the illustrations and words to understand characters, setting, or plot.
- locate and explain the use of text features (e.g., What does bold print mean? Where is the glossary?).
- describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

WGSD Curriculum – English Language Arts
3rd Grade
Text Elements and Structure
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.3.5](#) - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- [RL.3.6](#) - Distinguish their own point of view from that of the narrator or those of the characters.
- [RL.3.7](#) - Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- [RL.3.9](#) - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- [RI.3.5](#) - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- [RI.3.6](#) - Distinguish their own point of view from that of the author of a text.
- [RI.3.8](#) - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- [RI.3.9](#) - Compare and contrast the most important points and key details presented in two texts on the same topic.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- distinguishing different point of view (narrator, characters, author, and his/her own).
 - comparing and contrasting the literary elements, content, structure and/or organization of texts.
 - describing text structure and identifying organizational structure (e.g., description, compare/contrast, cause and effect, sequence) of texts to improve comprehension.
 - using a full range of text features and search tools to locate information.
 - explaining how authors and illustrators use text and art to express their ideas.
 - relating stories and their characters, settings, and plots to events and people.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - identifying characteristics of literary genres (e.g., realistic fiction, historical fiction, narrative, biography, plays, etc.).
 - identifying author’s point of view.
 - using various text features to gather information.
 - recognizing and recalling specific vocabulary, such as: myth, sequence of events, persuade, sequential words, comparison, cause/effect, chapter, scene, stanza, text features, sidebars, hyperlinks, theme,

WGSD Curriculum – English Language Arts
3rd Grade
Text Elements and Structure
FINAL DRAFT

series, structure.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- read dramas, informational text, poetry, fable, folktales, and myths from diverse cultures.
- utilize graphic organizers (beginning, middle, end or problem solution) and note taking.
- retell stories in their own words (using sequential order and pulling out important details from the text).
- use reading strategies – questioning, predicting, inferring, making meaningful connections.
- use text to support their thinking.
- read a piece and determine the author’s and/or narrator point of view.
- read a piece and determine the characters’ and/or narrator point of view.
- create their own thinking around a story (what is your opinion on the piece, what is your point of view).
- comparing your point of view with the author, character, or narrator.
- analyze characters actions and how that reflects their point of view.
- see that characters change throughout the piece (shown through their thoughts, feelings, actions).
- narrator influences the reader (is it told through the good guy or bad guys) how does that affect your point of view.
- discuss why the author wrote a piece (entertain, inform, persuade).
- analyze the words in the text with the pictures to create the mood and emphasize aspects of a character and setting.
- understand how stories build on each other (the beginning sets up the story, middle _____, end is the conclusion).
- refer back to the text using key word such as chapter, stanza, scene to refer to the parts of a story.
- analyze cause and effect relationships.
- use a graphic organizer to sort cause/effect and to sequence events.
- locate and explain the use of text features (e.g., Where is the table of contents? What is it used for?).
- use reliable online resources to locate information.
- use search tools (e.g., key words, sidebars, hyperlinks).
- determine theme or central message in a story.
- identify setting (time and place).

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3rd Grade
Text Elements and Structure
FINAL DRAFT

- identify the main characters and supporting characters.
- analyze and list traits of the main character.
- determining similarities and difference between two texts or characters.
- determine the plot.
- read books in a series or by the same author.
- annotate (“mark-up the text”) while reading.
- read non-fiction books on the same topic.
- find key details and important points in a text.

WGSD Curriculum – English Language Arts
4th Grade
Text Elements and Structure
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- RL.4.5 - Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7 – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL.4.9 - Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8 – Explain how an author uses reasons and evidence to support particular points in a text.
- L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- 4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- explaining the overall structure and primary organizational structures of a text (description, comparison, sequence, problem/solution, cause/effect).
 - recognizing and explaining an author’s use of figurative or descriptive language and explaining how it adds to the quality (enjoyment and understanding) of a text.
 - comparing and contrasting the content, point of view, and organization of selections.
 - interpreting how illustrations, text features, and text work together to contribute to understanding.
 - relating stories and their characters, settings, and plots to current and historical events and people.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - distinguishing different point of view (narrator, characters, author, and his/her own).
 - describing major differences between poems, drama, and prose relating character, setting and plot to real-life situations.

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4th Grade
Text Elements and Structure
FINAL DRAFT

- explaining how authors and illustrators use text and art to express their ideas.
- recognizing and recalling specific vocabulary, such as: evidence, summarize, first person, third person, verse, rhythm, meter, stage directions, time lines, animations, interactive elements, prose.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- explain explicit details and inferences based on details in the text.
- determine theme(s) in literary, drama, and poetry text(s).
- determine main idea(s) and explain how it is supported in the text.
- integrate information from two texts on the same topic in order to write or speak about the subject.
- interpret and explain information presented in informational text.
- explain events, procedure, ideas or concepts based on specific information in text (historical, scientific, and technical texts).
- summarize determining the important ideas in text (beginning, middle, end in literature and main ideas with supporting details in informational text).
- describe the differences and information provided by comparing and contrasting a firsthand and secondhand account of the same event or topic.
- make connections between the text of a story or drama and a visual or oral presentation of the text.
- recognize similarities and differences in the patterns of events in stories, myths, and traditional literature from different cultures.
- recognize similarities and differences in similar theme(s) and topics.
- recognize similarities and differences between poems, drama, and literature.
- provide evidence from the text to support theme.
- provide evidence from the text to support main idea(s).
- decide which of the “big ideas” would be most suitable fit to a text.
- compare information texts on the same topic to determine common theme(s)/main idea(s).
- compare literature texts on the same topic determine common theme(s)/main idea(s).
- compare and contrast theme(s) and topics in stories, myths, and traditional literature from different cultures.
- use illustrations and details in the story to identify and explain main ideas and supporting details.
- draw inferences citing text evidence to support thinking.
- analyze author’s craft; why authors’ make certain decisions.
- use illustrations and text-based details to infer the author’s purpose.

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4th Grade
Text Elements and Structure
FINAL DRAFT

- refer to elements of poems (e.g., verse, rhythm, meter).
- refer to elements of drama (e.g., casts of characters, setting, descriptions, dialogue, stage directions).
- identify and describe overall structure (e.g., chronology, comparison, cause/effect, problem/solution).
- identify why authors chose precise words and phrases to convey ideas.
- explain how an author uses reasons and evidence at specific points in the text .
- notice most of the characters and their different perspectives are shown by what they say, think, and do and what others say about them.
- recognize characters change throughout the text (e.g. a character’s thoughts, words, or actions).
- interpret charts, graphs, time lines, animations, etc. and explain how they contribute to understanding of text.

WGSD Curriculum – English Language Arts
5th Grade
Text Elements and Structure
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.5.3](#) - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- [RL.5.5](#) - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- [RL.5.6](#) - Describe how a narrator’s or speaker’s point of view influences how events are described.
- [RL.5.7](#) - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- [RL.5.9](#) - Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- [RI.5.5](#) - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- [RI.5.6](#) - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- [RI.5.7](#) - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- [RI.5.8](#) - Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to analyze what they read.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • explaining how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • describing how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). • comparing and contrasting the literary elements, content, point of view, and organization of selections, drawing on specific details in the text. • drawing on information from multiple print or digital sources to efficiently locate relevant and useful information. • explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • relating literary works and their characters, settings, and plots to current and historical events, people and viewpoints. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as:

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5th Grade
Text Elements and Structure
FINAL DRAFT

- identifying multiple points of view.
- identifying similarities and differences across texts.
- explaining the overall structure and primary organizational structures (description, comparison, sequence, problem/solution, cause/effect).
- interpreting how illustrations, text features, and text work together to contribute to understanding.
- recognizing and recalling specific vocabulary, such as: summary, integrate, relationship, interaction, analyze, literary elements, account, similarities, quoting, chronology, multimedia.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- determine key details that connect to the theme or main idea.
- explain how main ideas are supported by details.
- explain how characters respond to challenges in a story.
- summarize key ideas in literary and informational texts verbally and in writing.
- compare literary texts within the same genre.
- compare informational texts on the same topic.
- discuss key details and events to clarify how two individuals, events, ideas, or concepts are related.
- locate key details and events to clarify how individuals, events, themes, ideas, or concepts develop throughout the text.
- compare and contrast the varieties of English (dialects, registers) used in stories dramas or poems.
- organize their thinking about relationships and interactions using a graphic organizer.
- organize their thinking about what they read in writing (reading journal, graphic organizer).
- examine texts with different points of view to understand who is telling the story or giving the account.
- write about an event in order to discuss the similarities and differences that multiple accounts of the same event can have.
- discuss and write about how authors' experiences influence point of view.
- discuss and write about content-related topics in science and social studies that include differing points of view (i.e. immigration, imperialism, world wars, solar system models).
- examine resources pages in nonfiction texts to better understand how authors use multiple resources to build a point of view.

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5th Grade
Text Elements and Structure
FINAL DRAFT

- identify cause/effect, problem/solution and chronology within multiple texts and compare the overall text structures (i.e. comparing chronology in the social studies textbook and Hana's Suitcase).
- explore how the order of details affects the overall structure of stories, dramas, and poems (i.e. if this chapter never happened how the story would be different).
- explore how graphic features impact the meaning, tone or beauty of a text (i.e. is a picture worth a thousand words, how have various cultures used artwork to tell a story, is a graphic novel better than a traditional novel for certain stories, how do the additions of music and video impact the meaning of the written word).
- use nonfiction text features to find informational efficiently (i.e. correctly using an index, glossary, timeline, etc.).
- identify why authors use precise words and phrases to convey ideas.

WGSD Curriculum – English Language Arts
6th Grade
Text Elements and Structure
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.6.2](#) - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- [RL.6.3](#) - Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- [RL.6.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- [RL.6.5](#) - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- [RL.6.6](#) - Explain how an author develops the point of view of the narrator or speaker in a text.
- [RL.6.7](#) - Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- [RL.6.9](#) - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- [RI.6.3](#) - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- [RI.6.5](#) - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- [RI.6.6](#) - Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- [RI.6.7](#) - Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- [RI.6.8](#) - Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- [RI.6.9](#) - Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p style="text-align: center;">Students will be able to analyze what they read.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • describing how the development of theme, character, plot and setting contribute to the overall understanding of a piece of literature. • identifying ways that an author uses text structure, language structure, word choice and style to convey his/her viewpoint. • comparing and contrasting ideas, information from various sources and genres, and authors’ presentations of events. • identifying how characters in literature deal with conflict, solve problems and relate to real-life

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6th Grade
Text Elements and Structure
FINAL DRAFT

situations.

- analyzing in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (eg. through examples or anecdotes).
- tracing and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

2: Student demonstrates he/she is nearing by:

- performing basic processes such as:
 - identifying elements of the plot.
 - identifying a theme or central idea.
 - identifying author’s point of view.
 - describing the form or structure of a text (story, drama, poem, etc.) and recognizing signal (transition) words or phrases associated with text structure (for example, following, compared with, therefore, as a result of).
- recognizing and recalling specific vocabulary, such as: central idea, alliteration, onomatopoeia, figurative language, repetition, rhyme, mood, drama, film, impact, multimedia, portrayal, version, video, audio, sonnet, line, act, structure, verse, interpretation, source, historical account, memoir, genre.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will

- describe and interpret the plot of a story or drama as it moves toward a resolution.
- understand how a character changes throughout a story or drama.
- determine and analyze the theme of a story or drama.
- provide an unbiased summary of the text.
- identify and interpret figures of speech in assigned text and independent reading.
- compare and contrast written material with audio, video or live performances of a given/adapted text.
- write about information presented through various multimedia presentations.
- provide in-depth analysis of a text and its overall structure.
- recognize point of view and determine author’s purpose.

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6th Grade
Text Elements and Structure
FINAL DRAFT

- compare and contrast texts with similar themes, characters, topics, plots, and settings.
- provide textual evidence to support ideas.

WGSD Curriculum – English Language Arts
7th Grade
Text Elements and Structure
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [RL.7.3](#) - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- [RL.7.4](#) - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- [RL.7.5](#) - Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- [RL.7.6](#) - Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
- [RL.7.7](#) - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- [RL.7.9](#) - Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- [RI.7.3](#) - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- [RI.7.5](#) - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- [RI.7.6](#) - Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- [RI.7.7](#) - Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- [RI.7.8](#) - Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- [RI.7.9](#) - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- analyzing how the development of theme, character, plot and setting contribute to the overall understanding of a piece of literature.
 - analyzing ways that an author uses text structure, language structure, word choice and style to convey the author’s viewpoint.
 - comparing and contrasting ideas and information from various sources and genres.
 - tracing and evaluating the argument and specific claims in a text, assessing claims that are supported by reasons and evidence from claims that are not.

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Text Elements and Structure
FINAL DRAFT

- describing how characters in literature deal with conflict, solve problems and relate to real-life situations.
- analyzing in detail how a key individual, event, or idea is introduced, illustrated, and elaborated upon in a text (eg. through examples or anecdotes).

2: Student demonstrates he/she is nearing by:

- performing basic processes such as:
 - describing story elements.
 - noticing aspects of genres (realistic and historical fiction, fantasy, myths and legends, biography, autobiography, memoir and diaries, nonfiction, and poetry.)
 - using textual evidence.
 - determining the author’s viewpoint.
- recognizing and recalling specific vocabulary, such as: protagonist, antagonist, conflict, context, argument, assess, claim, evaluate, reasoning, relevant, sound, sufficient, allusion, tone, impact, technique, soliloquy.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify story elements.
- know the parts of plot and identify in a story (exposition, rising action, climax, falling action, resolution).
- make connections between story elements.
- understand the element of theme in writing.
- identify evidence in the text to support their thinking.
- understand how an author’s viewpoint shapes meaning of the text.
- understand the points of view of narrators and characters in a text.
- be able to identify the purpose of a piece of writing.
- be able to identify the structure of a piece of writing by recognizing signal words or phrases associated with text structure.
- understand structure of drama or poetry and how that structure shapes meaning.
- understand appropriate vocabulary to the genre.

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FINAL DRAFT

- understand techniques used in various media to enhance meaning.
- identify the differences and similarities in the presentation of a story in different media.
- identify the media technique that is most essential and appropriate to the content.
- understand that rhyme and repetition enhance meaning in poetry and prose.
- understand the element of tone in prose and poetry.
- understand the impact of word choice on meaning and tone.
- understand extended meaning as a result of author's use of figures of speech.
- understand the difference in a word's connotation and denotation and how that impacts meaning.
- understand appropriate vocabulary to the genre.
- read one historical fiction and one historical nonfiction piece on the same topic.
- extract the facts about the event from each piece (use graphic organizer).
- compare the treatment of the historical event in each form of writing.
- analyze how the features of the writing (fiction: setting, characters, etc. – nonfiction: word choice, voice, etc.) affect the time period of the piece.
- compare the historical event portrayed in each form of writing.
- realize the importance of setting to a historical fiction story.
- understand that authors of informational texts use various structures and formats in their writing.
- understand how text features aid in comprehension of informational texts.
- be able to identify evidence that each author uses in their writing.
- contrast the use of information in each piece of writing.

Identify common logical errors such as:

- Faulty Logic
 - Contradiction – presenting conflicting information
 - Accident – failing to recognize that an argument is based on an exception to a rule
 - False cause – confusing a temporal (time) order of events with causality or oversimplifying the reasons behind some event or occurrence
 - Begging the question – making a claim and then arguing for the claim by using statements that are simply the equivalent of the original claim
 - Evading the issue – changing the topic to avoid addressing the issue
 - Arguing from ignorance – arguing that a claim is justified simply because its opposite has not been proved true
 - Composition/division – asserting something about a whole that is really only true of its parts is composition; on the flip side, division is asserting about all of the parts something that is generally, but not always, true of the whole

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- Attacks
 - Poisoning the well – being so completely committed to a position that you explain away absolutely everything that is offered in opposition to your position; this type of attack represents a person’s unwillingness to consider anything that may contradict his or her opinion
 - Arguing against the person – rejecting a claim using derogatory facts (real or alleged) about the person who is making them
 - Appealing to force – using threats to establish the validity of a claim
- Weak Reference
 - Sources that reflect biases – consistently accepting information that supports what we already believe to be true or consistently rejecting information that goes against what we believe to be true
 - Sources that lack credibility – using a source that is not reputable for a given topic; determining credibility can be subjective, but there are some characteristics that most people agree damage credibility, such as when a source is known to be biased or has little knowledge of the topic (for example, a blog post by a non-expert)
 - Appealing to authority – invoking authority as the last word on an issue
 - Appealing to the people – attempting to justify a claim based on its popularity
 - Appealing to emotion – using a “sob story” as proof of a claim
- Misinformation
 - Confusing the facts – using information that seems to be factual but that has been changed in such a way that it is no longer accurate
 - Misapplying a concept or generalization – misunderstanding or wrongly applying a concept or generalization to support a claim
- Author’s Bias
 1. Realizing that every author approaches a piece with built-in biases.
 2. Piecing together the logical strands of the author’s message to determine the bias.

(Source: Marzano, 2007, pp.78-79)

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Text Elements and Structure
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- RL.8.3 - Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- RL.8.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- RL.8.5 - Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- RL.8.6 - Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- RL.8.7 - Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- RL.8.9 - Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
- RI.8.3 – Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
- RI.8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- RI.8.6 - Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- RI.8.7 - Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.8.8 - Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- RI.8.9 - Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Learning Goal

Students will be able to analyze what they read.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- evaluating how the development of theme, character, plot and setting contribute to the overall understanding of a piece of literature.
 - critiquing how text structure, language structure, and word choice contributes to meaning and style.
 - defining and evaluating the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
 - assessing how characters in literature deal with conflict, solve problems and relate to real-life situations.
 - determining an author’s point of view or purpose in a text and analyze how the author

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FINAL DRAFT

acknowledges and responds to conflicting evidence or viewpoints.

2: Student demonstrates he/she is nearing by:

- performing basic processes such as:
 - describing text elements.
 - comparing and contrasting structure, ideas and information from various sources and genres.
 - recognizing an author’s point of view or purpose in a text and identifying how the author acknowledges and responds to conflicting evidence or viewpoints.
- recognizing and recalling specific vocabulary, such as: humor, suspense, connotation, denotation, analogy, verbal, situational and dramatic irony, camera angle, camera focus, delivery, lighting, staged, version, script, and print or digital text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- identify story elements.
- know the parts of plot and identify in a story (exposition, rising action, climax, falling action, resolution).
- make connections between story elements.
- understand the element of theme in writing.
- identify evidence in the text to support their thinking.
- understand how an author’s viewpoint shapes meaning of the text.
- understand the points of view of narrators and characters in a text.
- be able to identify the purpose of a piece of writing.
- be able to identify the structure of a piece of writing by recognizing signal words or phrases associated with text structure.
- understand structure of drama or poetry and how that structure shapes meaning.
- understand appropriate vocabulary to the genre.
- understand techniques used in various media to enhance meaning.
- identify the differences and similarities in the presentation of a story in different media.
- identify the media technique that is most essential and appropriate to the content.
- understand how choices by the writer or direct impact text or script.

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Text Elements and Structure
FINAL DRAFT

- identify different forms of media and their impacts on the topic.
- evaluate if the media enhanced or distracted from the text or stays faithful to the text or script.
- identify points of view with a text, including conflicting evidence or viewpoints.
- evaluate how a character or audiences point of view creates an intended effect.
- identify the main idea and supporting details within a paragraph.
- determine author's purpose while identifying any author's bias.

WGSD Curriculum – English Language Arts
 Kindergarten
 Research
 FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.K.7](#) - Participate in shared research 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.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to acquire, assess and communicate information.</p>	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • asking simple questions and gathering information. • recalling important information about a topic. • sharing research gathered. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • generating questions to explore. • recalling some information. • recognizing and recalling specific vocabulary, such as: research, event, source, facts, question and topic. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

Students will:

- explore non-fiction texts and text features.
- develop an understanding of the difference between an opinion and a fact.
- identify facts in a non-fiction text.
- develop a method for organizing facts.
- provide clear and accurate facts on a topic.
- explore a variety of digital tools to produce and publish writing, including collaboration with peers with guidance and support from adults.

WGSD Curriculum – English Language Arts
1st Grade
Research
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.1.7](#) - Participate in shared research 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.

[RI.1.5](#) - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to acquire, assess and communicate information.	<p>4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • asking simple questions and gathering information on a topic. • recording information in order to communicate. • recalling information from sources. • identifying text features to locate information. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • generating research questions such as brainstorming, identifying key words, and group related ideas. • recalling some information. • identifying the authors and titles of works used in the research process. • recognizing and recalling specific vocabulary, such as: recall, information, text feature, accurate, and record. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

Students will:

- recall information from experiences or gather information from provided sources.
- use personal experience or gathered information to answer a question.
- be able to supply several clear and accurate facts based on shared research.
- respond to questions and suggestions from peers, and add details to strengthen writing as needed (plan, revise, edit) with guidance and support from adults.

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1st Grade
Research
FINAL DRAFT

- use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

WGSD Curriculum – English Language Arts
2nd Grade
Research
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.2.7](#)- Participate in shared research 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.
[RI.2.5](#) - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- forming questions to answer about a topic.
 - using text features to locate information in a variety of resources.
 - recording and organizing information in order to communicate.
- 2: Student demonstrates he/she is nearing proficiency by:
- performing basic processes such as:
 - generating research questions such as brainstorming, identifying key words, and group related ideas.
 - gathering and recalling some information.
 - recognizing and recalling specific vocabulary, such as: forming questions, gather, information.
- 1: Student demonstrates limited understanding or skill with the learning goal.

Learning Target

Students will:

- participate in shared research and writing projects.
- read a variety of resources on a single topic.
- produce a report.
- record observations.
- recall information from experiences or gather information to answer a question.

WGSD Curriculum – English Language Arts
3rd Grade
Research
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.3.7](#) – Conduct short research 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.

[RI.3.5](#) - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to acquire, assess and communicate information.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • forming research questions to inquire about a topic. • gathering information about a topic from print and digital sources. • taking notes or making sketches to help recall information. • using search tools to locate information. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • identifying questions and gathering information. • recalling information. • using text features to locate information. • recognizing and recalling specific vocabulary, such as: search tools, locating, organizing, digital, and researchable. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

Students will:

- gather information.
- take brief notes on sources.
- identify important information.
- sort evidence into provided categories.
- identify questions.

WGSD Curriculum – English Language Arts
4th Grade
Research
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.4.7](#) - Conduct short research 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](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to acquire, assess and communicate information.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • forming research questions to inquire about a topic • locating sources to explore information on a topic. • using notes to record and categorize information. • identifying and selecting only the information that is appropriate to the topic, noting the difference between opinions and facts. • listing sources of information. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • identifying questions and gathering information. • taking notes or making sketches to help recall information. • using text features to locate information. • recognizing and recalling specific vocabulary, such as: database, summarize, paraphrase, evidence, analysis, reflection. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

Students will:

- generate a research question.
- use search terms in a database.
- conduct short research projects to build knowledge of a topic.

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4th Grade
Research
FINAL DRAFT

- take notes and categorize information from print and digital resources.
- provide a list of sources.
- draw evidence from literary or informational texts to support analysis, reflection, and research.

WGSD Curriculum – English Language Arts
5th Grade
Research
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.5.7](#) - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

[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.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to acquire, assess and communicate information.</p>	<p>4: Student demonstrates an in-depth inference, advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery with the learning goal as evidenced by:</p> <ul style="list-style-type: none"> • forming a question and constructing a basic research plan. • summarizing and organizing information in notes. • determining relevant information to the topic from a variety of sources. • citing sources of information. <p>2: Student demonstrates he/she is nearing proficiency by:</p> <ul style="list-style-type: none"> • performing basic processes such as: <ul style="list-style-type: none"> • forming questions to explore and identifying sources for information about a topic. • listing sources of information. • identifying information that is appropriate to the topic. • recognizing and recalling specific vocabulary, such as: database, relevant, research plan, various sources. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

Students will:

- generate a research question.
- use search terms in a database.
- conduct short research projects using several sources to build knowledge of a topic.
- gather relevant information from print and digital resources.
- summarize and paraphrase information from sources in notes and in final writing pieces.

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5th Grade
Research
FINAL DRAFT

- provide a list of sources.
- draw evidence from literary or informational texts to support analysis, reflection, and research.
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others with some guidance and support from adults; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

WGSD Curriculum – English Language Arts
6th Grade
Research
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.6.7](#) - Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

[W.6.8](#) - Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

[W.6.9](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- selecting a topic for inquiry and forming a research plan.
- gathering relevant information from multiple resources to solve problems or answer questions.
- assessing and citing sources.
- paraphrasing new meaning learned from multiple sources.

2: Student demonstrates he/she is nearing by:

- performing basic processes such as:
 - developing a research question.
 - demonstrating each step of the research process in isolation (developing research questions, locating appropriate sources, recording information related to topic, and/or forming questions not answered in current sources).
- recognizing and recalling specific vocabulary, such as: credible, plagiarism, paraphrasing, and bibliography.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- conduct short grade-appropriate research projects to answer self-generated questions.
- understand the concept of plagiarism and avoid it (for example, using quotes and citing sources).
- draw evidence from literary or informational texts to support analysis, reflection and research.
- creating categories of information and organize categories into larger sections.
- take and use notes to record and organize information.

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6th Grade
Research
FINAL DRAFT

- record sources of information for citation.

WGSD Curriculum – English Language Arts
7th Grade
Research
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.7.7](#) - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

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

[W.7.9](#) - Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery with the learning goal as evidenced by:

- conducting research to gather information about a topic.
- distinguishing relevant information from multiple print and digital sources.
- using key words/search terms correctly.
- assessing the credibility and accuracy of each source.
- documenting sources while gathering information.

2: Student demonstrates he/she is nearing by:

- performing basic processes such as:
 - developing a research question.
 - gathering information from print and digital sources.
 - paraphrasing data from sources.
 - applying basic formats for documenting sources.
- recognizing and recalling specific vocabulary, such as: sources, key words/search terms, quote, and citation.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- access strategies to generate and determine topic.
- identify key words/search terms to refine search.

WGSD Curriculum – English Language Arts
7th Grade
Research
FINAL DRAFT

- determine credibility and usefulness of information.
- take notes or annotate text.
- understand the purpose of copyright law.
- use strategies to avoid plagiarism.
- determine and construct an appropriate product for purpose and audience.
- reference resources within text and provide MLA bibliography using online resources, e.g. *Easy Bib*.

WGSD Curriculum – English Language Arts
8th Grade
Research
FINAL DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[W.8.7](#) - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[W.8.8](#) - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and 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 research.

Learning Goal

Students will be able to acquire, assess and communicate information.

Proficiency Scale

- 4: Student demonstrates an in depth inference, or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery with the learning goal as evidenced by:
- conducting short grade-appropriate research projects to answer a self-generated question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - searching and gathering relevant information from multiple sources.
 - evaluating sources for validity and point of view.
 - applying a standard format for citation.
- 2: Student demonstrates he/she is nearing by:
- performing basic processes such as:
 - applying basic formats for documenting sources.
 - paraphrasing data from sources.
 - demonstrating each step of the research process (develop research questions, locate appropriate sources, record information related to topic, and/or form questions not answered in current sources).
 - recognizing and recalling specific vocabulary, such as: avenue of exploration, focused question, related, research project.
- 1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

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8th Grade
Research
FINAL DRAFT

- access a variety of research materials.
- refine research question to focus topic.
- generate questions in order to focus topic.
- follow MLA format when citing evidence.
- maintain focus and self-direction when emerged in research.

WGSD Curriculum -- African American Literature and Composition
Analysis and Synthesis of Source Material
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Learning Goal

Students will be able to critically evaluate multiple sources of information.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by:

- analyzing the thesis, purpose, audience, style, formal and informal logic, and/or theme in a variety of texts.
- analyzing the effect of rhetorical devices and literary techniques in a variety of texts.
- evaluating an important theme as it is presented in multiple works.
- analyzing the differences in the way a theme is developed in two or more media.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>audience, rhetorical device, logic, thesis, purpose, theme, style.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ● analyzing current and universal themes in contemporary texts. ● identifying the thesis, purpose, organizational style, formal and informal logic, and theme in a variety of texts. ● identifying rhetorical strategies. ● recognizing important themes that occur in multiple works. ● recognizing the differences in the way an event or story is portrayed in two or more media. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will analyze the thesis, purpose, audience, style, formal and informal logic, and/or theme in a variety of texts.
- Students will analyze the effect of rhetorical devices and literary techniques in a variety of texts.
- Students will evaluate an important theme as it is presented in more than one work.
- Students will analyze the differences in the way a theme is portrayed in two or more different media.
- Students will read contemporary literary texts of varied genres.

- Students will learn to identify and analyze thesis, purpose, organizational style, formal and informal logic, theme, and rhetorical devices.

Learning Design

WGSD Curriculum -- African American Literature and Composition

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a text to draw substantiated inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- effectively incorporating textual evidence in composition and discussion.

	<p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as <i>inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote incorporation, transition.</i>● performing specific processes, such as:<ul style="list-style-type: none">● describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.● citing textual evidence to support explicit analysis of meaning in a grade-level literary text. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will analyze a text to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the potential implications of the author's meaning and intent.
- Students will cite appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- Students will effectively incorporate textual evidence in composition and discussion.

Learning Design



WGSD Curriculum -- African American Literature and Composition

Course Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to demonstrate cultural literacy through the meaningful interpretation, analysis, and evaluation of foundational works of African American literature.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- explaining how historical, literary, and/or cultural contexts surrounding a given work influence thematic content.
- analyzing universal themes across various genres of literature.
- constructing grade-appropriate interpretation and analysis of a given work.
- interpreting an author's cultural identity and personal life experiences as reflected in a text.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as <i>purpose, theme, setting, and culture</i>.● performing specific processes, such as<ul style="list-style-type: none">○ identifying the historical/cultural context of a given work.○ identifying an author's cultural identity and personal life experiences as reflected in a text.○ recognizing universal themes within a given work. <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss literature by/about African Americans.
- Students will explain and analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze culturally-specific themes in literature..
- Students will construct sophisticated interpretation and insightful analysis of a given work in isolation and/or in relation to personal or cultural experiences.

Learning Design

WGSD Curriculum – African American Literature and Composition

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and apply them within cultural and personal contexts.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of multiple themes or central ideas over the course of a text, including how the themes interact with and support each other.

- evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.
- providing an objective summary of a text, taking care to note key and specific details from the work.
- analyzing cultural and personal applications of a text and engaging in service-learning experiences related to those themes.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *theme, purpose, audience, tone, ethos, pathos, and logos.*
- performing basic processes, such as:
 - determining multiple themes or central ideas in a text and providing textual evidence of their development throughout the work.
 - identifying some rhetorical strategies.
 - providing an objective summary of a text.
 - identifying some aspects of the rhetorical situation.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze the development of multiple themes or central ideas over the course of a text, including how the themes interact with and support each other.
- Students will evaluate the manner in which these themes or central ideas are communicated to the reader, using

specific textual evidence, such as ideas, events, characterization, and rhetorical devices.

- Students will provide an objective summary of a text, taking care to note key and specific details from the work.
- Students will engage in service-learning experiences related to themes of a text.

Learning Design

WGSD Curriculum -- African American Lit and Composition

Author's Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing literary and rhetorical techniques to express a theme.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

- 3: The student demonstrates mastery of the learning goal by
- analyzing a point of view and shifts in point of view in a literary text and their impact on meaning.
 - analyzing how an author establishes mood and tone.
 - analyzing author's structural choices, such as flashback, *in medias res*, and mixed genres in developing theme.
 - analyzing ambiguity within a text and its impact on theme.

2: The student demonstrates he/she is nearing the learning goal by

	<ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as <i>irony, point of view, understatement, purpose, flashback, frame narratives, and other rhetorical terms.</i>● performing specific processes, such as<ul style="list-style-type: none">● recognizing or recalling examples of sarcasm, irony, and understatement in a literary text.● determining point of view in a literary text.● identifying mood, tone, and structural techniques.● recognizing varied genres within a single text. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will analyze a point of view and shifts in point of view in a literary text and their impact on meaning.
- Students will distinguish between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- Students will analyze how an author establishes mood and tone.
- Students will analyze author's structural choices, such as flashback, in medias res, and mixed genres.

Learning Design

WGSD Curriculum -- African American Literature and Composition

Collaborative Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the

material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))

- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully and respectfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. ([CCSS.ELA-Literacy.SL.9-10.1a](#)d)
- evaluating the credibility and accuracy of information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.
- demonstrating awareness of audience and choosing language and listening skills appropriate for college or professional settings.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *academic discourse, consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, rhetoric and rhetorical strategies.*
- performing specific processes, such as:
 - working with peers to establish rules for collegial discussions and decision making.
 - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
 - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

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Learning Targets

- Students understand terms and processes necessary for college or professional discourse.
- Students engage in academic discourse in a variety of group settings.
- Students debrief process and product of the collaborative discussion.

Learning Design

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage in context when writing.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">● recognizing and applying standard English as appropriate for college or professional settings.● writing sentences free of run-on and fragment errors.● choosing words and phrases for effect.● choosing punctuation according to guidelines of standard English.● recognizing and replacing vague pronouns.● recognizing variations from standard English in their own and others' writing and speaking● identifying and using strategies to improve expression in conventional language including subject-verb agreement, pronoun reference, and misplaced and dangling modifiers

	<ul style="list-style-type: none"> ● using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements. ● varying sentence patterns for meaning, reader/listener interest, and style. ● choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies. ● recognizing and correcting inappropriate shifts in verb voice, number, and mood. ● Choosing gender-appropriate or gender-neutral pronouns depending on context. <p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: <i>phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric.</i> ● performing specific processes, such as recognizing errors in isolation. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students will apply principles of standard academic English as appropriate for a college or professional setting.
- Students will identify words and phrases for effect.
- Students will choose punctuation according to guidelines of standard academic English.
- Students will recognize and replace vague pronouns.
- Students will recognize and correct variations from standard academic English in their own and others' writing and speaking.
- Students will identify and use strategies to improve expression in conventional language.
- Students will use punctuation according to conventions of standard academic English .
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

WGSD Curriculum -- African American Literature and Composition
 Presentation of Information
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience, and occasion.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of multimedia and digital media.
- choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.
- demonstrating a command of academic English.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *delivery, purpose, audience, occasion, tone, inflection, and poise.*
- performing specific processes, such as:
 - making adequate presentations to an audience of peers after making teacher-suggested revisions.
 - making use of some digital resources.
 - demonstrating awareness of the conventions of academic English.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design

WGSD Curriculum -- African American Literature and Composition

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct a sustained research project in order to successfully answer a question.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- using research, experience, and imagination to convey information on a chosen topic.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- annotating and organizing information from sources systematically.
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *multi-genre, in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, plagiarism, primary and secondary source, search terms,*.
- performing specific processes, such as
 - selecting and revising a topic.
 - choosing relevant resources.
 - taking effective notes.
 - developing a research question.
 - developing a supportable thesis.
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - composing different genres that are connected by the same theme.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students choose a topic and develop a research question.
- Students are instructed in effective database search methods.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- African American Literature and Composition
Vocab Acquisition & Use
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [Literacy.L.11-12.CCSS.ELA-4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the terminology of literary analysis.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
 - identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
 - consulting general and specialized reference materials (e.g.,

	<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its derivatives, its etymology, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)</p> <ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations but differing connotations. (CCSS.ELA-Literacy.L.11-12.5b) ● interpreting figurative language. (CCSS.ELA-Literacy.L.11-12.5a) ● correctly using the terminology of literary analysis in context of the analysis of literature and nonfiction texts. ● analyzing words for Greek and Latin roots. (CCSS.ELA-Literacy.L.11-12.CCSS.ELA-4) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, teacher-specified list of rhetorical and literary terms, basic meanings of Greek and Latin word parts.</i> ● performing basic processes, such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will recognize Latin and Greek word parts and their meanings within English words.
- Students will match new words in and out of context with their definitions.
- Students will identify connotation of words in context.

- Students will use new words correctly in original compositions.

Learning Design

WGSD Curriculum -- 20th Century American Literature

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

[CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Learning Goal

Students will be able to interpret multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

Proficiency Scales

4: Student demonstrates an inference or application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- critically interpreting seminal American fiction and nonfiction texts from the 17th century to the present day.
- analyzing the thesis, central arguments, purpose, audience, style, and/or theme in a variety of texts.
- identifying rhetorical devices and literary techniques in a variety of texts.
- examining an important theme as it is presented in multiple works.
- analyzing the differences in the way an event or story is portrayed in two or more media.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *audience, rhetorical device, logic, argument, thesis, purpose, theme, style.*
- performing specific processes, such as:
 - reading seminal fiction and nonfiction texts from the 17th century to the present day.
 - identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
 - defining a rhetorical strategies.
 - identifying important themes that occur in multiple works.
 - identifying the differences in the way an event or story is portrayed in two or more media.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze the thesis, central arguments, purpose, audience, style, and/or theme in a variety of texts.
- Students will identify rhetorical devices and literary techniques in a variety of texts.
- Students will identify an important theme as it is presented in more than one work.
- Students will analyze the differences in the way an event or story is portrayed in two or more different media.
- Students will read seminal U.S. texts from the 17th century to the present day.
- Students will learn to identify and analyze thesis, central arguments, purpose, organizational style, theme, and rhetorical devices.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a grade-level text to draw substantiated inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- effectively incorporating textual evidence in composition and discussion.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote*

incorporation, transition

- performing specific processes, such as:
 - describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
 - citing textual evidence to support explicit analysis of meaning in a grade-level literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze a grade-level text to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the potential implications of the author's meaning and intent.
- Students will cite appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- Students will effectively incorporate textual evidence in composition and discussion.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Course Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#)
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate knowledgeable interpretation and analysis of contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - explaining how cultural and historical contexts surrounding a given work influence content, style, and themes.
 - identifying culturally-specific themes across American literary periods.
 - differentiating between multiple interpretations of texts through literary criticism.

	<ul style="list-style-type: none"> ● constructing interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period. <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>Puritanism, Rationalism, Modernism, and Postmodernism.</i> ● analyzing and explaining how the literary period of a given work influences the thematic content and authorial choices. ● identifying the cultural context of a given work. ● tracing common cultural themes across American literary periods. <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Targets

- Students will explain and analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze culturally-specific themes across American literary periods.
- Students will analyze multiple interpretations of texts through various critical literary theories.
- Students will construct sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period.

Learning Design

WGSD Curriculum – 20th Century American Literature and Composition

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two themes or central ideas over the course of a text, including how the themes interact with and support each other.
- identifying the manner in which these themes or central ideas

	<p>are communicated to the reader, using textual evidence, such as ideas, events, and characterization.</p> <ul style="list-style-type: none"> ● providing an objective summary of a text, taking care to note details from the work. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, and tone.</i> ● performing basic processes, such as: <ul style="list-style-type: none"> ○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work. ○ providing an objective summary of a text. ○ identifying some aspects of the rhetorical situation <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students will analyze the development of two themes or central ideas over the course of a text, including how the themes interact with and support each other. ● Students will evaluate the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices. ● Students will provide an objective summary of a text, taking care to note key and specific details from the work.

Learning Design

WGSD Curriculum -- American Writers

Argument Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Learning Goal

Students will be able to write grade-appropriate arguments.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates w4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- writing grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.11-12.1a](#))
- developing claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.W.11-12.1b](#))

- using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. ([CCSS.ELA-Literacy.W.11-12.1c](#))
- establishing and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage. ([CCSS.ELA-Literacy.W.11-12.1e](#))
- providing a concluding statement or section that follows from and supports the argument presented. ([CCSS.ELA-Literacy.W.11-12.1e](#))

2: The student demonstrates he/she is nearing the learning goal by

- recognizing basic vocabulary such as: *argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relationship, relevance, sequence, significance, strength, support, thesis, valid.*
- performing basic processes such as
 - identifying claims and counterclaims from teacher-provided examples.
 - articulating specified patterns of logical sequence for argumentation.
 - establishing a claim and providing relevant evidence for the claim.
 - writing arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Collaborative Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- drawing on reading and research to stimulate thoughtful exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))

- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. ([CCSS.ELA-Literacy.SL.9-10.1d](#))
- evaluating the credibility and accuracy of information presented.
- evaluating a speaker’s point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *academic discourse, consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, rhetoric and rhetorical strategies.*
- Performing specific processes, such as:
 - working with peers to establish rules for collegial discussions and decision making.
 - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
 - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum -- American Writers

Conventions of Standard English

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- choosing words and phrases for effect.
 - correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
 - choosing punctuation for effect.
 - recognizing and replacing vague pronouns.
 - recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.
 - using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
 - varying sentence patterns for meaning, reader/listener interest, and style.
 - choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
 - recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.

	<p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric. ● using grade-appropriate grammar and usage in context and in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

	<p><u>High Priority Standards (CCSS. State. National. TILS. CREDE. etc.)</u></p> <p>CCSS.ELA-Literacy.L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p style="text-align: center;"><u>Learning Goal</u></p> <p>Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.</p>	<p style="text-align: center;"><u>Proficiency Scale</u></p> <p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> ● choosing words and phrases for effect. ● correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience). ● choosing punctuation for effect. ● recognizing and replacing vague pronouns. ● recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language. ● using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements. ● varying sentence patterns for meaning and style. ● choosing language that expresses ideas precisely and concisely. ● recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood. <p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, nonrestrictive/restrictive clause, wordiness, style. ● attempting grade-appropriate grammar and usage in context and in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

	<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none">● Students will identify words and phrases for effect.● Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).● Students will choose punctuation for effect.● Students will recognize and replace vague pronouns.● Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.● Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.● Students will vary sentence patterns for meaning, reader/listener interest, and style.● Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.● Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.
<p style="text-align: center;"><u>Learning Design</u></p>	

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WGSD Curriculum -- 20th Century American Literature and Composition

Presentation of Information

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience, and occasion.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making use of multimedia and digital media.
- choosing among rhetorical techniques according to task purpose, audience and occasion.
- demonstrating a command of formal English.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>delivery, purpose, audience, occasion, and tone.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design



WGSD Curriculum -- 20th Century American Literature and Composition

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting simple and intermediate research projects in response to a prompt.
- using database searches effectively.
- evaluating source material for reliability.

	<ul style="list-style-type: none"> ● annotating and organizing information from sources. ● integrating and documenting relevant source material into original compositions. ● narrowing or broadening the inquiry when appropriate. ● synthesizing multiple sources on the subject. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, plagiarism, primary and secondary source, search terms.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ● selecting and revising a topic. ● choosing relevant resources. ● taking effective notes. ● developing a supportable thesis. ● writing and revising in response to a research question. ● organizing and synthesizing information collected from more than one source. ● demonstrating use of appropriate citations. ● writing a research composition following a teacher-provided template. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students choose or are assigned a topic.

- Students are instructed in effective database search methods.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Writers Purpose and Craft

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.11-12.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing literary and rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing a point of view and shifts in point of view in a literary text and their impact on meaning.
- distinguishing between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- analyzing how an author establishes mood and tone.
- analyzing author's structural choices, such as flashback, *in medias res*, and mixed genres.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view*,

understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms.

- performing specific processes, such as
 - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.
 - identifying point of view in a literary text.
 - identifying mood, tone, and structural techniques.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze a point of view and shifts in point of view in a literary text and their impact on meaning.
- Students will distinguish between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- Students will analyze how an author establishes mood and tone.
- Students will analyze author's structural choices, such as flashback, in medias res, and mixed genres.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the terminology of literary analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

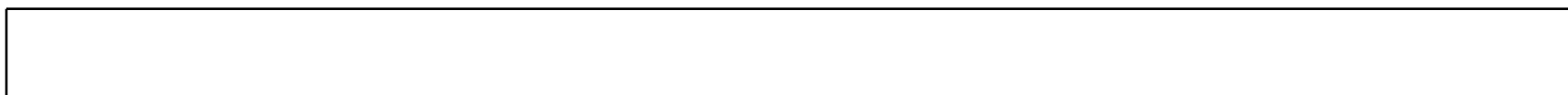
- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its meaning, its part of speech, or its standard

	<p>usage. (CCSS.ELA-Literacy.L.11-12.4c)</p> <ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations but differing connotations. (CCSS.ELA-Literacy.L.11-12.4d) ● interpreting figurative language. ● correctly identifying the terminology of literary analysis in context of the analysis of literature and nonfiction texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, or diction.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will match new words in and out of context with their definitions.
- Students will identify connotation of words in context.
- Students will use new words correctly in original compositions.

Learning Design



WGSD Curriculum -- Contemporary Literature and Composition

Course Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#)
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to conduct sophisticated and meaningful interpretation and analysis of contemporary literature of varied genres and cultures.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - explaining and analyzing how cultural and historical contexts surrounding a given work influence content, style, and themes.
 - constructing sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other contemporary works.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>Postmodernism, Multigenre, and Memoir,</i>● performing processes such as:<ul style="list-style-type: none">● analyzing and explaining how the cultural context of a given work influences the thematic content and authorial choices.● identifying an author's cultural identity and personal life experiences as reflected in a text. <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students will explain and analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze culturally-specific themes in contemporary literature..
- Students will construct sophisticated interpretation and insightful analysis of a given work in isolation and/or in relation to personal or cultural experiences.

Learning Design



WGSD Curriculum – African American Literature and Composition

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and apply them within contemporary cultural and personal contexts.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of multiple themes or central ideas over the course of a text, including how the themes interact with and support each other.

- evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.
- providing an objective summary of a text, taking care to note key and specific details from the work.
- analyzing cultural and personal applications of a text and engaging in service-learning experiences related to those themes.

2: The student demonstrates he/she is nearing the learning goal by

- Recognizing or recalling specific vocabulary, such as: *theme, purpose, audience, tone, ethos, pathos, and logos.*
- Performing basic processes, such as:
 - determining multiple themes or central ideas in a text and providing textual evidence of their development throughout the work.
 - identifying some rhetorical strategies.
 - providing an objective summary of a text.
 - identifying some aspects of the rhetorical situation.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze the development of multiple themes or central ideas over the course of a text, including how the themes interact with and support each other.
- Students will evaluate the manner in which these themes or central ideas are communicated to the reader, using

specific textual evidence, such as ideas, events, characterization, and rhetorical devices.

- Students will provide an objective summary of a text, taking care to note key and specific details from the work.
- Students will engage in service-learning experiences related to themes of a text.

Learning Design

WGSD Curriculum -- Contemporary Lit and Composition

Author's Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing literary and rhetorical techniques to express a theme.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

- 3: The student demonstrates mastery of the learning goal by
- analyzing a point of view and shifts in point of view in a literary text and their impact on meaning.
 - analyzing how an author establishes mood and tone.
 - analyzing author's structural choices, such as flashback, in medias res, and mixed genres in developing theme.
 - analyzing ambiguity within a text and its impact on theme.

2: The student demonstrates he/she is nearing the learning goal by

	<ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>irony, point of view, understatement, purpose, flashback, frame narratives, and other rhetorical terms.</i>● performing specific processes, such as<ul style="list-style-type: none">● recognizing or recalling examples of sarcasm, irony, and understatement in a literary text.● determining point of view in a literary text.● identifying mood, tone, and structural techniques.● recognizing varied genres within a single text. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will analyze a point of view and shifts in point of view in a literary text and their impact on meaning.
- Students will distinguish between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- Students will analyze how an author establishes mood and tone.
- Students will analyze author's structural choices, such as flashback, in medias res, and mixed genres.

Learning Design

WGSD Curriculum -- Contemporary Literature and Composition

Collaborative Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the

material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))

- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully and respectfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. ([CCSS.ELA-Literacy.SL.9-10.1a](#)d)
- evaluating the credibility and accuracy of information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.
- demonstrating awareness of audience and choosing language and listening skills appropriate for college or professional settings.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *academic discourse, consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, rhetoric and rhetorical strategies.*
- Performing specific processes, such as:
 - working with peers to establish rules for collegial discussions and decision making.
 - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
 - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

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Learning Targets

- Students understand terms and processes necessary for college or professional discourse.
- Students engage in academic discourse in a variety of group settings.
- Students debrief process and product of the collaborative discussion.

Learning Design

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Learning Goal

Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage in context when writing.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- recognizing and applying standard English as appropriate for college or professional settings.
 - writing sentences free of run-on and fragment errors.
 - choosing words and phrases for effect.
 - choosing punctuation according to guidelines of standard English.
 - recognizing and replacing vague pronouns.
 - recognizing variations from standard English in their own and others' writing and speaking
 - identifying and using strategies to improve expression in conventional language including subject-verb agreement, pronoun reference, and misplaced and dangling modifiers

	<ul style="list-style-type: none"> ● using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements. ● varying sentence patterns for meaning, reader/listener interest, and style. ● choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies. ● recognizing and correcting inappropriate shifts in verb voice, number, and mood. ● Choosing gender-appropriate or gender-neutral pronouns depending on context. <p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric. ● recognizing errors in isolation. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students will apply principles of standard academic English as appropriate for a college or professional setting.
- Students will identify words and phrases for effect.
- Students will choose punctuation according to guidelines of standard academic English.
- Students will recognize and replace vague pronouns.
- Students will recognize and correct variations from standard academic English in their own and others' writing and speaking.
- Students will identify and use strategies to improve expression in conventional language.
- Students will use punctuation according to conventions of standard academic English .
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

WGSD Curriculum -- Contemporary Literature and Composition
 Presentation of Information
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience, and occasion.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of multimedia and digital media.
- choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.
- demonstrating a command of academic English.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *delivery, purpose, audience, occasion, tone, inflection, and poise.*
- performing specific processes, such as:
 - making adequate presentations to an audience of peers after making teacher-suggested revisions.
 - making use of some digital resources.
 - demonstrating awareness of the conventions of academic English.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design

WGSD Curriculum -- Contemporary Literature and Composition

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct a sustained research project in order to successfully answer a question.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- using research, experience, and imagination to convey information on a chosen topic.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- annotating and organizing information from sources systematically.
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *multi-genre, in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, plagiarism, primary and secondary source, search terms,*.
- performing specific processes, such as:
 - selecting and revising a topic.
 - choosing relevant resources.
 - taking effective notes.
 - developing a research question
 - developing a supportable thesis.
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - composing different genres that are connected by the same theme

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students choose a topic and develop a research question.
- Students are instructed in effective database search methods.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- Contemporary Literature and Composition
Vocab Acquisition & Use
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [Literacy.L.11-12.CCSS.ELA-4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the terminology of literary analysis.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
 - identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
 - consulting general and specialized reference materials (e.g.,

	<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its derivatives, its etymology, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)</p> <ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations but differing connotations. (CCSS.ELA-Literacy.L.11-12.5b) ● interpreting figurative language. (CCSS.ELA-Literacy.L.11-12.5a) ● correctly using the terminology of literary analysis in context of the analysis of literature and nonfiction texts. ● analyzing words for Greek and Latin roots. (CCSS.ELA-Literacy.L.11-12.CCSS.ELA-4) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, teacher-specified list of rhetorical and literary terms, basic meanings of Greek and Latin word parts.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will recognize Latin and Greek word parts and their meanings within English words.
- Students will match new words in and out of context with their definitions.
- Students will identify connotation of words in context.

- Students will use new words correctly in original compositions.

Learning Design

WGSD Curriculum -- Creative Writing

Poetry

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-Literacy.CCRA.W.6](#)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Learning Goal

Students will be able to use precise words and phrases, telling details, and sensory language to write original poetry.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using figurative language to create an image.
- using sensory details to show rather than tell.
- creating a portfolio of original poetry.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *symbolism, imagery, repetition, simile, metaphor, personification, mood, and tone.*

	<ul style="list-style-type: none">● performing specific processes, such as<ul style="list-style-type: none">○ responding to teacher-supplied prompts.○ writing drafts of original poetry. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will evaluate the effectiveness of literary devices in published poems.
- Students will use literary devices in creating their own poems.

Learning Design

WGSD Curriculum -- Creative Writing

Prose

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.W.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.W.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

[CCSS.ELA-Literacy.CCRA.W.6](#)

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Learning Goal

The student will be able to write original narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- developing characters for a variety of genres.
- using personal experience to develop realistic dialogue.
- exploring the first and third person in order to understand the advantages and disadvantages of each.
- creating conflicts and complications for fictional works.
- using sensory details to create a realistic mood and setting.

	<ul style="list-style-type: none"> ● creating portfolios of original drama, fiction, and memoir. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing and recalling specific vocabulary, such as <i>characterization, setting, plot, conflict, climax, resolution, point of view, and dialogue.</i> ● The student will be able to perform basic processes, such as using a teacher-provided template for planning and organizing a narrative. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will create several character sketches, a short story, a one-act play, and a children's book.

Learning Design

WGSD Curriculum -- Creative Writing

Revision

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

Develop and strengthen writing 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. CCSS.ELA-Literacy.W.11-12.5

Learning Goal

The students will be able to revise their original compositions in response to personal evaluation and peer review.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- providing constructive feedback to peers.
- revising their own work for improved clarity based on individual reflection and feedback from teacher and peers.
- understanding the value of revising written work.

2: Performing specific processes, such as:

- editing work based on teacher or peer feedback.
- responding to specific teacher-directed questions about written work.

Learning Targets

- Students will participate in peer-editing sessions
- Students will write multiple drafts of the same piece of work

Learning Design

WGSD Curriculum -- Contemporary Literature and Composition

Collaborative Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- drawing on reading and research to stimulate thoughtful, well-

	<p>reasoned exchange of ideas. (CCSS.ELA-Literacy.SL.9-10.1b)</p> <ul style="list-style-type: none"> ● propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.9-10.1c) ● responding thoughtfully and respectfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. (CCSS.ELA-Literacy.SL.9-10.1ad) ● evaluating a speaker’s point of view, logic, and use of rhetoric. ● demonstrating awareness of audience and choosing language and listening skills appropriate for college or professional settings. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>consensus, paraphrase, point of view, perspective, and collegiality</i> ● Performing specific processes, such as: <ul style="list-style-type: none"> ● working with peers to establish rules for collegial discussions and decision making. ● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner. ● preparing for participation in a discussion. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students understand terms and processes necessary for college or professional discourse.
- Students engage in academic discourse in a variety of group settings.
- Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum -- English 10

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RI.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Learning Goal

Students will be able to interpret multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - comparing various treatments of a literary story, drama, or poem, recognizing how each version changes the source text.
 - discovering and using multiple sources of information presented in different media or formats, in addition to the primary text(s), in

	<p>order to find the answer to a question or problem.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, diction, media literacy, and perspective.</i>● performing specific processes, such as:<ul style="list-style-type: none">● identifying differences among interpretations of a literary story, drama, or poem to the source text.● identifying information from multiple sources presented in different media or formats, including text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss multiple versions of a story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to understand authorial purpose.

Learning Design



WGSD Curriculum -- English 10

Argument Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.10](#) 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.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Student will be able to write grade-appropriate arguments.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
	3: The student demonstrates mastery of the learning goal as evidenced by
	<ul style="list-style-type: none"> ● writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence. ● introducing informed claims, establishing the relevance of the claims, and creating an organization that logically sequences claims, counterclaims,

	<p>reasons, and evidence. (CCSS.ELA-Literacy.W.9-10.1a)</p> <ul style="list-style-type: none">● developing claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both. (CCSS.ELA-Literacy.W.9-10.1b)● using transitions to link the major sections of the text to create cohesion. (CCSS.ELA-Literacy.W.9-10.1c)● establishing and maintaining consistent use of a formal tone while attending to the norms and conventions of MLA. (CCSS.ELA-Literacy.W.9-10.1d)● providing a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.9-10.1e)● <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none">● recognizing or recalling basic vocabulary, such as: <i>persuasion vs. argumentation, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.</i>● performing specific processes, such as:<ul style="list-style-type: none">● identifying claims and counterclaims from teacher-provided examples.● articulating specified patterns of logical sequence for argumentation.● establishing a claim and providing relevant evidence for the claim.● writing arguments using a teacher-provided template. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum -- English 10

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Goal

Students will be able to cite textual evidence to support comprehension and analysis of a text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text.
- identifying the potential implications of the author's meaning and intent.
- citing textual evidence to support analysis of meaning in a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference ,textual evidence, citation, ambiguity.*

- performing specific processes, such as:
 - describing what a literary text says explicitly and draw some inferences from it regarding author's meaning and intent.
 - citing textual evidence to support explicit analysis of meaning in a literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will cite an example from the text to support their interpretation.
- Students will cite multiple examples from the text to support an interpretation.

Learning Design

WGSD Curriculum -- English 10

Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to demonstrate a grasp of the essential genres: short story, novel, poetry, and non-fiction.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- recognizing the characteristics of the different genres.
- explaining literary elements across multiple genres.
- constructing interpretation of a given work that takes into account the characteristics of that work's genre.

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*, *elements of plot development*, *theme*, *narrative point of view*, and *literary style*.

performing specific processes, such as:

- identifying the genre of a given work.
- recognizing how techniques and structure change depending on genre.

1: Student demonstrates little understanding or skill with the learning goal.

Learning Targets

- Students read and discuss the major genres.
- Students compare the major genres for structure and technique.

Learning Design

WGSD Curriculum – Determining Theme

English 10

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to trace the development of a theme or central idea in a grade-appropriate text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- trace the development of a theme over the course of a single

	<p>literary text.</p> <ul style="list-style-type: none"> ● recognize and trace the development of a central idea of the course of a work of literary non-fiction ● identify the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support. ● providing an objective summary of a text, taking care to note key and specific details from the work. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, moral, allegory, conflict, theme.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ providing textual evidence of teacher-identified themes and central ideas. ○ providing an objective summary of a text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will identify textual support for a teacher-identified theme.
- Students will identify one or more themes/central ideas independently.
- Students will analyze the relationship between the theme/central idea and the textual support.
- Students will trace the development of a theme in a literary text, citing textual evidence as support.
- Students will trace the development of a central idea in a work of literary non-fiction.

Learning Design

WGSD Curriculum -- English 10

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of both grade-level vocabulary and the vocabulary of literary analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.9-10.4c](#))
- understanding the connotations of words with similar denotations. ([CCSS.ELA-Literacy.L.9-10.4c](#))

	<ul style="list-style-type: none"> ● recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.9-10.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.9-10.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, derivatives.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design

WGSD Curriculum -- English 10
Conventions of Standard English
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by <ul data-bbox="709 1256 1570 1468" style="list-style-type: none">● developing ideas using precise words and phrases.● revising inappropriate shifts in verb tense.● revising inappropriate pronoun number and person shifts.● revising for consistency in style and tone.● discriminating between phrases and clauses within a sentence.● revising misplaced and dangling modifiers.

	<ul style="list-style-type: none"> ● revising errors in parallel structure. ● differentiating among commonly confused words: <i>who/whom, definite/defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.</i> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>phrase, clause, modifier, parallel structure, tense shift, style, tone.</i> ● performing specific processes, such as: ● recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift. ● using grade-appropriate grammar and usage in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.

- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.
- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

Learning Design

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- developing ideas using precise words and phrases.
- revising inappropriate shifts in verb tense.
- revising inappropriate pronoun number and person shifts.
- revising for consistency in style and tone.
- discriminating between phrases and clauses within a sentence.
- revising misplaced and dangling modifiers.
- revising errors in parallel structure.
- differentiating among commonly confused words: *who/whom, definite/defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.*

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *phrase, clause, modifier, parallel structure, tense shift, style, and tone.*
- performing specific processes, such as:
 - recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift.
 - using grade-appropriate grammar and usage in isolation.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.
- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.
- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

Learning Design

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WGSD Curriculum -- English 10
Presentation of Information
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
- [High School TILS Strand I](#): Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- [High School TILS Strand IV](#): Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and and logically.
- making strategic use of multimedia and digital media.
- demonstrating a command of academic English.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, task, and academic English.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making adequate presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of formal English. <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give presentations and give and receive feedback.

Learning Design

WGSD Curriculum -- English 10

Writer's Purpose and Craft

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to identify the author's purpose and effectiveness in using literary and rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying and understanding the purpose of the narrative point of view in a literary text to determine its impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- identifying how an author establishes tone.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in medias res, and other rhetorical terms.*

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| | <ul style="list-style-type: none">● performing specific processes, such as<ul style="list-style-type: none">● recognizing or recalling examples of the major forms of irony in a literary text.● determining point of view in a literary text.● identifying tone and structural techniques with teacher-provided examples. |
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1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts.
- Students examine the forms of irony and evaluate their effectiveness in specific works.

Learning Design

WGSD Curriculum -- English 10

Research

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting research projects to answer a question (including a self-generated question) or solve a problem.
- using database searches effectively.
- evaluating source material for relevance and reliability.
- organizing research results systematically.
- integrating and documenting source material into original compositions.

	<ul style="list-style-type: none"> ● narrowing or broadening the inquiry when appropriate. ● collect facts from multiple sources on the subject, demonstrating an understanding of the subject under investigation. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>citation, synthesize, documentation, search criteria, plagiarism. credibility, database, primary and secondary source, search engine.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ● selecting a topic. ● writing and revising a research question. ● choosing relevant resources. ● collecting information from one or more source. ● writing a research composition following a teacher-provided template.
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students choose or are assigned a topic. ● Students are instructed in effective database search methods. ● Students collect relevant and varied sources. ● Students evaluate sources for relevancy and reliability. ● Students refine research questions readily. ● Students choose a personally effective method of taking and organizing notes. ● Students understand what constitutes plagiarism and how to maintain academic honesty.
<p style="text-align: center;"><u>Learning Design</u></p>



WGSD Curriculum -- English 10

Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students participate in a variety of collaborative discussions on substantive topics with a full range of peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
- preparing for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))

- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. ([CCSS.ELA-Literacy.SL.9-10.1d](#))
- integrating multiple sources of information presented, evaluating their credibility and accuracy.
- evaluating speaker's point of view.

2: The student shows he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *qualify, clarify, infer, refer, point of view, summarize text, support, relevance, evaluate, interpret, formulate a claim.*
- Performing specific processes, such as:
 - working with peers to set rules for collegial discussions and decision making.
 - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
 - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students learn and rehearse rules of academic discourse.
- Students review terms relevant to academic discourse.
- Students engage in academic discourse about course content.
- Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum -- Analysis and Synthesis of Multiple Sources

English Literature and Composition ACC

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Learning Goal

Students will be able to critically evaluate multiple sources of information on a single subject, including multiple interpretations of a story, drama, or poem, in different media or formats.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - analyzing critical interpretations of a college-level story, drama, or poem, evaluating how each version interprets the source text.
 - integrating and evaluating multiple sources of information presented in different media or formats in order to address a question or solve a problem about a work of literature.
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing or recalling specific vocabulary, such as: *genre*, *medium*, *critical interpretation*.

- performing specific processes, such as:
 - comparing and contrasting interpretations of a college-level story, drama, or poem to the source text.
 - locating information from multiple sources presented in different media or formats.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn to read literary criticism.
- Students learn to evaluate literary criticism against the source text.

Learning Design

WGSD Curriculum --Course Content
English Literature and Composition ACC
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.10](#)
- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to knowledgeably and accurately analyze foundational works of British fiction and poetry written from the 17th century to present day.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- explaining how the literary and historical period of a given work influences the content and multiple themes.
- constructing a range of sophisticated, plausible interpretations of a given work.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as:
Romanticism, Modernism, Post-modernism, Reader-Response,

Feminist, Marxist, Psychoanalytic, and Post-Colonial literary criticism.

- performing specific processes, such as:
 - identifying the literary period of a given work.
 - demonstrating comprehension of a given work.

1: Student demonstrates little understanding or skill with the learning goal.

Learning Targets

Students read, discuss, and write about a wide range of British texts written from the 6th century until the present.

Learning Design

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

[CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to identify multiple themes in a literary text and analyze them in relation to one another; students will also be able to analyze a single theme across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

	<ul style="list-style-type: none"> ● analyzing the development of two or more themes over the course of one or more literary texts, including how they interact with and support, or potentially contradict, each other. ● evaluating the manner in which these themes are communicated to the reader, using specific textual evidence, such as ideas, events, character development, etc. as support. ● applying the core ideas from one or more schools of literary criticism flexibly. ● providing an objective summary of a literary text, taking care to note key and specific details from the work. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>motif, theme, characterization</i>. ● performing basic processes, such as: <ul style="list-style-type: none"> ○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work. ○ providing an objective summary of a literary text. ○ identifying thematic similarities in two major literary texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will trace the development of two or more teacher-identified themes in a literary text, citing textual evidence as support.

- Students will trace the development of two or more student-identified themes in a literary text, citing textual evidence as support.
- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

WGSD Curriculum -- English Literature ACC

Citing Textual Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.1](#)

[CCSS.ELA-Literacy.RL.11-12.1](#)

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

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

[CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- [CCSS.ELA-Literacy.L.11-12.5a](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- [CCSS.ELA-Literacy.L.11-12.5b](#) Analyze nuances in the meaning of words with similar denotations.

Learning Goal

Students will be able to analyze a text explicitly and

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or

<p>inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.</p>	<p>innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> ● analyzing a sophisticated literary text to draw complex inferences regarding the author’s meaning and intent. ● evaluating inferences drawn from the text, focusing on areas where the author’s meaning and intent is intentionally ambiguous. ● evaluating the implications of the author’s meaning and intent. ● citing textual evidence to support a multi-layered analysis of meaning in a sophisticated literary text or multiple related texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>inferential, textual evidence, citation</i>. ● performing basic processes, such as <ul style="list-style-type: none"> ○ Describing what a sophisticated literary text says explicitly and draw logical inferences regarding author’s meaning and intent. ○ Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text. <p>1: The student demonstrates a limited understanding or skill with the learning goal</p>

Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied meaning in teacher-selected passages.
- Students will provide evidence of understanding implied meaning in student-selected passages.

- Students will cite, explain, and evaluate the implications of textual meaning and intent in a literary analysis.

Learning Design

WGSD Curriculum -- Collaborative Discussions
English Literature & Composition ACC
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions

	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.11-12.1c)</p> <ul style="list-style-type: none"> ● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (CCSS.ELA-Literacy.SL.11-12.1d) ● integrating multiple sources of information presented, evaluating their credibility and accuracy. ● evaluating a speaker’s point of view, logic, and use of rhetoric. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● performing specific processes, such as: <ul style="list-style-type: none"> ● working with peers to set rules for collegial discussions and decision making. ● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner. ● preparing for participation in a discussion. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Socratic discussions.

Learning Design

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Learning Goal

Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes.
 - resolving issues of usage, consulting references as needed.
- 2: The student demonstrates he or she is nearing the learning goal by
- recalling or recognizing basic vocabulary, such as: *phrase, clause, subject, object, complement, participial, appositive, gerund*.
 - performing basic processes, such as
 - using grade-appropriate grammar and usage in context.

	1: The student demonstrates little understanding or skill with the learning goal.
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Learning Targets

- Students practice a variety of sentence patterns in isolation.
- Students revise their original compositions to improve style and increase effectiveness.(active/passive) and mood.

Learning Design

WGSD Curriculum – Analysis of Writer’s Point of View, Purpose, and Structure
English Literature & Composition ACC
DRAFT

CCSS Standard:	<p>CCSS.ELA-Literacy.RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
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WGSD Curriculum – Analysis of Writer’s Point of View, Purpose, and Structure
 English Literature & Composition ACC
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<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>The student appraises the author’s purpose and effectiveness in utilizing rhetorical techniques such as irony and point of view.</p>	<p>4: In addition to score 3.0 performance, the student demonstrates in-depth inferences and advanced applications that go beyond what was taught.</p> <p>3 The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> ● Analyzing a point of view in a sophisticated text to determine its impact on meaning. ● Distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement). ● Analyzing how the style and content of a sophisticated text that is particularly effective contributes to the power, persuasiveness, or beauty of the text. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● Recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, understatement, purpose, rhetorical devices (teacher-specified list)</i>. ● Performing basic processes, such as <ul style="list-style-type: none"> ● Recognizing or recalling examples of satire, sarcasm, irony, and understatement in a sophisticated text. ● Determining point of view in a college-level text. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
<p><u>Targets</u></p>	<p>1. Students will identify and analyze satiric techniques in sophisticated texts.</p> <p>2. Students will identify and analyze point of view in sophisticated texts.</p>

WGSD Curriculum – Analysis of Writer’s Point of View, Purpose, and Structure
English Literature & Composition ACC
DRAFT

<p><u>Learning Design</u></p>	
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WGSD Curriculum – Analysis of Writer’s Point of View, Purpose, and Structure
English Literature & Composition ACC
DRAFT

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WGSD Curriculum -- Presentation of Information

English Literature and Composition ACC

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of digital media.

	<ul style="list-style-type: none"> ● choosing flexibly among rhetorical techniques according to task purpose. ● demonstrating a command of academic English. <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ● making adequate presentations to an audience of peers after making teacher-suggested revisions. ● making use of some digital resources. ● demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students discuss the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design



WGSD Curriculum -- Freshman Literature and Composition

Writing Critical Analysis

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Learning Goal

Students write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal

3 : The student demonstrates mastery of the learning goal by

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing claims and counterclaims thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both.
- applying previously introduced schools of literary criticism accurately to the

text.

- using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements.
- establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style.
- writing under extended deadlines outside of class and on demand with a time limit in class.
- revising in response to teacher and peer feedback.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling basic vocabulary such as: *assertion, evidence, analysis, New Critical Analysis, Psychological Criticism, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism.*
- performing basic processes such as:
 - creating a valid assertion and using summary to provide relevant evidence in support.
 - distinguish among the schools of literary criticism.
 - establishing a formal style and achieving consistency with help.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

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Learning Design

WGSD Curriculum -- English Literature ACC

Vocabulary Acquisition and Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L-11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.11-12c](#))
- understanding the connotations of words with similar denotations.

	<p>(CCSS.ELA-Literacy.L.11-12.4c)</p> <ul style="list-style-type: none"> ● recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.11-12.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.11-12.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design



WGSD Curriculum -- Analysis and Synthesis of Multiple Sources
Gifted 12/ AP English Literature and Composition
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Learning Goal

Students will be able to critically evaluate multiple sources of information, including multiple interpretations of a story, drama, or poem, in different media or formats.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing multiple critical interpretations of a literary story, drama, or poem, evaluating how each version interprets the source text.
- integrating and evaluating multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem about a work of literature.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*,

archetype.

- performing specific processes, such as:
 - comparing and contrasting interpretations of a college-level story, drama, or poem to the source text.
 - locating information from multiple sources presented in different media or formats, including words.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn to read literary criticism.
- Students learn to evaluate literary criticism against the source text.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Course Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to knowledgeably and accurately analyze foundational works of British fiction and poetry written from the 17th century to present day.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - analyzing how the literary and historical period of a given work influences the content and multiple themes.
 - constructing a range of sophisticated, plausible interpretations of a given work.
 - analyze the way in which the philosophical and scientific movements of a historical period of a given work influence the content and multiple themes
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing and recalling specific vocabulary, such as:

	<p><i>Freytagian, Baroque, Neoclassical, Romanticism, Aesthetic Movement, Modernism, Post-Freudian, Post-Modernism, gothic, female gothic.</i></p> <ul style="list-style-type: none"> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ identifying the literary period of a given work. ○ demonstrating comprehension of a given work. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students read, discuss, and write about a wide range of British texts written from the 17th century until the present.
<p><u>Learning Design</u></p>

WGSD Curriculum – Gifted 12/ AP English Literature & Composition
Determining Theme
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to identify multiple themes in a literary text and analyze them in relation to one other; students also analyze a single theme across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes over the course of one or more literary texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes are communicated

	<p>to the reader, using specific textual evidence, such as ideas, events, character development, etc. as support.</p> <ul style="list-style-type: none"> ● flexibly applying the core ideas from one or more schools of literary criticism. ● applying philosophical or scientific ideas to multiple texts. ● providing an objective summary of a literary text, taking care to note key and specific details from the work. ● creating a fictional work in which themes from one text are applied to a different text or time period <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>motif</i>, <i>theme</i>. ● performing basic processes, such as <ul style="list-style-type: none"> ○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work. ○ annotating a theme in a literary text. ○ identifying thematic similarities in two major literary texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will trace the development of two or more teacher-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.
- Students will trace the development of two or more student-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.

- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

WGSD Curriculum -- Capstone
Gifted 12/ AP English Literature & Composition
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Learning Goal

Students will be able to conduct an autonomous research project that further develops an individual interest in a curricular or cross-curricular area.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- developing an original hypothesis that draws on and explores a passion related to their high school curricular experience.
 - gathering and synthesizing information from a broad range of sources and media in order to support and develop the hypothesis.
 - writing a well reasoned research paper that argues the original hypothesis.
 - teaching the topic to the class in an engaging presentation that shows thorough mastery of the topic.
- 2: The student demonstrates he/she is nearing the learning goal by

- performing specific processes, such as:
 - developing a topic with good potential.
 - writing a competent research paper that addresses the topic in a thorough but not original manner.
 - presenting the research to the class in a clear and well organized fashion.

1: The student demonstrates little understanding or skill with the learning goal.

Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Citing Textual Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.1](#)
- [CCSS.ELA-Literacy.RL.11-12.1](#)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- [CCSS.ELA-Literacy.RL.11-12.10](#)
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Learning Goal

Students analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well articulated assertions about that text.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - analyzing a sophisticated literary text to draw complex inferences regarding the author's meaning and intent.
 - evaluating inferences drawn from the text, especially focusing on areas where the author's meaning and intent is intentionally ambiguous.
 - evaluating the potential implications of the author's meaning and

	<p>intent, including where it is left uncertain.</p> <ul style="list-style-type: none"> ● citing apt textual evidence to support a multi-layered analysis of meaning in a sophisticated literary text or multiple related texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>inferential, textual evidence, citation</i>. ● performing basic processes, such as <ul style="list-style-type: none"> ○ describing what a collegiate-appropriate literary text says explicitly and draw logical inferences from it regarding author's meaning and intent. ○ citing textual evidence to support explicit analysis of meaning in a sophisticated literary text. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in a literary analysis.

Learning Design



WGSD Curriculum -- Collaborative Discussions

Gifted 12/ AP English Literature & Composition

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions

	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.9-10.1c)</p> <ul style="list-style-type: none"> ● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (CCSS.ELA-Literacy.SL.9-10.1d) ● integrating multiple sources of information presented, evaluating their credibility and accuracy. ● evaluating a speaker’s point of view, logic, and use of rhetoric. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● performing specific processes, such as: <ul style="list-style-type: none"> ● Working with peers to set rules for collegial discussions and decision making. ● Participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner. ● Preparing for participation in a discussion. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition
 Conventions of Standard English
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> ● applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes. ● resolving issues of complex or contested usage, consulting references as needed. <p>2: The student demonstrates he or she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recalling or recognizing basic vocabulary, such as: <i>phrase, clause, subject, object, complement, participial, absolute, gerund. subjunctive</i> ● performing basic processes, such as:

- using grade-appropriate grammar and usage in context.

1: The student demonstrates little understanding or skill with the learning goal.

Learning Targets

- Students revise their original compositions to improve style and increase effectiveness.

Learning Design

WGSD Curriculum – Gifted 12/ AP English Literature & Composition

Analysis of Writer’s Point of View, Purpose, and Structure

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [CCSS.ELA-Literacy.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students are able to appraise the author’s purpose and effectiveness in using rhetorical techniques such as irony and point of view.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3 The student demonstrates mastery of the learning goal by <ul style="list-style-type: none">• analyzing a point of view in a literary text to determine its impact on meaning.• distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement).• analyzing how the style and content of a literary text that is particularly effective contributes to the power, persuasiveness, or beauty of the text. 2: The student demonstrates he/she is nearing the learning goal by

	<ul style="list-style-type: none"> ● Recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, purpose, litotes, meiosis, invective, extradiegetic and intradiegetic narrator, rhetorical devices and literary devices.</i> ● Performing basic processes, such as <ul style="list-style-type: none"> ● recognizing or recalling examples of satire, sarcasm, irony, and understatement in a college-level text. ● determining point of view in a literary text. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- Annotating literary works for point of view, especially in frame narratives
- Analyzing satirical technique for purpose and effectiveness
- Analyzing the purpose of technical choices, especially in poetry

Learning Design

WGSD Curriculum -- Presentation of Information
 Gifted 12/ AP Literature and Composition
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

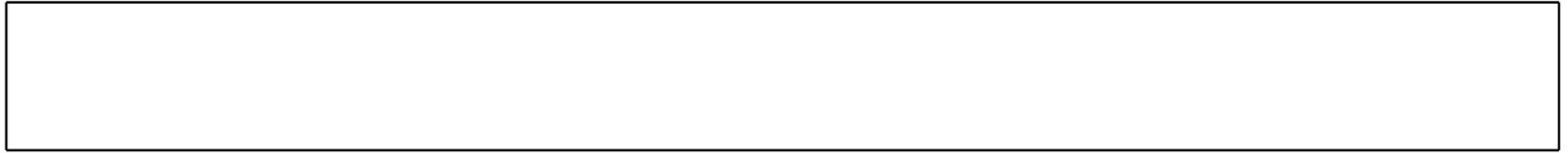
4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">● presenting information, findings, and supporting evidence clearly, concisely, and logically.● making strategic use of multimedia and digital media.● choosing flexibly among rhetorical techniques according to task purpose.● demonstrating a command of academic English. <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● performing specific processes, such as:<ul style="list-style-type: none">● making adequate presentations to an audience of peers after making teacher-suggested revisions.● making use of some digital resources.● demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students are given an array of choices in presentation formats.

Learning Design



WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Vocabulary Acquisition and Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none">● using context as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)● identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. (CCSS.ELA-Literacy.L.11-12.4b)● consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. (CCSS.ELA-Literacy.L.11-12c)

	<ul style="list-style-type: none"> ● understanding the connotations of words with similar denotations. (CCSS.ELA-Literacy.L.11-12.4c) ● recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.11-12.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.11-12.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives. ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design



WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Writing Critical Analysis

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- [CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Learning Goal

Students write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3 : The student demonstrates mastery of the learning goal by

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing assertions fairly and thoroughly, supplying the most apt evidence while pointing out the strengths and limitations of that assertion in a sophisticated manner.
- applying previously introduced schools of literary criticism to the text with

	<p>precision and insight.</p> <ul style="list-style-type: none"> ● using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements. ● establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style. ● writing under extended deadlines outside of class and on demand with a time limit in class. ● revising in response to teacher and peer feedback. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary such as: <i>assertion, evidence, analysis, hegemony, affective fallacy, New Critical Analysis, Psychological Criticism, Freudian, Jungian, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism, Structuralism, Archetypall Criticism.</i> ● performing basic processes such as: <ul style="list-style-type: none"> ● creating a valid assertion and using summary to provide relevant evidence in support. ● distinguish among the schools of literary criticism. ● establishing a formal style and achieving consistency with help. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- The student writes appropriate introductions to AP-style essays.

- The student distinguishes the relationship between claims or assertions, supporting evidence, and analysis of the text to address major themes.
- The student analyzes College Board-provided exemplar essays.
- The student writes essays about works of literary merit using the schools of criticism.
- The student revises essays in part or whole in response to feedback from teacher and/or peers.

Learning Design

WGSD Curriculum -- Film Appreciation

History of Cinema

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to distinguish and characterize the various movements, eras, and genres in the history of cinema, along with seminal directors and representative films, understanding their contributions to the evolution of cinema.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- identifying the technological innovations that have revolutionized and evolved, from the beginning of cinematic history to the present day.
 - distinguishing the different eras and movements that correspond to distinct time periods in film history.
 - evaluating the major genres that have had the biggest impact on cinematic style, including film noir, musicals, westerns, science fiction, comedy, drama, satire, thriller, etc.
 - acknowledging and analyzing the techniques, characteristics, and contributions of major figures in film history, including Charlie Chaplin, D.W. Griffith, Orson Welles, John Ford, Elia Kazan, Alfred Hitchcock,

	<p>Francois Truffaut, Woody Allen, Martin Scorsese, Joel and Ethan Coen, and others.</p> <p>2. The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>auteur, film noir, archetype, integrated musical, Neorealism, French New Wave, Expressionism, modernism, post-modernism, satire, black comedy.</i>● performing specific processes, such as<ul style="list-style-type: none">● identifying major schools of film.● identifying examples of major genres in film.● matching major directors with their most important films. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none">●
<p><u>Learning Design</u></p>

WGSD Curriculum -- Film Appreciation

Cinematic Style

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to identify and evaluate a range of filmic styles, directorial methods, and technical aspects of filmmaking, how these procedures have changed over time, and their impact on the visual and storytelling aspects of the final film product and its relationship with the audience.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- analyzing directorial choices and techniques to determine their impact on the film's structure, visual presentations, and thematic functioning.
 - distinguishing the various elements that make up film composition, including camera work, lighting elements, scoring and soundtrack, transitions, framing, sound mixing and editing, film editing, visual effects production design, etc.
 - identifying how a film establishes mood and tone.
 - recognizing symbols and motifs and their connections to plot, character, and theme.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>tracking and panning shots, crosscutting, mis en scene, establishing and insert shots, chiaroscuro, cookaloris, continuity, iris, transitional dissolve, storyboarding, frame shots, match cuts, lightning mix, dutch angles, scoring, motifs, parallel shots, etc.</i> ● performing specific processes, such as identifying directorial techniques <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ●
<p><u>Learning Design</u></p>

Literary Aspect of Film

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze and discuss the literary aspects of a film, such as plot, theme, characters, symbols, and author's intent.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing multiple interpretations of a complex narrative film, evaluating screenplay elements, including plot, theme, symbolism, historical context, and characterization.
- integrating and evaluating multiple sources of information presented in the film itself, alongside critical essays, reviews, interviews, class lecture, and discussion.

2: The student demonstrates he/she is nearing the learning goal by

Recognizing or recalling specific vocabulary, such as

	<ul style="list-style-type: none">● <i>exposition, complication, climax, resolution, symbol, motif, parallel imagery, characterization (round, flat, static, dynamic), theme, allegory</i> <p>Performing specific processes, such as</p> <ul style="list-style-type: none">● comparing and contrast interpretations of a film and its source material.● locating information from multiple sources presented in different media or formats, including words. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none">●
<p style="text-align: center;"><u>Learning Design</u></p>

WGSD Curriculum -- Film Appreciation

Film Critique

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to synthesize the technical, literary, and cultural aspects of understanding film into a written critical examination of an individual film, communicated with attention to correct, academic written expression.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying and evaluating the contextual, literary, and filmic elements in particular film.
- developing critical arguments regarding the film's literary and filmic elements.
- establishing appropriate compositional tone and organization for a critical review.
- using expressive, unique, and vibrant language in a critical film review.

2: The student demonstrates he/she is nearing the learning goal by

	<ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms.</i>● performing specific processes, such as<ul style="list-style-type: none">● providing a clearly and accurately written plot summary for a specific film.● adhering to correct grammatical and compositional conventions.● using the assigned format accurately. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none">●
<p><u>Learning Design</u></p>

WGSD Curriculum -- Freshman Literature and Composition

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RI.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to interpret multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.	<p>4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> • synthesizing various treatments of a literary story, drama, or poem, recognizing how each version interprets the source text. • discovering and integrating multiple sources of information presented in different media or formats, in addition to the primary text(s), in order to address a question or problem.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, diction, archetype, media literacy, and perspective.</i>● performing specific processes, such as:<ul style="list-style-type: none">● identifying differences among interpretations of a literary story, drama, or poem to the source text.● identifying information from multiple sources presented in different media or formats, including text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

Learning Design

WGSD Curriculum -- Freshman Literature and Composition

Argument Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.10](#) 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.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Student will be able to write strong arguments.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> ● writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.

- introducing informed claims, establishing the relevance of the claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.9-10.1a](#))
- developing claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both. ([CCSS.ELA-Literacy.W.9-10.1b](#))
- using transitions to link the major sections of the text to create cohesion. ([CCSS.ELA-Literacy.W.9-10.1c](#))
- establishing and maintaining consistent use of a formal tone while attending to the norms and conventions of MLA. ([CCSS.ELA-Literacy.W.9-10.1d](#))
- providing a concluding statement or section that follows from and supports the argument presented. ([CCSS.ELA-Literacy.W.9-10.1e](#))

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling basic vocabulary, such as: *persuasion vs. argumentation, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.*
- performing specific processes, such as:
 - identifying claims and counterclaims from teacher-provided examples.
 - articulating specified patterns of logical sequence for argumentation.
 - establishing a claim and providing relevant evidence for the claim.
 - write arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum -- Freshman Literature and Composition

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Goal

Students will be able to cite textual evidence to support comprehension of a text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning.
- evaluating inferences drawn from the text.
- citing textual evidence to support understanding of a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, and citation.*
- performing specific processes, such as:

- | | |
|--|---|
| | <ul style="list-style-type: none">● describing what a literary text says explicitly and draw some inferences from it regarding author's meaning.● citing textual evidence to support understanding of a literary text. |
|--|---|

1: Student demonstrates limited understanding or skill with the learning goal.

<p><u>Learning Targets</u></p> <ul style="list-style-type: none">● Students will cite an example from the text to support their interpretation.● Students will cite multiple examples from the text to support an interpretation.
<p><u>Learning Design</u></p>

WGSD Curriculum -- Freshman Literature and Composition

Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate a grasp of the essential genres: epic, Shakespearian drama, short story, novel, poetry, and non-fiction.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining the characteristics of the different genres.
- analyzing literary elements across multiple genres.
- constructing grade-appropriate interpretation and analysis of a given work that takes into account the characteristics of that work's genre.

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*, *elements of plot development*, *theme*, *narrative point of view*, and *literary style*.

	<p>performing specific processes, such as:</p> <ul style="list-style-type: none">● identifying the genre of a given work.● recognizing how techniques and structure change depending on genre.● recognizing the different interpretative demands of the genres. <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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<u>Learning Targets</u>	
<ul style="list-style-type: none">● Read and discuss the major genres.● Compare the major genres.	<u>Learning Design</u>

WGSD Curriculum – Freshman Literature and Composition

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to analyze the development of a theme or central idea in a grade-appropriate text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of a single

	<p>literary text.</p> <ul style="list-style-type: none"> ● analyzing the development of a central idea of the course of a work of literary non-fiction ● evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support. ● providing an objective summary of a text, taking care to note key and specific details from the work. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, moral, allegory, conflict, universality, motif, theme.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ providing textual evidence of teacher-identified themes and their development throughout the work. ○ providing an objective summary of a text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will identify textual support for a teacher-identified theme.
- Students will identify one or more themes/central ideas independently.
- Students will analyze the relationship between the theme/central idea and the textual support.
- Students will trace the development of a theme in a literary text, citing textual evidence as support.

- Students will trace the development of a central idea in a work of literary non-fiction.

Learning Design

WGSD Curriculum -- Freshman Literature and Composition

Narrative Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.10](#) 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.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to write effective narratives.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- engaging and orienting the reader by establishing a problem, situation, or observation. ([CCSS.ELA-Literacy.W.9-10.3a](#))
- using narrative techniques, such as dialogue, pacing, description, reflection, tone, etc. ([CCSS.ELA-Literacy.W.9-10.3b](#))

- using a variety of techniques to sequence events so that they build on one another to create a coherent whole. ([CCSS.ELA-Literacy.W.9-10.3c](#))
- using precise phrases, significant details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or subjects. ([CCSS.ELA-Literacy.W.9-10.3d](#))
- providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. ([CCSS.ELA-Literacy.W.9-10.3e](#))

2 The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *character, conclusion, description, detail, dialogue, experience, narrative voice, organization, orientation, pacing, plot line, point of view, conflict, reflection, resolution, imagery, sequence, setting, situation, technique.*
- The student will be able to perform basic processes, such as:
 - using a teacher-provided template for planning and organizing a narrative.
 - describing the use of narrative techniques such as dialogue, pacing, description, reflection, and techniques to sequence events.
 - writing narratives using a teacher-provided template or graphic organizer.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students generate a narrative subject.
- Students organize a narrative structure and sequence.
- Students establish an opening that engages and orients the reader.

- Students provide precise detail, sensory details, and vivid language choices.
- Students develop a thorough plot structure including exposition, conflict, complication, climax, and resolution.
- Students edit and revise for clarity, correctness, and MLA format.

Learning Design

WGSD Curriculum -- Freshman Literature & Composition

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

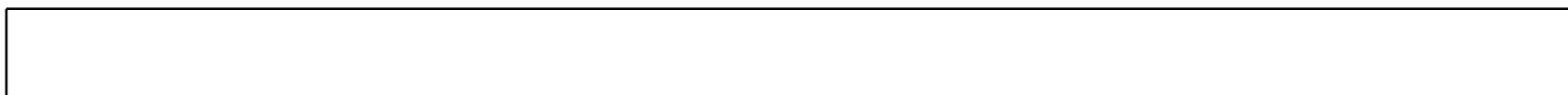
- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.9-10.4c](#))

	<ul style="list-style-type: none"> ● understanding the connotations of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.4c) ● recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.9-10.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.9-10.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design



WGSD Curriculum -- Freshman Literature and Composition

Conventions of Standard English

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- demonstrating mastery of grade-appropriate conventions of grammar and usage in context.
- recognizing and correctly using parts of speech, end-mark punctuation, and comma rules to create informal and formal writing pieces.
- recognizing and correctly using subject, verb/predicate, and object.
- classifying the four sentence types appropriately and accurately.
- using commas correctly with phrases and clauses; using semicolons and colons correctly.

	<ul style="list-style-type: none"> ● differentiating among commonly confused words: it's/its, your/you're, who's/whose, then/than, principal/principle, there/their/they're, through/threw, lose/loose, accept/except, and to/two/too. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, subject, predicate, object, capitalization rules, end-mark punctuation, simple, compound, complex, compound-complex and pre-determined comma rules.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ using grade-appropriate grammar and usage in isolation. ○ recognizing the sentence types in isolation. ○ differentiating between some commonly confused words. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify the parts of speech in isolation.
- Students will apply the rules of end punctuation in isolation.
- Students will identify subject, verb/predicate and objects.
- Students will revise their original writing for correct use of end punctuation.
- Students will identify correct use of commas with phrases and clauses in isolation.
- Students will revise their original writing for correct use of commas with phrases and clauses.
- Students will identify correct use of semicolons and colons in isolation.

- Students will revise their original writing for correct use of semicolons and colons.
- Students will identify simple, compound, complex, and compound-complex sentences.
- Students will distinguish between/among commonly confused words.
- Students will revise their original writing for correct use of commonly confused words.

Learning Design

WGSD Curriculum -- Freshman Literature and Composition
Presentation of Information
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and and logically.
- making strategic use of multimedia and digital media.
- demonstrating a command of academic English.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, task, academic English.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making adequate presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of formal English. <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

1. Students learn and rehearse the skills necessary for addressing an audience effectively.
2. Students review terms relevant to academic presentation.
3. Students give presentations and give and receive feedback.

Learning Design

WGSD Curriculum -- Freshman Literature and Composition

Writer's Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in using literary and rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing narrative point of view in a literary text to determine its impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- identifying how an author establishes mood and tone.
- recognizing author's structural choices such as a non-linear plot.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other*

rhetorical terms.

- performing specific processes, such as
 - recognizing or recalling examples of the major forms of irony in a literary text.
 - determining point of view in a literary text.
 - identifying mood, tone, and structural techniques with teacher-provided examples.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts and how they emphasize theme and/or message.
- Students examine the forms of irony and evaluate their effectiveness in specific works.

Learning Design

WGSD Curriculum -- Freshman Literature and Composition

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- organizing research results systematically.

- integrating and documenting source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating an understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, search criteria, plagiarism, credibility, database, primary and secondary source, search engine.*
- performing specific processes, such as:
 - selecting a topic.
 - writing and revising a research question.
 - choosing relevant resources.
 - taking effective notes.
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - writing a research composition following a teacher-provided template.

Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.

- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- Freshman Literature and Composition

Collaborative Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with their peers.

Proficiency Scales

- 4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
 - preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
 - drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))

- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. ([CCSS.ELA-Literacy.SL.9-10.1d](#))
- integrating multiple sources of information presented, evaluating their credibility and accuracy.
- evaluating speaker's point of view.

2: The student shows he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *qualify, clarify, infer, refer, point of view, bias, summarize text, support, relevance, evaluate, interpret, and formulate a claim.*
- performing specific processes, such as:
- working with peers to set rules for collegial discussions and decision making.
- participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
- preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

LearningTargets

1. Students learn and rehearse rules of academic discourse.
2. Students review terms relevant to academic discourse.
3. Students engage in academic discourse about course content.
4. Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)

Textual Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.5.1](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will use textual evidence to demonstrate their understanding of a central idea of a text.	<p>4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none">● visualizing passages.● replaying and retelling a text independently.● identifying the main idea of a text. <p>2. The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none">● recognizing and recalling specific vocabulary, such as

characterization, symbol, theme.

- performing processes, such as
 - replaying and retelling a text with prompting.
 - identifying the main idea of a text with prompting.

1. The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will read a story silently.
- Students will retell a story orally.
- Students will use repeated reading to increase their reading knowledge.
- Students can monitor their reading by using an audio tape.

Learning Design

WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)

Vocabulary

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.5.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to clarify the meaning of unknown words and phrases in context by choosing flexibly from a range of strategies.	4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal. 3: The student demonstrates mastery with the learning goal as evidenced by <ul style="list-style-type: none">• using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

[\(CCSS.ELA-Literacy.L.5.4.a\)](#)

- using common Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

[\(CCSS.ELA-Literacy.L.5.4.b\)](#)

- consulting reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

[\(CCSS.ELA-Literacy.L.5.4.c\)](#)

2. The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as syllable, affix, root, stress, prefix, suffix.
- performing processes, such as describing strategies for determining the meaning of an unknown word.

1. The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will discuss key vocabulary terms, and describe how they will determine word meaning.
- Students will identify unknown words.
- Students will connect personally to events and discuss personal connection with peers.

Learning Design

WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)
High Frequency Words
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RF.5.4](#)

Read with sufficient accuracy and fluency to support comprehension.

Learning Goal

Students will be able to read common high frequency words by sight.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery with the learning goal as evidenced by
 - reading high-frequency words in context fluently.
2. The student will demonstrate he/she is nearing proficiency by performing processes, such as reading a defined list of high-frequency words with fluency.

	<p>1. The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p>

<p><u>Learning Design</u></p>



WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)
Narrative Writing
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.5.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Learning Goal

Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- orienting the reader by establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally. ([CCSS.ELA-Literacy.W.5.3.a](#))
- using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. ([CCSS.ELA-Literacy.W.5.3.b](#))
- using a variety of transitional words, phrases, and clauses to manage the sequence of events. ([CCSS.ELA-Literacy.W.5.3.c](#))
- using concrete words and phrases and sensory details to convey experiences and events precisely. ([CCSS.ELA-Literacy.W.5.3.d](#))
- providing a conclusion that follows from the narrated experiences or events. ([CCSS.ELA-Literacy.W.5.3.e](#))

2. The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as *narrative*, *paragraph*, *dialogue*, *sequence*.
- performing processes, such as
 - establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
 - using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - using temporal words and phrases to signal event order.
 - providing a sense of closure.

1. The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- Write narratives that recount sequenced events.
- Include detail regarding content.
- Respond to questions from teacher and peers, and add details to strengthen writing as needed with guidance and support from teacher.
- Use a variety of tools to demonstrate understanding of text , such as creating pictures, making timelines, typing details, etc.

Learning Design

WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)

Fluency

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RF.5.4](#)

Read with sufficient accuracy and fluency to support comprehension.

Learning Goal

Students will be able to read text with accuracy, appropriate rate, and purpose.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
 - reading a text containing a bank of high frequency words.
2. The student demonstrates he/she is nearing proficiency by
 - reading a list of high frequency words and simple sentences fluently
1. The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will read a story silently
- Students will retell a story orally.
- Students will use repeated reading to increase their reading knowledge.
- Students can monitor their reading by using an audio tape.

Learning Design

WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)

Phonics

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RF.5.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-Literacy.RF.5.3.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.

Learning Goal

Students will be able to apply grade level phonics and word analysis skills, in prefixes and suffixes, in both reading and spelling.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
- identifying vowel and consonant sounds.
 - tapping and segmenting words independently.

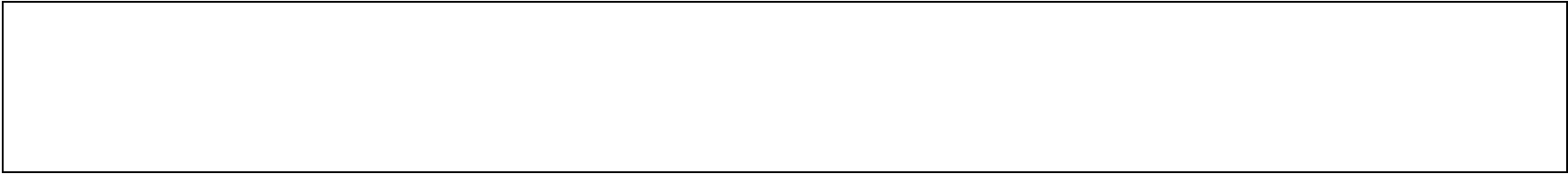
	<p>2. The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none">● recognizing and recalling specific vocabulary, such as <i>consonant</i>, <i>vowel</i>, <i>diphthong</i>.● performing processes, such as<ul style="list-style-type: none">○ sounding out vowel and consonant sounds with teacher prompting.○ tapping and segmenting words with prompting. <p>1. The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

Students will:

- Use letter cards to learn phoneme segmentation and blending of sounds.
- Manipulate word cards to demonstrate understanding of word structure.
- Identify corresponding letters when teacher vocalizes sound.
- Students will spell words with phoneme cards.
- Students will spell words with blank cards.
- Students will use syllable and suffix cards to spell words.

Learning Design



WGSD Curriculum -- Gifted 9

Argument Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.10](#) 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.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Student will be able to write strong arguments.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> ● writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.

- introducing informed claims, establishing the relevance of the claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.9-10.1a](#))
- developing claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both. ([CCSS.ELA-Literacy.W.9-10.1b](#))
- using transitions to link the major sections of the text to create cohesion. ([CCSS.ELA-Literacy.W.9-10.1c](#))
- establishing and maintaining consistent use of a formal tone while attending to the norms and conventions of MLA. ([CCSS.ELA-Literacy.W.9-10.1d](#))
- providing a concluding statement or section that follows from and supports the argument presented. ([CCSS.ELA-Literacy.W.9-10.1e](#))

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling basic vocabulary, such as: *persuasion vs. argumentation, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.*
- performing specific processes, such as:
 - identifying claims and counterclaims from teacher-provided examples.
 - articulating specified patterns of logical sequence for argumentation.
 - establishing a claim and providing relevant evidence for the claim.
 - write arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum – Gifted 9
Determining Theme
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Learning Goal

Students will be able to analyze the development of a theme or central idea in a grade-appropriate text.

Proficiency Scales

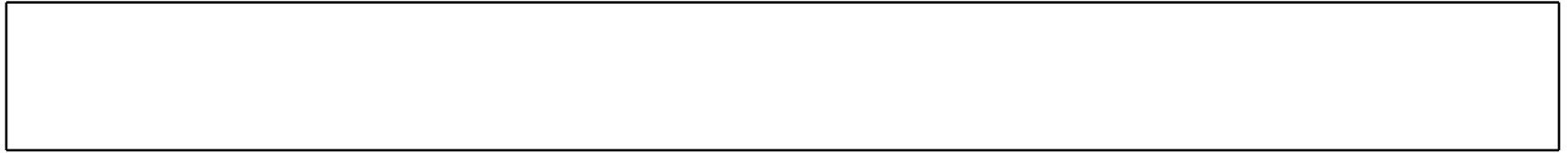
4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of a single literary text.
- analyzing the development of a central idea of the course of a work of literary non-fiction
- evaluating the manner in which these themes or central ideas are

	<p>communicated to the reader, using specific textual evidence as support.</p> <ul style="list-style-type: none"> ● providing an objective summary of a text, taking care to note key and specific details from the work. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, moral, allegory, conflict, universality, motif, theme.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ providing textual evidence of teacher-identified themes and their development throughout the work. ○ providing an objective summary of a text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students will identify textual support for a teacher-identified theme. ● Students will identify one or more themes/central ideas independently. ● Students will analyze the relationship between the theme/central idea and the textual support. ● Students will trace the development of a theme in a literary text, citing textual evidence as support. ● Students will trace the development of a central idea in a work of literary non-fiction. 	
<p>Learning Design</p>	



WGSD Curriculum -- Gifted 9

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RI.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Learning Goal

Students will be able to interpret multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - synthesizing various treatments of a literary story, drama, or poem, recognizing how each version interprets the source text.
 - discovering and integrating multiple sources of information presented in different media or formats, in addition to the primary

	<p>text(s), in order to address a question or problem.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>genre, convention, allusion, theme, style, tone, diction, archetype, and perspective.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ● identifying differences among interpretations of a literary story, drama, or poem to the source text. ● identifying information from multiple sources presented in different media or formats, including text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

Learning Design



WGSD Curriculum -- Gifted 9

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Goal

Students will be able to cite textual evidence to support comprehension of a text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning.
- evaluating inferences drawn from the text.
- citing textual evidence to support understanding of a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, and citation.*
- performing specific processes, such as:
 - describing what a literary text says explicitly and draw some inferences

	<p>from it regarding author's meaning.</p> <ul style="list-style-type: none">● citing textual evidence to support understanding of a literary text. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will cite an example from the text to support their interpretation.
- Students will cite multiple examples from the text to support an interpretation.

Learning Design

WGSD Curriculum -- Gifted 9

Collaborative Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with their peers.

Proficiency Scales

- 4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
 - preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
 - drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))

- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. ([CCSS.ELA-Literacy.SL.9-10.1d](#))
- integrating multiple sources of information presented, evaluating their credibility and accuracy.
- evaluating speaker's point of view.

2: The student shows he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *qualify, clarify, infer, refer, point of view, bias, summarize text, support, relevance, evaluate, interpret, and formulate a claim.*
- performing specific processes, such as:
 - working with peers to set rules for collegial discussions and decision making.
 - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
 - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- 1. Students learn and rehearse rules of academic discourse.
- 2. Students review terms relevant to academic discourse.
- 3. Students engage in academic discourse about course content.
- 4. Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum -- Gifted 9

Course Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.10](#) By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to compare the characteristics and literary elements of the essential genres: epic, Greek and Shakespearean tragedy, short story, novel, poetry, and non-fiction.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining the characteristics of the different genres.
- analyzing literary elements across multiple genres.
- constructing grade-appropriate interpretation and analysis of a given work that takes into account the characteristics of that work's genre.

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre, convention, elements of plot development, theme, narrative point of view, and literary style.*

	<p>performing specific processes, such as:</p> <ul style="list-style-type: none">● identifying the genre of a given work.● recognizing how techniques and structure change depending on genre.● recognizing the different interpretative demands of the genres. <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Read and discuss the major genres.
- Compare the major genres.

Learning Design

WGSD Curriculum – Gifted 9
Conventions of Standard English
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

WGSD Curriculum – Gifted 9
Conventions of Standard English
DRAFT

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to demonstrate command of the conventions of standard English grammar and usage in context when writing.</p>	<p>4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">● demonstrating mastery of grade-appropriate conventions of grammar and usage in context.● recognizing and correctly using parts of speech, end-mark punctuation, and comma rules to create informal and formal writing pieces.● recognizing and correctly using subject, verb/predicate, and object.● classifying the four sentence types appropriately and accurately.● using commas correctly with phrases and clauses; using semicolons and colons correctly.● differentiating among commonly confused words: it's/its, your/you're, who's/whose, then/than, principal/principle, there/their/they're, through/threw, lose/loose, accept/except, and to/two/too. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as <i>nouns, pronouns, adjectives, articles, verbs, adverbs, prepositions, conjunctions, interjections, modifier, subject, predicate, complement, subject complement, object (direct and indirect), clarity, redundancy, parallel structure, dangling modifier, misplaced modifier, split infinitive, passive voice, tense shift, point of view shift, capitalization rules, end-mark punctuation, semicolon, colon, apostrophe, dash, hyphen, quotation marks, brackets, ellipses, parentheses, simple, compound, complex, compound-complex and pre-determined comma rules.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ using grade-appropriate grammar and usage in isolation.○ recognizing the sentence types in isolation.○ differentiating between some commonly confused words. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

WGSD Curriculum – Gifted 9
Conventions of Standard English
DRAFT

	<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none">● Students will identify the parts of speech in isolation.● Students will apply the rules of end punctuation in isolation.● Students will identify subject, verb/predicate and objects.● Students will revise their original writing for correct use of end punctuation.● Students will identify correct use of commas with phrases and clauses in isolation.● Students will revise their original writing for correct use of commas with phrases and clauses.● Students will identify correct use of semicolons and colons in isolation.● Students will revise their original writing for correct use of semicolons and colons.● Students will identify simple, compound, complex, and compound-complex sentences.● Students will distinguish between/among commonly confused words.● Students will revise their original writing for correct use of commonly confused words.
<p style="text-align: center;"><u>Learning Design</u></p>	

WGSD Curriculum – Gifted 9
Conventions of Standard English
DRAFT

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WGSD Curriculum – Gifted 9
Conventions of Standard English
DRAFT

WGSD Curriculum -- Gifted 9

Narrative Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.10](#) 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.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to write effective narratives.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- engaging and orienting the reader by establishing a problem, situation, or observation. ([CCSS.ELA-Literacy.W.9-10.3a](#))
- using narrative techniques, such as dialogue, pacing, description, reflection, tone, etc. ([CCSS.ELA-Literacy.W.9-10.3b](#))

- using a variety of techniques to sequence events so that they build on one another to create a coherent whole. ([CCSS.ELA-Literacy.W.9-10.3c](#))
- using precise phrases, significant details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or subjects. ([CCSS.ELA-Literacy.W.9-10.3d](#))
- providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. ([CCSS.ELA-Literacy.W.9-10.3e](#))

2 The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *character, conclusion, description, detail, dialogue, experience, diction, voice, organization, pacing, plot line, point of view, conflict, reflection, resolution, imagery, sequence, setting, situation, technique, suspense, foreshadowing.*
- The student will be able to perform basic processes, such as:
 - using a teacher-provided template for planning and organizing a narrative.
 - describing the use of narrative techniques such as dialogue, pacing, description, reflection, and techniques to sequence events.
 - writing narratives using a teacher-provided template or graphic organizer.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students generate a narrative subject.
- Students organize a narrative structure and sequence.
- Students establish an opening that engages and orients the reader.

- Students provide precise detail, sensory details, and vivid language choices.
- Students develop a thorough plot structure including exposition, conflict, complication, climax, and resolution.
- Students edit and revise for clarity, correctness, and MLA format.

Learning Design

WGSD Curriculum -- Gifted 9
Presentation of Information
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

- 4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- presenting information, findings, and supporting evidence clearly, concisely, and and logically.
 - making strategic use of multimedia and digital media.
 - demonstrating a command of academic English.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, task, academic English.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making adequate presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of formal English. <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- 1. Students learn and rehearse the skills necessary for addressing an audience effectively.
- 2. Students review terms relevant to academic presentation.
- 3. Students give presentations and give and receive feedback.

Learning Design



WGSD Curriculum -- Gifted 9

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- organizing research results systematically.

- integrating and documenting source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating an understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, search criteria, plagiarism, credibility, database, primary and secondary source, search engine.*
- performing specific processes, such as:
 - selecting a topic.
 - writing and revising a research question.
 - choosing relevant resources.
 - taking effective notes.
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - writing a research composition following a teacher-provided template.

Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.

- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- Gifted 9

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

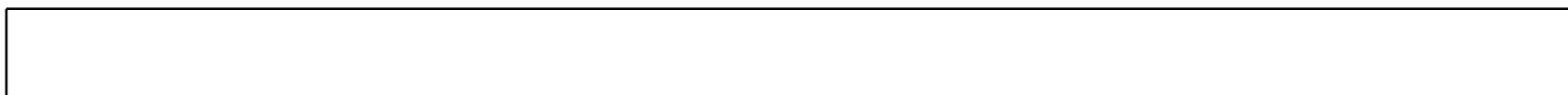
- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.9-10.4c](#))

	<ul style="list-style-type: none"> ● understanding the connotations of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.4c) ● recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.9-10.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.9-10.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>root, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idiom, synonym, antonym, analogy, denotation, connotation, allusion, diction, literary terms, and derivatives.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design



WGSD Curriculum -- Gifted 9

Writer's Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in using literary and rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing narrative point of view in a literary text to determine its impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- identifying how an author establishes mood and tone.
- recognizing author's structural choices such as a non-linear plot.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other*

rhetorical terms.

- performing specific processes, such as
 - recognizing or recalling examples of the major forms of irony in a literary text.
 - determining point of view in a literary text.
 - identifying mood, tone, and structural techniques with teacher-provided examples.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts and how they emphasize theme and/or message.
- Students examine the forms of irony and evaluate their effectiveness in specific works.

Learning Design

WGSD Curriculum -- Gifted 10

Analysis and Synthesis of Source Material

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Learning Goal

Students will be able to synthesize multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

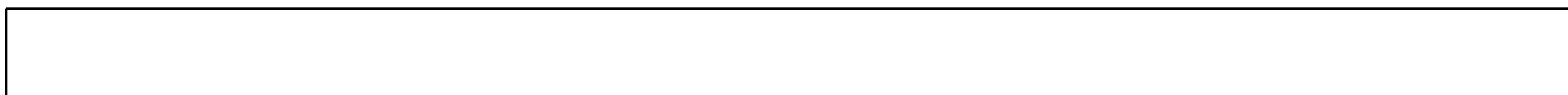
- synthesizing multiple treatments of a literary story, drama, or poem, evaluating how each version interprets the source text.
- integrating and evaluating multiple sources of information presented in different media or formats, as well as text, in order to

	<p>address a question.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, mood, diction, archetype, media literacy, pacing, and perspective.</i>● performing specific processes, such as:<ul style="list-style-type: none">● comparing interpretations of a literary story, drama, or poem to the source text.● identifying information from multiple sources presented in different media or formats, including text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will interpret multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

Learning Design



WGSD Curriculum -- Gifted 10

Citing Evidence

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Goal

Students will be able to cite strong textual evidence to support analysis of a text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing textual evidence to support analysis of meaning in a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inferential, textual evidence, citation, paraphrase, summarize, quotation.*

- performing specific processes, such as:
 - describing what a literary text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
 - citing textual evidence to support explicit analysis of meaning in a literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

Targets

Students will cite, explain, and evaluate the implications of textual meaning and intent in literary analysis.

Learning Design

WGSD Curriculum -- Gifted 10

Content

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to demonstrate literacy through the knowledgeable interpretation and analysis of Western European literary movements and foundational texts and artworks representative of those movements.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining how literary and cultural contexts surrounding a given work influence thematic content.
- analyzing universal themes across multiple literary movements
- exploring the similar patterns reflected in various literary movements
- constructing sophisticated interpretation and insightful analysis of a given work, including written word, visual arts, and musical arts.

2: Student demonstrates he/she is nearing the learning goal by

	<p>recognizing or recalling specific vocabulary, such as:</p> <ul style="list-style-type: none">● <i>archetype, theme, setting, convention</i> <p>performing specific processes, such as:</p> <ul style="list-style-type: none">● identifying the cultural context of a given work.● identifying archetypes.● recognizing universal themes within a given work. <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Targets

- Read and discuss literature from a chronological array of literary movements throughout Western Europe.

Learning Design

WGSD Curriculum – Gifted 10
Determining Theme
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

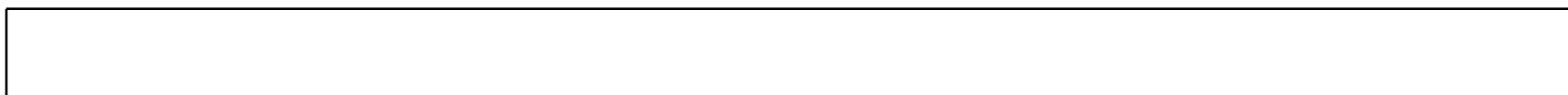
[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to identify a theme in multiple literary texts and analyze that theme across those works.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal as evidenced by <ul style="list-style-type: none">analyzing the development of a theme over the course of multiple literary texts, including how they support or contradict each other.

	<ul style="list-style-type: none"> ● evaluating the manner in which these themes are communicated to the reader, using specific textual evidence as support. ● providing an objective summary of a literary text, taking care to note key and specific details from the work. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, motif, theme</i>. ● performing specific processes, such as: <ul style="list-style-type: none"> ○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work. ○ providing an objective summary of a literary text. ○ identifying thematic similarities in two major literary texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students will identify textual support for a teacher-identified theme. ● Students will analyze the relationship between the teacher-identified theme and the textual support. ● Students will trace the development of a theme in a literary text, citing textual evidence as support.
<p><u>Learning Design</u></p>



WGSD Curriculum -- Gifted 10

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of grade-level and domain-specific vocabulary.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its

	<p>etymology, or its standard usage. (CCSS.ELA-Literacy.L.9-10.4c)</p> <ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.4d) ● interpreting figurative language. (CCSS.ELA-Literacy.L.9-10.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.9-10.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>root, prefix, suffix, context clue, pronunciation, etymology, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.

- Students practice applying allusions and other figurative language to original compositions.

Learning Design

WGSD Curriculum -- Gifted 10 Argument Writing

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.10](#) 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.

Learning Goal

Student will be able to write sophisticated academic arguments.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

3: The student demonstrates mastery of the learning goal as evidenced by

- writing strong arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introducing informed claims, establishing the relevance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and

evidence.[CCSS.ELA-Literacy.W.9-10.1a](#)

- developing claims and counterclaims fairly, supplying the relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, and values.[CCSS.ELA-Literacy.W.9-10.1b](#)
- using effective transitions to link the major sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.[CCSS.ELA-Literacy.W.9-10.1c](#)
- establishing and maintaining consistent use of academic diction and formal tone while attending to the norms and conventions of MLA.[CCSS.ELA-Literacy.W.9-10.1d](#)
- providing a concluding statement or section that follows from and supports the argument presented.[CCSS.ELA-Literacy.W.9-10.1e](#)

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling basic vocabulary, such as: *ethos, pathos, logos, rhetoric, numerous rhetorical devices, persuasion vs. argumentation, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.*
- performing specific processes, such as:
 - identifying claims and counterclaims from teacher-provided examples.
 - articulating specified patterns of logical sequence for argumentation.
 - establishing a claim and providing relevant evidence for the claim.
 - write arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum -- Gifted 10

Collaborative Discussion

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to 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.
 - [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to 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.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with their peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study.
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions.
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and qualifying or justifying their own views as warranted.
- evaluating the credibility and accuracy of all information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *consensus, paraphrase, point of view, textual support, evidence, bias, perspective, voice, respectful community, socratic seminar.*
- Performing specific processes, such as:
 - working with peers to establish rules for collegial discussions and decision making.

- | | |
|--|---|
| | <ul style="list-style-type: none">• participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.• preparing for participation in a discussion. |
|--|---|

1: The student demonstrates limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Targets</u></p> <ul style="list-style-type: none">• Students learn and rehearse rules of academic discourse.• Students review terms relevant to academic discourse.• Students engage in academic discourse about course content in small and large groups.• Students debrief process and product of the collaborative discussion.
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<p style="text-align: center;"><u>Learning Design</u></p>

WGSD Curriculum -- Honors World Literature
Conventions of Standard English
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none">● developing ideas using precise words and phrases.● revising inappropriate shifts in verb tense.● revising inappropriate pronoun number and person shifts.● revising for consistency in style and tone.● discriminating between phrases and clauses within a sentence.● revising misplaced and dangling modifiers.

	<ul style="list-style-type: none"> ● revising errors in parallel structure. ● differentiating among commonly confused words: <i>who/whom, definite/defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.</i> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>phrase, clause, modifier, parallel structure, tense shift, style, tone.</i> ● performing specific processes, such as: ● recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift. ● using grade-appropriate grammar and usage in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.

- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.
- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

Learning Design

WGSD Curriculum – Gifted 10 English

Narrative Writing

CCSS Standard:	W 11-12.3 a - 3
<p style="text-align: center;"><u>Essential Learning Goal</u></p> <p>Students will be able to write effective narratives.</p>	<p style="text-align: center;"><u>Proficiency Scale</u></p> <p>4 In addition to score 3.0 performance, the student demonstrates in-depth inferences and advanced applications that go beyond what was taught.</p> <p>3 The student will be able to</p> <ul style="list-style-type: none">● Engage and orient the reader by setting out a contemporary situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple experiences, events, and/or characters● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole● Use precise and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters● Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>2 The student will be able to recognize or recall specific vocabulary, such as <i>character, coherent, conclusion, convey, description, detail, dialogue, engage, event, experience, narrative, narrator, observation, organize, orient, pacing, phrase, plan, plot line, point of view, precise, problem, reflection, resolve, sensory, sequence, setting, situation, technique, vivid</i></p> <p>The student will be able to perform basic processes, such as</p> <ul style="list-style-type: none">● describe the use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, and techniques to sequence events <p>1 With help, the student will be able to achieve partial success at score 2.0 and score 3.0 content.</p>

WGSD Curriculum – Gifted 10 English

Narrative Writing

<u>Objectives</u>	[Daily or weekly goals for the lessons or units that will contribute to the ELG.]
<u>Learning Design</u>	[Match the Novel Unit with the skill progression. Skill progression (in italics) should remain the same. Units should vary from teacher to teacher.] Unit: Scarlet Letter <i>a. How students are learning the list of lit and rhetorical terms</i> <i>b. Assessed: (quiz?)</i> Unit: Unit: Unit:

WGSD Curriculum – Gifted 10 English

Narrative Writing

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WGSD Curriculum -- Gifted 10

Presentation of Information

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)

Learning Goal

Students will be able deliver effective presentations for a variety of purposes, audiences, and occasions.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and and logically.
- adapting linguistic choices, level of formality, and content to suit the purpose, audience, and occasion.
- making strategic use of multimedia and digital media.
- demonstrating a command of academic English.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, occasion, academic English.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making adequate presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give presentations and give and receive feedback.

Learning Design



WGSD Curriculum -- Gifted 10 Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- annotating sources and organizing research results systematically.
- integrating and documenting source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, and search engine.*
- performing specific processes, such as:
 - selecting a topic.
 - writing and revising a research question.
 - choosing relevant resources.
 - taking effective notes.
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - writing a research composition following a teacher-provided template.

Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- Gifted 10

Writer's Purpose and Craft

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to appraise the author's purpose and effectiveness in utilizing rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing a point of view and shifts in point of view in a literary text to determine their impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- analyzing how an author establishes mood and tone.
- analyzing author's structural choices, such as flashback, in media res, and mixing genres.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, euphemism,*

dysphemism, oxymoron, hyperbole, paradox, understatement, point of view, understatement, voice, anachronism, prosody, purpose, flashback, and other rhetorical terms.

- performing specific processes, such as
 - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.
 - determining point of view in a literary text.
 - identifying mood, tone, and structural techniques.

1: The student demonstrates a limited understanding or skill with the learning goal.

Targets

Students learn rhetorical and literary terms.

Students identify point of view and shifts in point of view in texts.

Students identify and analyze structural choices in particular texts and how they emphasize theme and/or message.

Students examine satirical techniques and analyze their effectiveness in specific works.

Learning Design

WGSD Curriculum -- Gifted 11/ AP Language and Composition

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - analyzing the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
 - analyzing the effect of rhetorical strategies of both diction and syntax in a variety of texts.

	<ul style="list-style-type: none"> ● synthesizing multiple works and influences by a Missouri author using various methods such as interviewing, visiting sites, documenting through film and photography <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>fallacies, teacher-provided list of terms relating to diction and syntax, speaker, audience, purpose, ethos, pathos, logos, kairos, exordium, peroratio, confutatio, confirmatio, and syllogism.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ● identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts. ● identifying rhetorical strategies of both diction and syntax in a variety of texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students will read seminal U.S. texts from the 17th century to the present day. ● Students will identify and analyze thesis, central arguments, purpose, organizational style, formal and informal logic, theme, and rhetorical strategies of diction and syntax.
<p style="text-align: center;"><u>Learning Design</u></p>



WGSD Curriculum -- Gifted 11/AP Language and Composition

Writers Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing a variety of rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying point of view and shifts in point of view and analyzing their effect.
- identifying and analyzing a wide range of techniques of diction and syntax.
- detailing how an author establishes mood and tone.
- identifying a wide range of structural techniques and analyzing how those choices impact meaning.
- distinguishing satirical writing from literal writing, including naming specific techniques and discussing their impact.
- creating documents such as a myth, a speech, a poem, and a symbol in order

	<p>to demonstrate how author's purpose shapes choice of genre.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>diction, connotation, imagery, syntax, satire, incongruity, irony, invective, juvenalian, horatian, understatement, litotes, meiosis, point of view, purpose, and other rhetorical terms.</i> ● performing specific processes, such as <ul style="list-style-type: none"> ● determining point of view and shifts in point of view. ● identifying techniques of diction and syntax. ● identifying mood, tone, and structural techniques. ● recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn rhetorical terms.
- Students practice identifying and creating rhetorical techniques.
- Students analyze the effect of diction and syntax in a variety of texts.
- Students identify and analyze point of view and shifts in point of view.
- Students identify and analyze structural choices and how they affect theme and/or message.
- Students examine satirical techniques and analyze their effectiveness.

Learning Design



WGSD Curriculum -- Gifted 11

Argument Writing

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Learning Goal

Student will write grade-appropriate arguments.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- writing grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.11-12.1a](#))
- developing claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.W.11-12.1b](#))
- using words, phrases, and clauses as well as varied syntax to link the major

	<p>sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. (CCSS.ELA-Literacy.W.11-12.1c)</p> <ul style="list-style-type: none"> ● establishing and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage. (CCSS.ELA-Literacy.W.11-12.1e) ● providing a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: <i>argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim/ rebuttal, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relevance, rhetorical fallacy, sequence, significance, strength, support, thesis, valid.</i> ● performing basic processes such as <ul style="list-style-type: none"> ○ identifying claims and counterclaims from teacher-provided examples. ○ articulating specified patterns of logical sequence for argumentation. ○ establishing a claim and providing relevant evidence for the claim. ○ writing arguments using a teacher-provided template. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students will write grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Students will introduce precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. ● Students will develop claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience’s knowledge level, concerns, values, and possible biases. ● Students will develop words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and

clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.

- Students will establish and maintain a formal style and objective tone while attending to the norms and conventions MLA and standard English usage.
- Students will provide a concluding statement or section that follows from and supports the argument presented.

WGSD Curriculum -- Gifted 11/ AP Language and Composition

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a sophisticated text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing appropriate and sufficient textual evidence to support complex analysis of multiple texts.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, citation, ambiguity, explicit and implicit.*
- performing specific processes, such as:
 - Describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
 - Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected and student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in an analysis.

Learning Design

WGSD Curriculum -- Gifted 11/AP Language and Composition

Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [CCSS.ELA-Literacy.RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate cultural literacy through the knowledgeable interpretation and analysis of contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
- explaining how cultural contexts surrounding a given work influence content, style, and themes.
 - identifying and analyzing rhetorical strategies and how they work to accomplish an author's purpose.
- 2: Student demonstrates he/she is nearing the learning goal by
- recognizing or recalling specific vocabulary, such as: *diction, figurative language, imagery, structure, cultural construct, syntax,*

ethos, pathos, and logos.

- performing specific processes, such as:
 - identifying the cultural context of a given work.
 - identifying some rhetorical strategies.
 - identifying an author's purpose with textual support.

1: Student demonstrates little understanding or skill with the learning goal.

Learning Targets

Students will read, discuss, and analyze contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Learning Design

WGSD Curriculum – Determining Theme
Gifted 11/ AP Language & Composition
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and analyze them in relation to one other; students also analyze a single theme or central idea across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes or central ideas over the course of one or more texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical strategies of diction and syntax as support.

- providing an objective summary of a text, taking care to note key and specific details from the work, including the rhetorical situation.
- critically evaluating a theme across texts, cultures, and media
- applying philosophical movements to various themes and central ideas in literary texts
- critically evaluating the visual arts and identifying a theme from literary texts

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *theme, purpose, audience, tone, ethos, pathos, and logos.*
- performing basic processes, such as:
 - determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.
 - identifying some rhetorical strategies.
 - providing an objective summary of a text.
 - identify some aspects of the rhetorical situation.
 - Identifying thematic similarities in two major texts.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will trace the development of two or more teacher-identified themes in a college-level text, citing textual evidence as support.

- Students will trace the development of two or more student-identified themes in a college-level text text, citing textual evidence as support.
- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

WGSD Curriculum -- Gifted 11/AP Language and Composition

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the vocabulary of rhetorical analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its

	<p>derivatives, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)</p> <ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations but differing connotations. (CCSS.ELA-Literacy.L.11-12.4d) ● interpreting figurative language. ● correctly using domain-specific vocabulary in context of the analysis of literature and nonfiction texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, essential rhetorical terms.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words in and out of context with their definitions.
- Students identify connotation of words in context.
- Students use new words correctly in original compositions.
- Students practice applying rhetorical strategies to original compositions.

Learning Design



WGSD Curriculum -- Gifted 11/AP English Language & Composition

Conventions of Standard English

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- choosing words and phrases for effect.
- correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- choosing punctuation for effect.
- recognizing and replacing vague pronouns.
- recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.
- using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- varying sentence patterns for meaning, reader/listener interest, and style.
- choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.

2: The student demonstrates he/she is near the learning goal by

	<ul style="list-style-type: none"> ● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric. ● using grade-appropriate grammar and usage in context and in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

WGSD Curriculum -- Gifted 11/ AP Language and Composition

Presentation of Information

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- [High School TILS Strand IV: Tools of the Trade](#): Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience and occasion.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- Presenting information, findings, and supporting evidence clearly, concisely, and logically.
- Making strategic use of multimedia and digital media.
- Choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.

	<ul style="list-style-type: none"> ● Demonstrating a command of formal English. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ making adequate presentations to an audience of peers after making teacher-suggested revisions. ○ making use of some digital resources. ○ demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design



WGSD Curriculum -- Gifted 11

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
 - conducting simple and complex research projects in response to a prompt.
 - evaluating source material for relevance and reliability.

- annotating and organizing information from sources systematically.
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *parenthetical citation, Works Cited, annotated bibliography, synthesize, annotation, plagiarism, credibility, reliability, primary and secondary source.*
- performing specific processes, such as:
 - selecting and revising a topic.
 - choosing relevant resources.
 - taking focused notes.
 - developing a supportable thesis.
 - writing and revising in response to a research question
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - writing a research composition following a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students choose or are assigned a topic.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- Gifted 11/AP Language and Composition
 Collaborative Discussion
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- drawing on reading and research to stimulate thoughtful, well-

	<p>reasoned exchange of ideas. (CCSS.ELA-Literacy.SL.9-10.1b)</p> <ul style="list-style-type: none"> ● propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.9-10.1c) ● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. (CCSS.ELA-Literacy.SL.9-10.1d) ● evaluating the credibility and accuracy of information presented. ● evaluating a speaker's point of view, logic, ethos, and pathos and use of rhetoric. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>consensus, paraphrase, point of view, Socratic circle, textual support, evidence, bias, perspective, rhetoric and rhetorical strategies.</i> ● Performing specific processes, such as: <ul style="list-style-type: none"> ● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner. ● preparing for participation in a discussion. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Targets

- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students engage in academic discourse through Socratic Circles
- Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum -- Analysis and Synthesis of Multiple Sources
Gifted 12/ AP English Literature and Composition
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Learning Goal

Students will be able to critically evaluate multiple sources of information, including multiple interpretations of a story, drama, or poem, in different media or formats.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing multiple critical interpretations of a literary story, drama, or poem, evaluating how each version interprets the source text.
- integrating and evaluating multiple sources of information presented in different media or formats, as well as in words, in order to address a question or solve a problem about a work of literature.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *genre*,

archetype.

- performing specific processes, such as:
 - comparing and contrasting interpretations of a college-level story, drama, or poem to the source text.
 - locating information from multiple sources presented in different media or formats, including words.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn to read literary criticism.
- Students learn to evaluate literary criticism against the source text.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Course Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to knowledgeably and accurately analyze foundational works of British fiction and poetry written from the 17th century to present day.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - analyzing how the literary and historical period of a given work influences the content and multiple themes.
 - constructing a range of sophisticated, plausible interpretations of a given work.
 - analyze the way in which the philosophical and scientific movements of a historical period of a given work influence the content and multiple themes
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing and recalling specific vocabulary, such as:

	<p><i>Freytagian, Baroque, Neoclassical, Romanticism, Aesthetic Movement, Modernism, Post-Freudian, Post-Modernism, gothic, female gothic.</i></p> <ul style="list-style-type: none"> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ identifying the literary period of a given work. ○ demonstrating comprehension of a given work. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students read, discuss, and write about a wide range of British texts written from the 17th century until the present.
<p><u>Learning Design</u></p>

WGSD Curriculum – Gifted 12/ AP English Literature & Composition
Determining Theme
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12CCR text complexity band independently and proficiently.

Learning Goal

Students will be able to identify multiple themes in a literary text and analyze them in relation to one other; students also analyze a single theme across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes over the course of one or more literary texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes are communicated

	<p>to the reader, using specific textual evidence, such as ideas, events, character development, etc. as support.</p> <ul style="list-style-type: none"> ● flexibly applying the core ideas from one or more schools of literary criticism. ● applying philosophical or scientific ideas to multiple texts. ● providing an objective summary of a literary text, taking care to note key and specific details from the work. ● creating a fictional work in which themes from one text are applied to a different text or time period <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>motif</i>, <i>theme</i>. ● performing basic processes, such as <ul style="list-style-type: none"> ○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work. ○ annotating a theme in a literary text. ○ identifying thematic similarities in two major literary texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will trace the development of two or more teacher-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.
- Students will trace the development of two or more student-identified themes in a collegiate-appropriate literary text, citing textual evidence as support.

- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

WGSD Curriculum -- Capstone
Gifted 12/ AP English Literature & Composition
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Learning Goal

Students will be able to conduct an autonomous research project that further develops an individual interest in a curricular or cross-curricular area.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- developing an original hypothesis that draws on and explores a passion related to their high school curricular experience.
 - gathering and synthesizing information from a broad range of sources and media in order to support and develop the hypothesis.
 - writing a well reasoned research paper that argues the original hypothesis.
 - teaching the topic to the class in an engaging presentation that shows thorough mastery of the topic.
- 2: The student demonstrates he/she is nearing the learning goal by

- performing specific processes, such as:
 - developing a topic with good potential.
 - writing a competent research paper that addresses the topic in a thorough but not original manner.
 - presenting the research to the class in a clear and well organized fashion.

1: The student demonstrates little understanding or skill with the learning goal.

Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Citing Textual Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.1](#)
- [CCSS.ELA-Literacy.RL.11-12.1](#)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- [CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- [CCSS.ELA-Literacy.RL.11-12.10](#)
- By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

Learning Goal

Students analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well articulated assertions about that text.

Proficiency Scales

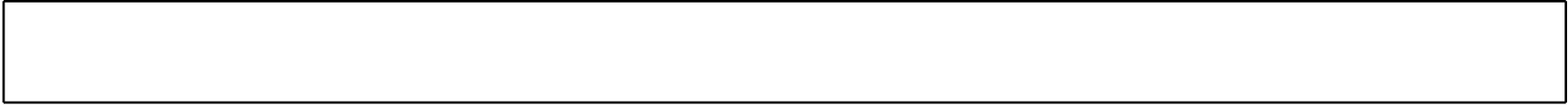
- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - analyzing a sophisticated literary text to draw complex inferences regarding the author's meaning and intent.
 - evaluating inferences drawn from the text, especially focusing on areas where the author's meaning and intent is intentionally ambiguous.
 - evaluating the potential implications of the author's meaning and

	<p>intent, including where it is left uncertain.</p> <ul style="list-style-type: none"> ● citing apt textual evidence to support a multi-layered analysis of meaning in a sophisticated literary text or multiple related texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>inferential, textual evidence, citation</i>. ● performing basic processes, such as <ul style="list-style-type: none"> ○ describing what a collegiate-appropriate literary text says explicitly and draw logical inferences from it regarding author's meaning and intent. ○ citing textual evidence to support explicit analysis of meaning in a sophisticated literary text. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in a literary analysis.

Learning Design



WGSD Curriculum -- Collaborative Discussions

Gifted 12/ AP English Literature & Composition

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions

	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.9-10.1c)</p> <ul style="list-style-type: none"> ● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (CCSS.ELA-Literacy.SL.9-10.1d) ● integrating multiple sources of information presented, evaluating their credibility and accuracy. ● evaluating a speaker’s point of view, logic, and use of rhetoric. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● performing specific processes, such as: <ul style="list-style-type: none"> ● Working with peers to set rules for collegial discussions and decision making. ● Participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner. ● Preparing for participation in a discussion. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Harkness discussions.

Learning Design

WGSD Curriculum -- Gifted 12/ AP Literature and Composition
 Conventions of Standard English
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> ● applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes. ● resolving issues of complex or contested usage, consulting references as needed. <p>2: The student demonstrates he or she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recalling or recognizing basic vocabulary, such as: <i>phrase, clause, subject, object, complement, participial, absolute, gerund. subjunctive</i> ● performing basic processes, such as:

- using grade-appropriate grammar and usage in context.

1: The student demonstrates little understanding or skill with the learning goal.

Learning Targets

- Students revise their original compositions to improve style and increase effectiveness.

Learning Design

WGSD Curriculum – Gifted 12/ AP English Literature & Composition

Analysis of Writer’s Point of View, Purpose, and Structure

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [CCSS.ELA-Literacy.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students are able to appraise the author’s purpose and effectiveness in using rhetorical techniques such as irony and point of view.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3 The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">• analyzing a point of view in a literary text to determine its impact on meaning.• distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement).• analyzing how the style and content of a literary text that is particularly effective contributes to the power, persuasiveness, or beauty of the text. <p>2: The student demonstrates he/she is nearing the learning goal by</p>

	<ul style="list-style-type: none"> ● Recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, purpose, litotes, meiosis, invective, extradiegetic and intradiegetic narrator, rhetorical devices and literary devices.</i> ● Performing basic processes, such as <ul style="list-style-type: none"> ● recognizing or recalling examples of satire, sarcasm, irony, and understatement in a college-level text. ● determining point of view in a literary text. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- Annotating literary works for point of view, especially in frame narratives
- Analyzing satirical technique for purpose and effectiveness
- Analyzing the purpose of technical choices, especially in poetry

Learning Design

WGSD Curriculum -- Presentation of Information
 Gifted 12/ AP Literature and Composition
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">● presenting information, findings, and supporting evidence clearly, concisely, and logically.● making strategic use of multimedia and digital media.● choosing flexibly among rhetorical techniques according to task purpose.● demonstrating a command of academic English. <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● performing specific processes, such as:<ul style="list-style-type: none">● making adequate presentations to an audience of peers after making teacher-suggested revisions.● making use of some digital resources.● demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

Students are given an array of choices in presentation formats.

Learning Design



WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Vocabulary Acquisition and Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.-11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none">● using context as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.11-12.4a)● identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. (CCSS.ELA-Literacy.L.11-12.4b)● consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. (CCSS.ELA-Literacy.L.11-12c)

	<ul style="list-style-type: none"> • understanding the connotations of words with similar denotations. (CCSS.ELA-Literacy.L.11-12.4c) • recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.11-12.5a) • correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.11-12.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> • recognizing or recalling basic vocabulary, such as: stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives. • performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design



WGSD Curriculum -- Gifted 12/ AP Literature and Composition

Writing Critical Analysis

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- [CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Learning Goal

Students write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3 : The student demonstrates mastery of the learning goal by

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing assertions fairly and thoroughly, supplying the most apt evidence while pointing out the strengths and limitations of that assertion in a sophisticated manner.
- applying previously introduced schools of literary criticism to the text with

	<p>precision and insight.</p> <ul style="list-style-type: none"> ● using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements. ● establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style. ● writing under extended deadlines outside of class and on demand with a time limit in class. ● revising in response to teacher and peer feedback. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary such as: <i>assertion, evidence, analysis, hegemony, affective fallacy, New Critical Analysis, Psychological Criticism, Freudian, Jungian, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism, Structuralism, Archetypall Criticism.</i> ● performing basic processes such as: <ul style="list-style-type: none"> ● creating a valid assertion and using summary to provide relevant evidence in support. ● distinguish among the schools of literary criticism. ● establishing a formal style and achieving consistency with help. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

Learning Targets

- The student writes appropriate introductions to AP-style essays.

- The student distinguishes the relationship between claims or assertions, supporting evidence, and analysis of the text to address major themes.
- The student analyzes College Board-provided exemplar essays.
- The student writes essays about works of literary merit using the schools of criticism.
- The student revises essays in part or whole in response to feedback from teacher and/or peers.

Learning Design

WGSD Curriculum -- Honors U.S. English
Conventions of Standard English
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- choosing words and phrases for effect.
 - correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
 - choosing punctuation for effect.
 - recognizing and replacing vague pronouns.
 - recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.
 - using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
 - varying sentence patterns for meaning, reader/listener interest, and style.
 - choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
 - recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.

	<p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric. ● using grade-appropriate grammar and usage in context and in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

WGSD Curriculum -- Honors US Studies ACC

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

[CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- critically interpreting seminal American fiction and nonfiction texts from the 17th century to the present day.
- analyzing the thesis, central arguments, purpose, audience, style, organizational choices, formal and informal logic, and/or theme in a variety of texts.
- analyzing the effect of rhetorical devices and strategies and literary techniques in a variety of texts.
- evaluating a critical theme as it is presented in multiple works.
- analyzing the differences in the way an event or story is portrayed in two or more media.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *audience, rhetorical device, logic, argument, thesis, purpose, theme, style, and other literary and rhetorical terms from a teacher-provided list.*
- performing specific processes, such as:
 - reading seminal fiction and nonfiction texts from the 17th century to the present day.
 - identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
 - identifying rhetorical strategies.
 - recognizing important themes that occur in multiple works.
 - recognizing the differences in the way an event or story is portrayed in two or more media.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze the thesis, central arguments, purpose, audience, style, formal and informal logic, and/or theme in a variety of texts.
- Students will analyze the effect of rhetorical devices and literary techniques in a variety of texts.
- Students will evaluate an important theme as it is presented in more than one work.
- Students will analyze the differences in the way an event or story is portrayed in two or more different media.
- Students will read and comprehend seminal U.S. texts from the 17th century to the present day.
- Students will learn to identify and analyze thesis, central arguments, purpose, organizational style, formal and informal logic, theme, and rhetorical devices.

Learning Design

WGSD Curriculum -- Honors US Studies ACC

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well articulated assertions about that text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a sophisticated text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- accurately citing appropriate and sufficient textual evidence to support complex analysis of a text or texts.
- effectively incorporating textual evidence in composition and discussion.

	<p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote incorporation, transition.</i>● performing specific processes, such as:<ul style="list-style-type: none">● Describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.● Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will analyze critical texts to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the potential implications of the author's meaning and intent.
- Students will cite appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- Students will effectively incorporate textual evidence in composition and discussion.

Learning Design

WGSD Curriculum -- Honors US Studies ACC

Course Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.7](#) Analyze multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- [CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#) By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- [CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate cultural and historical literacy through the knowledgeable interpretation and analysis of contemporary and

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

- 3: Student demonstrates mastery of the learning goal by
- explaining and analyzing how cultural and historical contexts surrounding a given work influence content, style, and themes.
 - analyzing culturally-specific themes across American literary periods.
 - identifying and analyzing rhetorical strategies and how they function in a text to accomplish an author's purpose.
 - analyzing multiple interpretations of texts through literary criticism.
 - constructing sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period.
- 2: Student demonstrates he/she is nearing the learning goal by
- recognizing or recalling specific literary genre vocabulary, such as: *Puritanism, Rationalism, Romanticism (Gothic and Transcendentalism), Realism (Naturalism and Regionalism), Modernism, and Postmodernism.*
 - recognizing or recalling specific rhetorical vocabulary, such as: *diction, figurative language, imagery, structure, syntax, ethos, pathos and logos.*
 - analyzing and explaining how the literary period of a given work influences the thematic content and authorial choices.
 - identifying the cultural context of a given work.
 - identifying common rhetorical strategies.
 - identifying an author's purpose with textual support.
 - tracing common cultural themes across American literary periods.
- 1: Student demonstrates little understanding or skill with the learning goal.

Targets

- Students will explain and analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze culturally-specific themes across American literary periods.
- Students will analyze multiple interpretations of texts through various critical literary theories and rhetorical lenses.
- Students will construct sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary and/or historical period.

Learning Design

WGSD Curriculum -- Honors U.S. English ACC

Argument Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Student will be able to write grade-appropriate arguments.	4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: Student demonstrates mastery of the learning goal by <ul style="list-style-type: none">● writing thoughtful grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using critical, valid reasoning and relevant and sufficient evidence.● introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.11-12.1a)● developing claims and counterclaims fairly and extensively, supplying relevant evidence for each while pointing out the strengths and limitations of both, and

	<p>anticipating the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA-Literacy.W.11-12.1b)</p> <ul style="list-style-type: none"> ● using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. (CCSS.ELA-Literacy.W.11-12.1c) ● establishing and maintaining an appropriate formal style and objective tone while attending to the norms and conventions MLA and standard English usage. (CCSS.ELA-Literacy.W.11-12.1e) ● providing a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: <i>argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relationship, relevance, sequence, significance, strength, support, thesis, valid.</i> ● performing basic processes such as <ul style="list-style-type: none"> ○ identifying claims and counterclaims from teacher-provided examples. ○ articulating specified patterns of logical sequence for argumentation. ○ establishing a claim and providing relevant evidence for the claim. ○ writing arguments using a teacher-provided template. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will write thoughtful grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Students will introduce precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence.
- Students will develop claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases.
- Students will develop words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- Students will establish and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage.
- Students will provide a concluding statement or section that follows from and supports the argument presented.

Learning Design

WGSD Curriculum -- Honors US Studies ACC

Collaborative Discussion

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to 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.
 - [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to 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.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

with peers.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative critical discussions, including one-on-one, small group, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study.
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions.
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas.
- evaluating the credibility and accuracy of information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, and other terms from a teacher-provided list.*
- Performing specific processes, such as:
 - working with peers to establish rules for collegial discussions and decision making.
 - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.

- preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

Targets

- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum – Honors US Studies ACC

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- [CCSS.ELA-Literacy.L.11-12.5a](#) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- [CCSS.ELA-Literacy.L.11-12.5b](#) Analyze nuances in the meaning of words with similar denotations.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and analyze them in relation to one another across multiple literary periods and works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes or central ideas

	<p>over the course of one or more texts, including how they interact with and support, or potentially contradict, each other.</p> <ul style="list-style-type: none"> ● evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical strategies of diction and syntax as analytical support. ● providing an objective summary of a text, taking care to note key and specific details from the work, including the rhetorical situation. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● Recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, tone, ethos, pathos, and logos.</i> ● Performing basic processes, such as: <ul style="list-style-type: none"> ○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work. ○ identifying some rhetorical strategies. ○ providing an objective summary of a text. ○ identifying aspects of the rhetorical situation. ○ identifying thematic similarities in two major texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will analyze the development of two themes or central ideas over the course of a text, including how the

themes interact with and support each other.

- Students will evaluate the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.
- Students will provide an objective summary of a text, taking care to note key and specific details from the work.

Learning Design

WGSD Curriculum -- Honors US Studies ACC

Presentation of Information

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience and occasion.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting insightful information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of multimedia and digital media.
- choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.
- demonstrating a proficient command of formal English.

2: The student demonstrates he/she is nearing the learning goal by

	<ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making adequate presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design

WGSD Curriculum -- Honors US Studies ACC

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting complex research projects in response to a historical prompt.
- using advanced database searches effectively and thoughtfully..

- evaluating source material, including primary source documents, for relevance and reliability.
- annotating and organizing information from sources systematically, utilizing both MLA and Chicago Style formatting when appropriate..
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, search terms, boolean operators.*
- performing specific processes, such as:
 - selecting and revising an appropriate topic.
 - writing and revising a thesis of critical evaluation.
 - choosing relevant resources.
 - taking effective notes.
 - writing and revising in response to a research question
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate MLA and Chicago Style citations.
 - writing a research composition following a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

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Learning Targets

- Students choose a topic of critical significance in American history.
- Students utilize effective database search methods.
- Students develop and revise a clear and supportable argumentative thesis.
- Students collect relevant and varied sources, including primary source documents.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.
- Students combine research from various sources and organize ideas both systematically and logically.

Learning Design

WGSD Curriculum -- Honors US Studies ACC

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the terminology of literary analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its derivatives, its etymology, or its standard usage. ([CCSS.ELA-Literacy.L.11-12.4c](#))

	<ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations but differing connotations. (CCSS.ELA-Literacy.L.11-12.5b) ● interpreting figurative language. (CCSS.ELA-Literacy.L.11-12.5a) ● correctly using the terminology of literary analysis in context of the analysis of literature and nonfiction texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, and other rhetorical and literary terms from a teacher-provided list.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will match new words in and out of context with their definitions.
- Students will identify connotation of words in context.
- Students will use new words correctly in original compositions.

Learning Design



WGSD Curriculum -- Honors US Studies ACC

Writers Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing literary and rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- critically analyzing both a point of view and shifts in point of view in a literary text and critiquing their impact on meaning.
- distinguishing between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement) and synthesizing the author's syntactical intention.
- analyzing and critiquing an author's establishment of mood and tone.
- analyzing and critiquing an author's structural choices, such as flashback, in medias res, and mixed genres.

2: The student demonstrates he/she is nearing the learning goal by

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|--|--|
| | <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms from a teacher-provided list.</i>● performing specific processes, such as<ul style="list-style-type: none">● recognizing and understanding examples of satire, sarcasm, irony, and understatement in a literary text.● determining point of view in a literary text.● identifying mood, tone, and structural techniques. |
|--|--|

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze a point of view and shifts in point of view in a literary text and their impact on meaning.
- Students will distinguish between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- Students will analyze how an author establishes mood and tone.
- Students will analyze author's structural choices, such as flashback, in medias res, and mixed genres.

Learning Design

WGSD Curriculum -- College Reading
Comprehension
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal

Students will be able to comprehend thesis statements, implied main ideas, and author's patterns in complex academic texts.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- evaluating the relevance of ideas supporting the thesis.
 - evaluating the purpose of the author's choice of organizational pattern.
- 2: The student demonstrates he/she is nearing the learning goal by
- recognizing and recalling specific vocabulary, such as *thesis, supporting details, transitions, list, sequence, definition, comparison-contrast, cause-effect, spatial order*.
 - performing specific processes, such as
 - identifying the ideas supporting the thesis.
 - identifying transitions words that indicate the author's choice of rhetorical pattern.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<ul style="list-style-type: none">• <p><u>Learning Targets</u></p>
<p><u>Learning Design</u></p>

WGSD Curriculum -- College Reading

Critical Reading

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
-

Learning Goal

Students will be able to evaluate the author's purpose, bias, tone, and intended audience in order to make complex inferences and deductions about academic texts.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- evaluating fact versus opinion.
 - evaluating the strength of an author's argument based on the evidence presented.
 - forming judgments about the reliability and usefulness of an academic text.
- 2: The student demonstrates he/she is nearing the learning goal by
- recognizing and recalling specific vocabulary, such as *critical thinking inductive, deductive, propaganda, logic*.
 - performing specific processes, such as
 - discriminating fact from opinion.
 - discriminating weak from strong evidence.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none">•
<p style="text-align: center;"><u>Learning Design</u></p>

WGSD Curriculum -- College Reading

Vocabulary

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Learning Goal

Students will be able to determine the meaning of words in complex academic texts based upon context clues and their affixes.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - using context clues to determine the meaning of unknown words
 - using transitions words, punctuation, and pronoun references to identify author's rhetorical patterns.
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing and recalling specific vocabulary, such as *context clue, affix, comma, parenthesis, bracket, dash, colon, signal words*.
 - performing specific processes, such as
 - identifying the types of context clues that help determine the meaning of an unknown word.
 - identifying the words, punctuation and pronoun references that identify an author's rhetorical patterns.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none">•
<p style="text-align: center;"><u>Learning Design</u></p>

WGHS Curriculum -- Journalism
Advertising
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

Missouri Marketing I Instructional Framework

G: Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

Learning Goal

Students will be able to conduct research, sell advertising, and create display advertisements.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the relationship between a type of business and its target customer.
- creating a display ad that appeals to a targeted customer.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as <i>display advertising, classified advertising, inserts, advertising policy, appeals (physical, emotional, logical), desires (physical, safety, love, self-esteem, psychological), headline, art or graphic, slogan, logo, tearsheet, contract, and penny press.</i>● performing specific processes, such as<ul style="list-style-type: none">○ gathering information about a business.○ prioritizing information.○ creating display advertisement.○ selling (roleplaying) the advertisement. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will evaluate ads for appeals and desires.
- The students will conduct a business study.
- The students will create display ads.
- The students will put together a marketing kit.
- The students will roleplay a sales situation in which they will sell advertising.

<u>Learning Design</u>

WGHS Curriculum – Journalism
Graphic Design
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

National Business Education Association Standards

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to synthesize graphics, copy, and navigational elements to create pages for a news magazine.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- integrating photos, artwork, articles, and headlines into publishable

	<p>pages for a news magazine with consistency of style and following general rules of design.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>display advertising, classified advertising, inserts, headline, art or graphic, photograph, crop, center, justified copy, pica, point, dropped cap, kicker, hammer, subhead, banner, spread, spread headline, natural spread or centerfold, gutter, external margin, internal margin, eyeline, cutline, text wrap, folio, folio line, masthead, nameplate, standing head, butting headlines, tint blocks or screens, overburned type, reversed type, trapped copy or white space, white space, font, bleeds, dominant photo, and rule.</i> ● performing specific processes, such as <ul style="list-style-type: none"> ○ placing page elements. ○ editing copy. ○ cropping and otherwise editing graphics and photos. ○ evaluating final product. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will create pages using journalist rules of design and the paper's style.
- The students will edit copy on those pages.

- The students will evaluate all the news magazine's pages.

Learning Design

WGHS Curriculum – Journalism

History

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RH.11-12.9](#)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Learning Goal

Students will be able to trace historic challenges to freedom of the press and apply them to current challenges.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - recognizing challenges to freedom of the press and trends in technology which have affected the way journalists ply their trade.
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing or recalling specific vocabulary, such as *ensorship*, *editious libel*, *Stamp Act*, *published by authority*, *taxation*, *prior restraint*, *printing press*, *Star Chamber*, *linotype*, *photojournalism*,

	<p><i>yellow journalism, sensationalism, privacy rights, Pentagon Papers, Watergate, Near vs. Minnesota, Times vs. Sullivan, Griswold vs. Conn., Woodward and Bernstein, penny press, Benjamin Day, John Peter Zenger, John Campbell, Andrew Hamilton, Alexander Hamilton, Joseph Pulitzer, William Randolph Hearst, teletype, Internet, World Wide Web, ARPANet, and Boston Newsletter.</i></p> <ul style="list-style-type: none"> ● performing specific processes, such as <ul style="list-style-type: none"> ○ discussing ethical and legal issues involving the press. ○ researching an area of journalism history. ○ presenting findings of that research. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will discuss historical legal and ethical issues.
- The students will do research on an area of historical journalism and share their findings.

Learning Design

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WGHS Curriculum -- Journalism

Law

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.WHST.11-12.1](#) Write arguments focused on *discipline-specific content*.

High School TILS Strand IX: Synthesising information and creating new knowledge Use chosen information sources to articulate and analyse new problems in your field.

Learning Goal

Students will be able to conduct research and write news, feature, and opinion stories for publication that adhere to and acknowledge the legal limitations and protections of the press.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- recognizing legal limitations on the press and utilizing the legal protections of the press.
- 2: The student demonstrates he/she is nearing the learning goal by
- recognizing or recalling specific vocabulary, such as *censorship, taxation, gag law, common law, statutory law, case law, Constitutional law, criminal law, civil law, libel, libel per se, libel per quod, malice in law, malice in fact, actual malice, reckless disregard, tort, qualified privilege, absolute privilege,*

	<p><i>fair comment and criticism, good faith retraction, innocent construction rule, shield law, First Amendment, Sixth Amendment, privacy, technical trespass, sunshine law, FOIA, copyright, fair use, special damages, general damages, punitive damages plaintiff and defendant.</i></p> <ul style="list-style-type: none"> ● performing specific processes, such as <ul style="list-style-type: none"> ○ discussing specific cases. ○ evaluating best defense. ○ writing a brief to indicate legal justification. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● The students will take part in a mock trial where in teams will determine what legal fault (if any) a newspaper has and what legal defences may be invoked. ● The students will write stories while avoiding invasion of privacy, libel, or copyright infringement.
<p style="text-align: center;"><u>Learning Design</u></p>

WGHS Curriculum – Journalism
 Photography
 DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to take and edit photographs to accompany and illustrate articles.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery with the learning goal by</p> <ul style="list-style-type: none"> • photographing newsworthy subjects. • selecting the appropriate photograph to accompany or illustrate a given article. • editing photographs for page composition and accuracy. • writing cutlines for photographs.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such, <i>copyright, crop, grayscale, resolution, rule of thirds, dominant photograph, focal point, symmetry, lines, shapes, texture, framing, portrait, lighting, panning, selective focus, stop action, backlighting, silhouette, iso or asa, cutline, and byline.</i> ● performing specific processes, such as <ul style="list-style-type: none"> ● shooting photographs. ● editing photographs. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● The students will take photographs to illustrate topics or events. ● The students will edit those photographs. ● The students will write cutlines for those photographs. ● The students will evaluate those photographs.
<p><u>Learning Design</u></p>



WGHS Curriculum -- Journalism

Video

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences. (publisher, and place of publication)

Learning Goal

Students will be able to conduct research and create video news features.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- producing accurate, concise, and stylistically consistent videos that follow conventions of news, feature, and opinion writing.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such *news, hard news, soft news, elements of interest, feature, profile, anniversary piece, editorializing, loaded language, verbosity, jargon, green screen, chroma key, voice over, copyright, sound effect, audio or soundtrack, video track, crop, rolling title, dissolve, transition, font, still title, rolling title, and crawling title.*
- performing specific processes, such as
 - gathering information.
 - determining most important information.
 - organizing the information.
 - using video to collect images and sound bites.
 - editing images and sounds into video news features.
 - exporting the final product.

1: The student demonstrates a limited understanding or skill with the learning

goal.

Learning Targets

- The students will research a topic or event.
- The students will collect images, interviews, and sound bites.
- The students will edit sounds and images into a news feature video.
- The students will evaluate the video.

Learning Design

WGHS Curriculum -- Journalism

Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

<p>Students will be able to conduct research and write news, feature, and opinion stories for publication.</p>	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> ● producing accurate, concise, and stylistically consistent articles that follow conventions of news, feature, and opinion writing. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>editorial, editorial column, op-ed piece, column, review, news, hard news, soft news, elements of interest, feature, profile, anniversary piece, editorializing, loaded language, verbosity, jargon, lead, inverted pyramid, direct quote, indirect quote, and sports story.</i> ● performing specific processes, such as <ul style="list-style-type: none"> ○ gathering information. ○ determining most important information. ○ organizing the information. ○ editing stories containing the information for style, conciseness, and editorializing. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will write news briefs.
- The students will write news stories in inverted pyramid.
- The students will write feature stories.

- The students will write profiles.
- The students will write sports stories.
- The students will write reviews.
- The students will edit copy for style, conciseness, and editorializing.

Learning Design

WGSD Curriculum -- AP Language and Composition

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

CCSS.ELA-Literacy.RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

CCSS.ELA-Literacy.RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - analyzing the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
 - analyzing the effect of rhetorical strategies of both diction and syntax in a variety of texts.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>fallacies, teacher-provided list of terms relating to diction and syntax, speaker, audience, purpose, ethos, pathos and logos, cultural assumptions, and syllogism.</i>● performing specific processes, such as:<ul style="list-style-type: none">● identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.● identifying rhetorical strategies of both diction and syntax in a variety of texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read seminal U.S. texts from the 17th century to the present day.
- Students will identify and analyze thesis, central arguments, purpose, organizational style, formal and informal logic, theme, and rhetorical strategies of diction and syntax.

Learning Design



WGSD Curriculum -- AP Language and Composition

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a sophisticated text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing appropriate and sufficient textual evidence to support complex analysis of a text or texts.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, citation, ambiguity, explicit and implicit.*
- performing specific processes, such as:
 - Describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
 - Citing textual evidence to support explicit analysis of meaning in a sophisticated literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will provide evidence of understanding explicit meaning in both teacher-selected and student-selected passages.
- Students will provide evidence of understanding implied and/or inferred meaning in teacher-selected and student-selected passages.
- Students will cite, explain, and evaluate the implications of textual meaning and intent in an analysis.

Learning Design

WGSD Curriculum -- AP Language and Composition

Content

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- [CCSS.ELA-Literacy.RI.11-12.10](#)
- By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to demonstrate cultural literacy through the knowledgeable interpretation and analysis of contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining how cultural contexts surrounding a given work influence content, style, and themes.
- identifying and analyzing rhetorical strategies and how they work to accomplish an author's purpose.

2: Student demonstrates he/she is nearing the learning goal by

recognizing or recalling specific vocabulary, such as:

- *diction, figurative language, imagery, structure, syntax, ethos,*

pathos and logos.

performing specific processes, such as:

- identifying the cultural context of a given work.
- identifying some rhetorical strategies.
- identifying an author's purpose with textual support.

1: Student demonstrates little understanding or skill with the learning goal.

Learning Targets

Students will read, discuss, and analyze contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Learning Design

WGSD Curriculum – Determining Theme
AP Language & Composition
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.2](#)

[CCSS.ELA-Literacy.RI.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and analyze them in relation to one another; students will also be able to analyze a single theme or central idea across multiple major works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two or more themes or central ideas over the course of one or more texts, including how they interact with and support, or potentially contradict, each other.
- evaluating the manner in which these themes or central ideas are

	<p>communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical strategies of diction and syntax as support.</p> <ul style="list-style-type: none"> ● providing an objective summary of a text, taking care to note key and specific details from the work, including the rhetorical situation. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● Recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, tone, ethos, pathos, and logos.</i> ● Performing basic processes, such as: <ul style="list-style-type: none"> ○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work. ○ identifying some rhetorical strategies. ○ providing an objective summary of a text. ○ identify some aspects of the rhetorical situation. ○ Identifying thematic similarities in two major texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will trace the development of two or more teacher-identified themes in a college-level text, citing textual evidence as support.
- Students will trace the development of two or more student-identified themes in a college-level text text, citing textual evidence as support.

- Students will analyze the development and implications of two or more student-identified themes, evaluating the way the themes relate to each other and interact throughout the course of the work and citing specific textual evidence as support.

Learning Design

WGSD Curriculum -- AP Language and Composition

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the vocabulary of rhetorical analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its

	<p>derivatives, or its standard usage. (CCSS.ELA-Literacy.L.11-12.4c)</p> <ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations but differing connotations. (CCSS.ELA-Literacy.L.11-12.4d) ● interpreting figurative language. ● correctly using domain-specific vocabulary in context of the analysis of literature and nonfiction texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, essential rhetorical terms.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words in and out of context with their definitions.
- Students identify connotation of words in context.
- Students use new words correctly in original compositions.
- Students practice applying rhetorical strategies to original compositions.

Learning Design



WGSD Curriculum -- AP Language and Composition

Collaborative Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- drawing on reading and research to stimulate thoughtful, well-

	<p>reasoned exchange of ideas. (CCSS.ELA-Literacy.SL.9-10.1b)</p> <ul style="list-style-type: none"> ● propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.9-10.1c) ● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. (CCSS.ELA-Literacy.SL.9-10.1d) ● evaluating the credibility and accuracy of information presented. ● evaluating a speaker's point of view, logic, and use of rhetoric. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, rhetoric and rhetorical strategies.</i> ● Performing specific processes, such as: <ul style="list-style-type: none"> ● working with peers to establish rules for collegial discussions and decision making. ● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner. ● preparing for participation in a discussion. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Targets

- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students engage in academic discourse through Socratic Circles
- Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum -- AP Language and Composition

Presentation of Information

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- [High School TILS Strand IV: Tools of the Trade](#): Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience and occasion.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- Presenting information, findings, and supporting evidence clearly, concisely, and logically.
- Making strategic use of multimedia and digital media.
- Choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.

	<ul style="list-style-type: none"> ● Demonstrating a command of formal English. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>purpose, audience, occasion, tone, inflection, and poise.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ making adequate presentations to an audience of peers after making teacher-suggested revisions. ○ making use of some digital resources. ○ demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design



WGSD Curriculum -- AP Language and Composition

Argument Writing

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Learning Goal

Student will write grade-appropriate arguments.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- writing grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. ([CCSS.ELA-Literacy.W.11-12.1a](#))
- developing claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases. ([CCSS.ELA-Literacy.W.11-12.1b](#))
- using words, phrases, and clauses as well as varied syntax to link the major

	<p>sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. (CCSS.ELA-Literacy.W.11-12.1c)</p> <ul style="list-style-type: none"> ● establishing and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage. (CCSS.ELA-Literacy.W.11-12.1e) ● providing a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: <i>argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim/ rebuttal, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relationship, relevance, sequence, significance, strength, support, thesis, valid.</i> ● performing basic processes such as <ul style="list-style-type: none"> ○ identifying claims and counterclaims from teacher-provided examples. ○ articulating specified patterns of logical sequence for argumentation. ○ establishing a claim and providing relevant evidence for the claim. ○ writing arguments using a teacher-provided template. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students will write grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● Students will introduce precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. ● Students will develop claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience’s knowledge level, concerns, values, and possible biases. ● Students will develop words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and

clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims.

- Students will establish and maintain a formal style and objective tone while attending to the norms and conventions MLA and standard English usage.
- Students will provide a concluding statement or section that follows from and supports the argument presented.

WGSD Curriculum -- AP English Language & Composition

Conventions of Standard English

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- choosing words and phrases for effect.
 - correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
 - choosing punctuation for effect.
 - recognizing and replacing vague pronouns.
 - recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.
 - using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
 - varying sentence patterns for meaning, reader/listener interest, and style.
 - choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
 - recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.

	<p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric. ● using grade-appropriate grammar and usage in context and in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

WGSD Curriculum -- AP Language and Composition

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting simple and complex research projects in response to a prompt.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.

- annotating and organizing information from sources systematically.
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *in-text citation, source citation, Works Cited, synthesize, documentation, annotation, plagiarism, credibility, reliability, database, primary and secondary source.*
- performing specific processes, such as:
 - selecting and revising a topic.
 - choosing relevant resources.
 - taking focused notes.
 - developing a supportable thesis.
 - writing and revising in response to a research question
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - writing a research composition following a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- AP Language and Composition

Writers Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-Literacy.RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in utilizing a variety of rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- identifying point of view and shifts in point of view and analyzing their effect.
- identifying and analyzing a wide range of techniques of diction and syntax.
- detailing how an author establishes mood and tone.
- identifying a wide range of structural techniques and analyzing how those choices impact meaning.
- distinguishing satirical writing from literal writing, including naming specific techniques and discussing their impact.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *diction, connotation, imagery, syntax, satire, irony, understatement, point of view, purpose, flashback, cause and effect, problem/ solution, and other rhetorical terms.*
- performing specific processes, such as
 - determining point of view and shifts in point of view.
 - identifying techniques of diction and syntax.
 - identifying mood, tone, and structural techniques.
 - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn rhetorical terms.
- Students practice identifying and creating rhetorical techniques.
- Students analyze the effect of diction and syntax in a variety of texts.
- Students identify and analyze point of view and shifts in point of view.
- Students identify and analyze structural choices and how they affect theme and/or message.
- Students examine satirical techniques and analyze their effectiveness.

Learning Design

WGSD Curriculum -- Modern International Literature ACC

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Learning Goal

Students will be able to analyze a Modernist, twentieth-century text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
- analyzing a college-level text to draw substantiated inferences regarding the author's meaning and intent.
 - evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
 - evaluating the implications of the author's meaning and intent.
 - citing substantial textual evidence to support in-depth inferential analysis of a text or texts.
 - skillfully incorporating textual evidence in composition and discussion.
- 2: The student demonstrates he/she is nearing proficiency by
- recognizing or recalling specific vocabulary, such as *inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote*

incorporation, transition.

- performing specific processes, such as
 - describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
 - citing textual evidence to support explicit analysis of meaning in a grade-level literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze a college-level text to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the implications of the author's meaning and intent.
- Students will cite substantial textual evidence to support in-depth inferential analysis of a text or texts.
- Students will skillfully incorporate textual evidence in composition and discussion.

Learning Design

WGSD Curriculum -- Modern International Literature ACC
Analysis and Synthesis of Source Material
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including representative 20th century international texts.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- analyzing the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in literary criticism.
- analyzing the effect of rhetorical strategies of both diction and syntax in a variety of texts.
- interpreting texts using a variety of critical theory applications.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: explicate, critical theory, controlling idea; New Critical, Feminist, and Post-Colonial Critical Theory. ● performing specific processes, such as: <ul style="list-style-type: none"> ● identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts. ● identifying rhetorical strategies of both diction and syntax in a variety of texts. ● identifying and explaining different schools of critical theory. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will analyze the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
- Students will analyze the effect of rhetorical strategies of both diction and syntax in a variety of texts.
- Students will interpret texts using a variety of critical theory applications.

Learning Design



WGSD Curriculum -- Modern International Literature ACC

Course Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#)
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to conduct knowledgeable interpretation and analysis of 20th century Modernist fiction, nonfiction, and visual texts.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
- analyzing how cultural and historical contexts surrounding a given work influence content, style, and themes.
 - analyzing historical, cultural, and political themes across international literary movements.
 - evaluating multiple interpretations of texts through literary criticism and theory.

	<ul style="list-style-type: none"> ● constructing sophisticated interpretations and insightful analyses of literary works in isolation and/or in conjunction with other works across a number of literary periods. <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>Modernist, Postmodern, Magical Realist, Existentialist, Absurd, stream-of consciousness, free indirect discourse, internal monologue, frame narrative, Avant Garde, exegesis</i> ● performing specific processes, such as <ul style="list-style-type: none"> ● analyzing the influence of the Modernist period on texts' themes, subjects, and authorial styles. ● identifying the historical and cultural context of a given work. ● tracing common cultural themes within the Modernist literary period. <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Targets

- Students will analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze historical, cultural, and political themes across international literary movements.
- Students will evaluate multiple interpretations of texts through literary criticism and theory.
- Students will construct sophisticated interpretations and insightful analyses of literary works in isolation and/or in conjunction with other works across a number of literary periods.

Learning Design

WGSD Curriculum – Modern International Literature ACC
Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#) By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a Modernist literary text and analyze them in isolation and in relation to one another.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing and assessing the development of two themes or central ideas over the course of a text, including how the themes interact with and support or conflict with each other.
- analyzing the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as <i>theme, purpose, audience, tone, mood, motif</i>.● performing basic processes, such as:<ul style="list-style-type: none">○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.○ identifying some rhetorical strategies.○ providing an objective summary of a text.○ identifying some aspects of the rhetorical situation.○ Identifying thematic similarities in two major texts.○ providing an objective summary of a text, taking care to note key and specific details from the work. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will analyze and assess the development of two themes or central ideas over the course of a text, including how the themes interact with and support or conflict with each other.
- Students will analyze the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.

Learning Design



WGSD Curriculum -- Modern International Literature ACC
Writing Critical Analysis
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

Learning Goal

Students will be able to write sophisticated analysis of college-level literary fiction and poetry using multiple schools of literary criticism.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal

3 : The student demonstrates mastery of the learning goal by

- writing critical analysis to support sophisticated claims about college-level literary texts using valid reasoning and relevant and sufficient evidence.
- introducing precise assertions, establishing the significance of the assertions, and creating an organization that logically sequences claims, evidence, and analysis.
- developing claims and counterclaims thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both.

- applying previously introduced schools of literary criticism accurately to the text.
- using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship among assertions, evidence, and analysis to address major thematic elements.
- establishing and maintaining a formal style and objective tone while attending to the norms and conventions of MLA style.
- revising in response to teacher and peer feedback.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling basic vocabulary such as: *assertion, evidence, analysis, New Critical Analysis, Psychological Criticism, New Historical Criticism, Postcolonial Criticism, Feminist Criticism, Marxist Criticism, Reader-Response Criticism.*
- performing basic processes such as:
 - creating a valid assertion and using summary to provide relevant evidence in support.
 - distinguish among the schools of literary criticism.
 - establishing a formal style and achieving consistency with help.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

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Learning Design

WGSD Curriculum -- Modern International Literature ACC

Collaborative Discussions

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with a full range of peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led. ([CCSS.ELA-Literacy.SL.11-12.1a](#))
- preparing thoroughly and effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.11-12.1b](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.
- propelling conversations by posing and responding to questions

	<p>that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. (CCSS.ELA-Literacy.SL.11-12.1c)</p> <ul style="list-style-type: none">● responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and understanding and making new connections in light of the evidence and reasoning presented. (CCSS.ELA-Literacy.SL.11-12.1d)● integrating multiple sources of information presented, evaluating their credibility and accuracy.● evaluating a speaker's point of view, logic, and use of rhetoric. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● performing specific processes, such as:<ul style="list-style-type: none">● working with peers to set rules for collegial discussions and decision making.● participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.● preparing for participation in a discussion. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students participate in small group/team discussions.
- Students participate in whole group Socratic discussions.

Learning Design

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- [CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- [CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to demonstrate command of the conventions and structure of standard English grammar and usage and are able to manipulate it stylistically to achieve the desired effect on the audience.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> ● applying knowledge of the grammar of English to achieve a desired effect on a variety of audiences for a variety of purposes. ● resolving issues of usage, consulting references as needed. <p>2: The student demonstrates he or she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recalling or recognizing basic vocabulary, such as: <i>phrase, clause, subject, object, complement, participial, appositive, gerund.</i> ● performing basic processes, such as <ul style="list-style-type: none"> ○ using grade-appropriate grammar and usage in context. <p>1: The student demonstrates little understanding or skill with the learning goal.</p>

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Learning Targets

- Students practice a variety of sentence patterns in isolation.
- Students revise their original compositions to improve style and increase effectiveness.(active/passive) and mood.

Learning Design

WGSD Curriculum -- Modern International Literature ACC
Analysis of Writer's Point of View, Purpose, and Structure
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RI.11-12.6](#) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- [CCSS.ELA-Literacy.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Learning Goal

The student will be able to appraise the author's purpose and effectiveness in utilizing rhetorical techniques such as irony and point of view.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3 The student demonstrates mastery of the learning goal by
- analyzing a point of view in a sophisticated text to determine its impact on meaning.
 - distinguishing what is directly stated from what is really meant (ie. satire, sarcasm, irony, understatement).
 - analyzing how the style and content of a sophisticated text that is particularly effective contributes to the power, persuasiveness, or beauty of the text.
- 2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *satire, irony, point of view, understatement, purpose, parallelism, anaphora*.
- performing basic processes, such as
 - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a sophisticated text.
 - determining point of view in a college-level text.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students will identify and analyze satiric techniques in sophisticated texts.
- Students will identify and analyze point of view in sophisticated texts.

Learning Design

WGSD Curriculum -- Modern International Literature ACC

Presentation of Information

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand I: Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of digital media.

	<ul style="list-style-type: none"> ● choosing flexibly among rhetorical techniques according to task purpose. ● demonstrating a command of academic English. <p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>purpose, audience, occasion, tone, inflection, and poise</i>. ● performing specific processes, such as <ul style="list-style-type: none"> ● making adequate presentations to an audience of peers after making teacher-suggested revisions. ● making use of some digital resources. ● demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students discuss the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design



WGSD Curriculum -- Modern International Literature ACC

Vocabulary Acquisition and Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of both general grade-level vocabulary and the vocabulary specific to literary studies.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
 - identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
 - consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. ([CCSS.ELA-Literacy.L.11-12c](#))
 - understanding the connotations of words with similar denotations.

	<p>(CCSS.ELA-Literacy.L.11-12.4c)</p> <ul style="list-style-type: none"> ● recognizing the effect of figurative language. (CCSS.ELA-Literacy.L.11-12.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.11-12.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms, and derivatives.</i> ● performing basic processes such as recognizing grade-level words and the vocabulary of literary criticism in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design



WGHS Curriculum -- Newspaper Production
Advertising
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

Missouri Marketing I Instructional Framework

G: Standard: Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience.

Learning Goal

Students will be able to conduct research, sell advertising, and create display advertisements.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating the relationship between a type of business and its target customer.
- creating a display ad that appeals to a targeted customer.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as <i>display advertising, classified advertising, inserts, advertising policy, appeals (physical, emotional, logical), desires (physical, safety, love, self-esteem, psychological), headline, art or graphic, slogan, logo, tearsheet, contract, and penny press.</i>● performing specific processes, such as<ul style="list-style-type: none">○ gathering information about a business.○ prioritizing information.○ creating display advertisement.○ selling (roleplaying) the advertisement. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will evaluate ads for appeals and desires.
- The students will conduct a business study.
- The students will create display ads.
- The students will put together a marketing kit.
- The students will roleplay a sales situation in which they will sell advertising.

<u>Learning Design</u>

WGHS Curriculum -- Newspaper Production

Ethics

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RH.11-12.7](#)

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

Press Rights and Responsibility.

Learning Goal

Students will be able to make ethical decisions based on a given body of information.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - basing an ethical decision on an analysis of given information, recognition of the information not available, motivations of the all stakeholders, and short/long term consequences.
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing or recalling specific vocabulary, such as *stakeholder*,

ethics, plagiarism, conflict of interest, payola, confidentiality, withholding information, privacy, genderism, and diversity.

- performing specific processes, such as
 - determining stakeholders' motivations.
 - determining short term consequences.
 - determining long term consequences.
 - determining missing information.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- The students will discuss antinomian, situationist, and absolutist schools of thought.
- The students will review the SPJ code of ethics.
- The students will discuss examples of ethical dilemmas.
- The students will evaluate photographic manipulation with regards to “truthtelling.”
- The students will discuss media manipulation of the news in general.

Learning Design

WGHS Curriculum – Newspaper Production

Graphic Design

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

National Business Education Association Standards

IV. Technological Communication

Achievement Standard: Use technology to enhance the effectiveness of communication.

High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to synthesize graphics, copy, and navigational elements to create pages for a news magazine.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- integrating photos, artwork, articles, and headlines into publishable

	<p>pages for a news magazine with consistency of style and following general rules of design.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>display advertising, classified advertising, inserts, headline, art or graphic, photograph, crop, center, justified copy, pica, point, dropped cap, kicker, hammer, subhead, banner, spread, spread headline, natural spread or centerfold, gutter, external margin, internal margin, eyeline, cutline, text wrap, folio, folio line, masthead, nameplate, standing head, butting headlines, tint blocks or screens, overburned type, reversed type, trapped copy or white space, white space, font, bleeds, dominant photo, and rule.</i> ● performing specific processes, such as <ul style="list-style-type: none"> ○ placing page elements. ○ editing copy. ○ cropping and otherwise editing graphics and photos. ○ evaluating final product. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will create pages using journalist rules of design and the paper's style.
- The students will edit copy on those pages.

- The students will evaluate all the news magazine's pages.

Learning Design

WGHS Curriculum -- Newspaper Production

Law

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.WHST.11-12.1](#) Write arguments focused on *discipline-specific content*.

High School TILS Strand IX: Synthesising information and creating new knowledge Use chosen information sources to articulate and analyse new problems in your field.

Learning Goal

Students will be able to conduct research and write news, feature, and opinion stories for publication that adhere to and acknowledge the legal limitations and protections of the press.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - recognizing legal limitations on the press and utilizing the legal protections of the press.
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing or recalling specific vocabulary, such as *censorship, taxation, gag law, common law, statutory law, case law, Constitutional law, criminal law, civil law, libel, libel per se, libel per quod, malice in law, malice in fact, actual malice, reckless disregard, tort, qualified privilege, absolute privilege,*

	<p><i>fair comment and criticism, good faith retraction, innocent construction rule, shield law, First Amendment, Sixth Amendment, privacy, technical trespass, sunshine law, FOIA, copyright, fair use, special damages, general damages, punitive damages plaintiff and defendant.</i></p> <ul style="list-style-type: none"> ● performing specific processes, such as <ul style="list-style-type: none"> ○ discussing specific cases. ○ evaluating best defense. ○ writing a brief to indicate legal justification. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● The students will take part in a mock trial where in teams will determine what legal fault (if any) a newspaper has and what legal defences may be invoked. ● The students will write stories while avoiding invasion of privacy, libel, or copyright infringement.
<p><u>Learning Design</u></p>

WGHS Curriculum – Newspaper Production

Photography

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to take and edit photographs to accompany and illustrate articles.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery with the learning goal by</p> <ul style="list-style-type: none"> • photographing newsworthy subjects. • selecting the appropriate photograph to accompany or illustrate a given article. • editing photographs for page composition and accuracy. • writing cutlines for photographs.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such, <i>copyright, crop, grayscale, resolution, rule of thirds, dominant photograph, focal point, symmetry, lines, shapes, texture, framing, portrait, lighting, panning, selective focus, stop action, backlighting, silhouette, iso or asa, cutline, and byline.</i> ● performing specific processes, such as <ul style="list-style-type: none"> ● shooting photographs. ● editing photographs. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● The students will take photographs to illustrate topics or events. ● The students will edit those photographs. ● The students will write cutlines for those photographs. ● The students will evaluate those photographs.
<p><u>Learning Design</u></p>



WGHS Curriculum -- Newspaper Production

Video

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences. (publisher, and place of publication)

Learning Goal

Students will be able to conduct research and create video news features.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- producing accurate, concise, and stylistically consistent videos that follow conventions of news, feature, and opinion writing.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such *news, hard news, soft news, elements of interest, feature, profile, anniversary piece, editorializing, loaded language, verbosity, jargon, green screen, chroma key, voice over, copyright, sound effect, audio or soundtrack, video track, crop, rolling title, dissolve, transition, font, still title, rolling title, and crawling title.*
- performing specific processes, such as
 - gathering information.
 - determining most important information.
 - organizing the information.
 - using video to collect images and sound bites.
 - editing images and sounds into video news features.
 - exporting the final product.

1: The student demonstrates a limited understanding or skill with the learning

goal.

Learning Targets

- The students will research a topic or event.
- The students will collect images, interviews, and sound bites.
- The students will edit sounds and images into a news feature video.
- The students will evaluate the video.

Learning Design

WGHS Curriculum -- Newspaper Production

Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.W.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

<p>Students will be able to conduct research and write news, feature, and opinion stories for publication.</p>	<p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> ● producing accurate, concise, and stylistically consistent articles that follow conventions of news, feature, and opinion writing. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>editorial, editorial column, op-ed piece, column, review, news, hard news, soft news, elements of interest, feature, profile, anniversary piece, editorializing, loaded language, verbosity, jargon, lead, inverted pyramid, direct quote, indirect quote, and sports story.</i> ● performing specific processes, such as <ul style="list-style-type: none"> ○ gathering information. ○ determining most important information. ○ organizing the information. ○ editing stories containing the information for style, conciseness, and editorializing. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- The students will write news briefs.
- The students will write news stories in inverted pyramid.
- The students will write feature stories.

- The students will write profiles.
- The students will write sports stories.
- The students will write reviews.
- The students will edit copy for style, conciseness, and editorializing.

Learning Design

WGSD Curriculum -- Rapid Reading

Critical Reading

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.R.8](#) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
-

Learning Goal

Students will be able to evaluate persuasive texts for topic, position, validity, credibility, completeness of argument, and assumptions.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- evaluating fact versus opinion.
- evaluating the strength of an author's argument based on the evidence presented.
- forming judgments about the reliability and usefulness of an academic text.
- making inferences based on textual clues.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *critical thinking*, *inductive*, *deductive*, *propaganda*, *logic*.
- performing specific processes, such as
 - discriminating fact from opinion.
 - discriminating weak from strong evidence.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<ul style="list-style-type: none">•	<u>Learning Targets</u>
	<u>Learning Design</u>

WGSD Curriculum -- Rapid Reading

Reading Rate

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-LITERACY.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal

Students will be able to increase their reading rate while maintaining a strong or high level of comprehension.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- varying reading rate appropriately depending on purpose.
- reading longer passages with increasing efficiency.
- choosing flexibly among strategies to improve concentration and focus while reading both fiction and nonfiction texts.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *eye span, fixation, return sweep, saccades, skimming, scanning*.
- performing specific processes, such as
 - recognizing the need for varying reading rates depending on the type and purpose of text.
 - reading longer passages with increased comprehension or speed.

	<ul style="list-style-type: none">○ identifying strategies to increase concentration and focus while reading both fiction and nonfiction texts. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none">•
<p style="text-align: center;"><u>Learning Design</u></p>

WGSD Curriculum -- Rapid Reading

Study Strategies

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.¹

Learning Goal

Students will be able to apply a variety of study techniques that incorporate previewing, questioning, memorizing, and evaluating strategies.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- applying linear and nonlinear/graphic methods of taking notes.
- employing critical reading strategies in nonfiction passages.
- choosing flexibly among study strategies to fit the type of text and goal of the learning.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing and recalling specific vocabulary, such as *SQ3R*, *OARWET*, *OHRATS*, *purpose*, *audience*, *bias*, *opinion*, *intent*.
- performing specific processes, such as
 - differentiating between linear and nonlinear note-taking methods.
 - identifying critical reading strategies.

	<ul style="list-style-type: none">○ explaining the purpose of study strategies. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

<u>Learning Targets</u>
•
<u>Learning Design</u>

WGSD Curriculum -- Rapid Reading

Vocabulary

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.CCRA.R.4](#) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Learning Goal

Students will be able to determine the meaning of words in complex academic texts based upon context clues and their affixes.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
 - using context clues to determine the meaning of unknown words
 - using transitions words, punctuation, and pronoun references to identify author's rhetorical patterns.
- 2: The student demonstrates he/she is nearing the learning goal by
 - recognizing and recalling specific vocabulary, such as *context clue, affix, comma, parenthesis, bracket, dash, colon, signal words*.
 - performing specific processes, such as
 - identifying the types of context clues that help determine the meaning of an unknown word.
 - identifying the words, punctuation and pronoun references that identify an author's rhetorical patterns.

	1: The student demonstrates a limited understanding or skill with the learning goal.

<p style="text-align: center;"><u>Learning Targets</u></p> <ul style="list-style-type: none">•
<p style="text-align: center;"><u>Learning Design</u></p>

WGHS Curriculum -- Reading 9
Reading Comprehension - Fluency
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal

Students will develop fluency skills through independent and group practice.

Proficiency Scales

4: The student demonstrates an in-depth inference or advance application,, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- reading passages aloud at a good rate, with accuracy and proper intonation and phrasing.
- decoding words correctly.
- comprehending the text that is being read.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *intonation, decoding, accuracy, comprehension, and monitoring*.
- performing specific processes, such as
 - reading aloud.

- marking miscues.
- monitoring their progress.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will increase their word per minute rate by reading timed passages and responding to comprehension, vocabulary, and critical thinking questions.
- Students will read aloud at an appropriate level, either with a teacher or a peer. Progress will be self-monitored and teacher-monitored.

Learning Design

WGHS Curriculum -- Reading 9
Independent Reading Skills
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal

Students will develop independent reading skills through practice with fiction and nonfiction.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- skimming a passage to recognize topics before reading.
- using graphic organizers to order main ideas.
- making meaning of a passage by connecting the text to themselves, prior knowledge, or the world.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *skimming* and *graphic organizer*.
- performing specific processes, such as

	<ul style="list-style-type: none">●<ul style="list-style-type: none">○ using a teacher-created graphic organizer.○ skimming with some success. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will be able to outline a text.
- Students will be able to effectively take notes from a selection.
- Students will explore different types of graphic organizers and match them to tasks.

Learning Design

WGHS Curriculum -- Reading 9
Reading Comprehension - Fiction
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Learning Goal

Students will be able to develop strategies to comprehend fiction, poetry, and drama.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- determining the theme of a text.
- analyzing characters.
- analyzing point of view.
- analyzing conflicts.
- graphing plot.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *theme*,

	<p><i>characterization, point of view, conflict, and plot.</i></p> <ul style="list-style-type: none"> ● performing specific processes, such as <ul style="list-style-type: none"> ○ retelling the story. ○ identifying characters. ○ identifying plot. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students will read short stories, poems, dramatic excerpts, and a novel. ● Students will engage in guided discussions about the readings. ● Students will answer reading questions and respond in writing to the selections. 	
<p><u>Learning Design</u></p>	

WGHS Curriculum -- Reading 9
Reading Comprehension - Nonfiction
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to develop skills and strategies to comprehend nonfiction.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">● identifying stated main ideas and implied main ideas in uncomplicated texts.● distinguishing between main ideas and supporting details.● making inferences from a text.● drawing conclusions from a text.● distinguishing between fact and opinion.● determining cause and effect. <p>2. The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as <i>main idea</i>,

detail, summarizing, sequencing, inferencing, fact, opinion, cause, effect, and signal words.

- performing specific processes, such as
 - locating facts and answers.
 - reading and paraphrasing passages.
 - performing factual recall.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- The students will read nonfiction passages from newspapers, textbooks, and magazines.
- The students answer guided reading questions and respond both orally and in writing.

Learning Design

WGHS Curriculum -- Reading 9

Vocabulary

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will increase their working vocabulary by understanding and using more grade-level words appropriately.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">● using context clues to determine the meaning of a word or phrase.● identifying and correctly using word patterns.● consulting reference material, both print and digital, to find the pronunciation of a word or clarify its precise meaning. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as stem, prefix, suffix, context clue, and pronunciation.

	<ul style="list-style-type: none">performing specific processes, such as recognizing vocabulary words in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will be able to match a word out of and in context with its definition.
- Students will be able to pronounce the vocabulary words correctly.
- Student will be able to use the word properly by writing original sentences.

Learning Design

WGHS Curriculum -- Reading 10-12

Critical Thinking

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Learning Goal

Students will be able to develop critical thinking skills.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- making inferences and drawing conclusions.
- identifying primary purpose in paragraphs.
- identifying theme in a passage.
- distinguishing between fact and opinion.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *theme*, *purpose (persuade, entertain, instruct, inform)*, *imply vs. infer*, *fact, and opinion*.

	<ul style="list-style-type: none"> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ finding stated facts. ○ matching a listed purpose to a passage. ○ choosing from a list of given themes. ○ identifying opinion signal words. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students will read passages and answer open-ended critical thinking questions. ● Students will find signal words both in sentences and paragraphs to distinguish between fact and opinion. 	
<p><u>Learning Design</u></p>	

WGHS Curriculum -- Reading 10-12
Reading Comprehension - Fluency
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal

Students will develop fluency skills through independent and group practice.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: the student demonstrates mastery of the learning goal by

- reading passages at an efficient rate.
- using context clues to understand vocabulary in the text.
- comprehending the text that is being read.

2: Student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *types of context clues, inferences, comprehension, and monitoring.*
- performing specific processes, such as
- previewing.
- understanding stated and implied main ideas.

- monitoring their progress.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will increase their word per minute rate by reading timed passages and responding to comprehension, vocabulary, and critical thinking questions.
- Students complete cloze reading passages by using context clues to determine the appropriate word.

Learning Design

WGHS Curriculum -- Reading 10-12
Independent Reading Skills
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.10](#) Read and comprehend complex literary and informational texts independently and proficiently.

Learning Goal

Students will develop independent reading and study skills through practice with nonfiction.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- previewing a textbook to recognize its parts and various text features.
- previewing a passage to recognize topics and main points before reading.
- making meaning of a passage by using prior knowledge and prediction.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *skimming*,

	<p><i>previewing, and prediction.</i></p> <ul style="list-style-type: none">● performing specific processes, such as<ul style="list-style-type: none">○ skimming with some success.○ using the helpful features of a text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will be able to outline a text.
- Students will be able to write their own questions based on their text preview.
- Students will be able to use the steps in the SQ3R strategy.

Learning Design

WGHS Curriculum -- Reading 10-12
Reading Comprehension - Nonfiction
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will develop skills and strategies to comprehend nonfiction.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">● identifying the topic of a paragraph or longer passage.● identifying stated main ideas and implied main ideas.● determining major and minor supporting details.● identifying structural patterns in paragraphs and relationships between sentences. <p>2. The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as <i>main idea</i>, <i>detail</i>, <i>summarizing</i>, <i>sequencing</i>, <i>cause</i>, <i>effect</i>, <i>compare</i>, <i>contrast</i>,

and signal/transition words.

- performing specific processes, such as
 - locating facts and answers.
 - reading and paraphrasing passages.
 - recalling facts.
 - identifying patterns within a sentence.

1: The student demonstrates limited understanding or skill with the learning goal.

Targets

- The students will determine structural patterns in nonfiction passages from newspapers, textbooks, and magazines.
- The students create graphic organizers to show the relationship of ideas and the overall structural pattern.

Learning Design

WGHS Curriculum -- Reading 10-12

Vocabulary

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

Learning Goal

Students will increase their working vocabulary by understanding and using more grade-level words appropriately.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- using context clues to determine the meaning of a word or phrase.
- identifying and correctly using word patterns.
- consulting reference material, both print and digital, to find the pronunciation of a work or clarify its precise meaning.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as stem, prefix,

	<p>suffix, context clue, and pronunciation.</p> <ul style="list-style-type: none"> performing specific processes, such as recognizing grade-level vocabulary words in isolation and in context. <p>1: Student demonstrates limited understanding or skill with the learning goal.</p>

<p><u>Targets</u></p> <ul style="list-style-type: none"> Students will be able to identify multiple meanings of a word in a variety of contexts. Students will be able to pronounce the vocabulary words correctly. Student will be able to use the word properly by writing original sentences. 	
<p><u>Learning Design</u></p>	

WGSD Curriculum – Sports Reading and Writing
Determining Theme
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to analyze the development of a theme or central idea in sports-related texts.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of a single literary text.

- analyzing the development of a central idea of the course of a work of literary non-fiction
- evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support.
- providing an objective summary of a text, taking care to note key and specific details from the work.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *characterization, symbolism, moral, allegory, conflict, universality, motif, theme.*
- performing specific processes, such as:
 - providing textual evidence of teacher-identified themes and their development throughout the work.
 - providing an objective summary of a text.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will identify textual support for a teacher-identified theme.
- Students will identify one or more themes/central ideas independently.
- Students will analyze the relationship between the theme/central idea and the textual support.
- Students will trace the development of a theme in a literary text, citing textual evidence as support.
- Students will trace the development of a central idea in a work of literary non-fiction.

Learning Design

WGSD Curriculum -- Sports Reading and Writing

Argument Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.10](#) 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.

High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Student will be able to write strong arguments.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> ● writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence. ● introducing informed claims, establishing the relevance of the

	<p>claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.9-10.1a)</p> <ul style="list-style-type: none"> ● developing claims and counterclaims fairly, supplying the evidence for each while pointing out the strengths and limitations of both . (CCSS.ELA-Literacy.W.9-10.1b) ● using transitions to link the major sections of the text to create cohesion. (CCSS.ELA-Literacy.W.9-10.1c) ● establishing and maintaining consistent use of a formal tone while attending to the norms and conventions of MLA. (CCSS.ELA-Literacy.W.9-10.1d) ● providing a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.9-10.1e) <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>persuasion vs. argumentation, repetition, authority, evidence, and validity.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ● articulating specified patterns of logical sequence for argumentation. ● establishing a claim and providing relevant evidence for the claim. ● write arguments using a teacher-provided template. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum – Sports Reading and Writing
Conventions of Standard English
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- demonstrating mastery of grade-appropriate conventions of grammar and usage in context.
- recognizing and correctly using parts of speech, end-mark punctuation, and comma rules to create informal and formal writing pieces.
- recognizing and correctly using subject, verb/predicate, and object.
- using commas correctly with phrases and clauses; using semicolons and colons correctly.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as *nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, subject, predicate, object, capitalization rules, end-mark punctuation, and pre-determined comma rules.*

	<ul style="list-style-type: none">● performing specific processes, such as:<ul style="list-style-type: none">○ using grade-appropriate grammar and usage in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify the parts of speech in isolation.
- Students will apply the rules of end punctuation in isolation.
- Students will identify subject, verb/predicate and objects.
- Students will revise their original writing for correct use of end punctuation.
- Students will identify correct use of commas with phrases and clauses in isolation.
- Students will revise their original writing for correct use of commas with phrases and clauses.
- Students will identify correct use of semicolons and colons in isolation.
- Students will revise their original writing for correct use of semicolons and colons.

Learning Design

WGSD Curriculum -- Sports Reading and Writing

Presentation of Information

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
- [High School TILS Strand I](#): Creativity and Communication: Students will be able to create independent and collaborative authentic original projects that are audience appropriate, expressed in a variety of digital formats such as online learning and communication.
- [High School TILS Strand IV](#): Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able to present their knowledge and ideas using clear evidence, concise logic, and appropriate style.

Proficiency Scales

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of multimedia and digital media.
- demonstrating a command of academic English.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, task, academic English.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making adequate presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of academic English. <p>1: Student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

1. Students learn and rehearse the skills necessary for addressing an audience effectively.
2. Students review terms relevant to academic presentation.
3. Students give presentations and give and receive feedback.

Learning Design

WGSD Curriculum -- Sports Reading and Writing

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
 - using advanced database searches effectively.
 - evaluating source material for relevance and reliability.
 - organizing research results systematically.

- integrating and documenting source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating an understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, search criteria, plagiarism, credibility, database, primary and secondary source, search engine.*
- performing specific processes, such as:
 - selecting a topic.
 - writing and revising a research question.
 - choosing relevant resources.
 - taking effective notes.
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - writing a research composition following a teacher-provided template.

Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.

- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- Sports Reading & Writing

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
<p>Students will be able to demonstrate command of grade-level general vocabulary.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> • using context as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.9-10.4a) • identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. (CCSS.ELA-Literacy.L.9-10.4b) • consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its standard usage. (CCSS.ELA-Literacy.L.9-10.4c) • understanding the connotations of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.4c) <p>2: The student demonstrates he/she is nearing the learning goal by</p>

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|--|---|
| | <ul style="list-style-type: none">● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, and pronunciation.</i>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. |
|--|---|

1: The student demonstrates a limited understanding or skill with the learning goal.

<h3><u>Learning Targets</u></h3>

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.

<h3><u>Learning Design</u></h3>

WGSD Curriculum -- Summer School English

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Learning Goal

Students will be able to interpret multiple textual and media treatments of a story or topic for theme or controlling idea.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - synthesizing various treatments of a literary story, drama, or poem, recognizing how each version interprets the source text.
 - discovering and integrating multiple sources of information presented in different media or formats, in addition to the primary text(s), in order to address a question or problem.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, diction, archetype, media literacy, and perspective.</i>● performing specific processes, such as:<ul style="list-style-type: none">● identifying differences among interpretations of a literary story, drama, or poem to the source text.● identifying information from multiple sources presented in different media or formats, including text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

Learning Design

WGSD Curriculum -- Summer School English

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Goal

Students will be able to cite textual evidence to support comprehension of a text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning.
- evaluating inferences drawn from the text.
- citing textual evidence to support understanding of a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, and citation.*
- performing specific processes, such as:

- | | |
|--|---|
| | <ul style="list-style-type: none">● describing what a literary text says explicitly and draw some inferences from it regarding author's meaning.● citing textual evidence to support understanding of a literary text. |
|--|---|

1: Student demonstrates limited understanding or skill with the learning goal.

<p><u>Learning Targets</u></p> <ul style="list-style-type: none">● Students will cite an example from the text to support their interpretation.● Students will cite multiple examples from the text to support an interpretation.
<p><u>Learning Design</u></p>

WGSD Curriculum – Summer School English

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to analyze the development of a theme or central idea in a grade-appropriate text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of a single

	<p>literary text.</p> <ul style="list-style-type: none"> ● analyzing the development of a central idea of the course of a work of literary non-fiction. ● evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support. ● providing an objective summary of a text, taking care to note key and specific details from the work. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, moral, allegory, conflict, universality, motif, theme</i>. ● performing specific processes, such as: <ul style="list-style-type: none"> ○ providing textual evidence of teacher-identified themes and their development throughout the work. ○ providing an objective summary of a text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will identify textual support for a teacher-identified theme.
- Students will identify one or more themes/central ideas independently.
- Students will analyze the relationship between the theme/central idea and the textual support.
- Students will trace the development of a theme in a literary text, citing textual evidence as support.

- Students will trace the development of a central idea in a work of literary non-fiction.

Learning Design

WGSD Curriculum -- Summer School English

Conventions of Standard English

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- demonstrating mastery of grade-appropriate conventions of grammar and usage in context.
- recognizing and correctly using parts of speech, end-mark punctuation, and comma rules to create informal and formal writing pieces.
- recognizing and correctly using subject, verb/predicate, and object.
- classifying the four sentence types appropriately and accurately.
- using commas correctly with phrases and clauses; using semicolons and colons correctly.

	<ul style="list-style-type: none"> ● differentiating among commonly confused words: it's/its, your/you're, who's/whose, then/than, principal/principle, there/their/they're, through/threw, lose/loose, accept/except, and to/two/too. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, subject, predicate, object, capitalization rules, end-mark punctuation, simple, compound, complex, compound-complex and pre-determined comma rules.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ using grade-appropriate grammar and usage in isolation. ○ recognizing the sentence types in isolation. ○ differentiating between some commonly confused words. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify the parts of speech in isolation.
- Students will apply the rules of end punctuation in isolation.
- Students will identify subject, verb/predicate and objects.
- Students will revise their original writing for correct use of end punctuation.
- Students will identify correct use of commas with phrases and clauses in isolation.
- Students will revise their original writing for correct use of commas with phrases and clauses.
- Students will identify correct use of semicolons and colons in isolation.

- Students will revise their original writing for correct use of semicolons and colons.
- Students will identify simple, compound, complex, and compound-complex sentences.
- Students will distinguish between/among commonly confused words.
- Students will revise their original writing for correct use of commonly confused words.

Learning Design

WGSD Curriculum -- Summer School English

Writer's Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze the author's purpose in using literary and rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing narrative point of view in a literary text to determine its influence on meaning.
- determining the purpose of irony.
- identifying how an author establishes mood and tone.
- recognizing author's structural choices such as a non-linear plot.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms.*

- performing specific processes, such as
 - recognizing or recalling examples irony in a literary text.
 - determining point of view in a literary text.
 - identifying mood, tone, and structural techniques with teacher-provided examples.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts and how they emphasize theme and/or message.
- Students examine the forms of irony and evaluate their effectiveness in specific works.

Learning Design

WGSD Curriculum -- 20th Century American Literature

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

[CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- critically interpreting seminal American fiction and nonfiction texts from the 17th century to the present day.
- analyzing the thesis, central arguments, purpose, audience, style, formal and informal logic, and/or theme in a variety of texts.
- analyzing the effect of rhetorical devices and literary techniques in a variety of texts.
- evaluating an important theme as it is presented in multiple works.
- analyzing the differences in the way an event or story is portrayed in two or more media.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *audience, rhetorical device, logic, argument, thesis, purpose, theme, style.*
- performing specific processes, such as:
 - reading seminal fiction and nonfiction texts from the 17th century to the present day.
 - identifying the thesis, central arguments, purpose, organizational style, formal and informal logic, and theme in a variety of texts.
 - identifying rhetorical strategies.
 - recognizing important themes that occur in multiple works.
 - recognizing the differences in the way an event or story is portrayed in two or more media.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze the thesis, central arguments, purpose, audience, style, formal and informal logic, and/or theme in a variety of texts.
- Students will analyze the effect of rhetorical devices and literary techniques in a variety of texts.
- Students will evaluate an important theme as it is presented in more than one work.
- Students will analyze the differences in the way an event or story is portrayed in two or more different media.
- Students will read seminal U.S. texts from the 17th century to the present day.
- Students will learn to identify and analyze thesis, central arguments, purpose, organizational style, formal and informal logic, theme, and rhetorical devices.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

CCSS.ELA-Literacy.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Learning Goal

Students will be able to analyze a text explicitly and inferentially, citing apt and accurate textual evidence in support of well-articulated assertions about that text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a grade-level text to draw substantiated inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- effectively incorporating textual evidence in composition and discussion.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, citation, ambiguity, explicit and implicit, plagiarism, quote*

incorporation, transition.

- performing specific processes, such as:
 - Describing what a text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
 - Citing textual evidence to support explicit analysis of meaning in a grade-level literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze a grade-level text to draw substantiated inferences regarding the author's meaning and intent.
- Students will evaluate inferences drawn from the text, especially focusing on areas of intentional ambiguity.
- Students will evaluate the potential implications of the author's meaning and intent.
- Students will cite appropriate and sufficient textual evidence to support inferential analysis of a text or texts.
- Students will effectively incorporate textual evidence in composition and discussion.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Course Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- [CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- [CCSS.ELA-Literacy.RI.11-12.10](#)
By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to conduct knowledgeable interpretation and analysis of contemporary and canonical American literature, nonfiction, visual texts, and speeches from the 17th century to present day.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - explaining and analyzing how cultural and historical contexts surrounding a given work influence content, style, and themes.
 - analyzing culturally-specific themes across American literary periods.
 - analyzing multiple interpretations of texts through literary criticism.
 - constructing sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>Puritanism, Rationalism, Romanticism (Gothic and Transcendentalism), Realism (Naturalism and Regionalism), Modernism, and Postmodernism.</i> ● performing processes such as: <ul style="list-style-type: none"> ● analyzing and explaining how the literary period of a given work influences the thematic content and authorial choices. ● identifying the cultural context of a given work. ● tracing common cultural themes across American literary periods. <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

- Students will explain and analyze how cultural and historical contexts surrounding a given work influence content, style, and themes.
- Students will analyze culturally-specific themes across American literary periods.
- Students will analyze multiple interpretations of texts through various critical literary theories.
- Students will construct sophisticated interpretation and insightful analysis of a given work in isolation and/or in conjunction with other works across a given American literary period.

Learning Design

WGSD Curriculum – 20th Century American Literature and Composition

Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RI.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RL.11-12.3](#) Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-Literacy.RL.11-12.10](#)

- By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Learning Goal

Students will be able to identify multiple themes or central ideas in a literary text and analyze them in relation to one another across multiple literary periods and works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of two themes or central ideas over the course of a text, including how the themes interact with and support each other.
- evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such

	<p>as ideas, events, characterization, and rhetorical devices.</p> <ul style="list-style-type: none">● providing an objective summary of a text, taking care to note key and specific details from the work. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● Recognizing or recalling specific vocabulary, such as: <i>theme, purpose, audience, tone, ethos, pathos, and logos.</i>● Performing basic processes, such as:<ul style="list-style-type: none">○ determining two or more themes or central ideas in a text and providing textual evidence of their development throughout the work.○ identifying some rhetorical strategies.○ providing an objective summary of a text.○ identifying some aspects of the rhetorical situation.○ Identifying thematic similarities in two major texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will analyze the development of two themes or central ideas over the course of a text, including how the themes interact with and support each other.
- Students will evaluate the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence, such as ideas, events, characterization, and rhetorical devices.
- Students will provide an objective summary of a text, taking care to note key and specific details from the work.

Learning Design

WGSD Curriculum -- 20th Century American Lit & Comp

Argument Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to write grade-appropriate arguments.	4: The student demonstrates an in-depth inference or advanced application, or innovates w4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: Student demonstrates mastery of the learning goal by <ul style="list-style-type: none">• writing grade-appropriate arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.• introducing precise, knowledgeable claims, establishing the significance of the claims, distinguishing the claims from alternative or opposing claims, and creating organization that logically sequences claims, counterclaims, reasons, and evidence. (CCSS.ELA-Literacy.W.11-12.1a)• developing claims and counterclaims fairly and thoroughly, supplying relevant evidence for each while pointing out the strengths and limitations and anticipating the audience's knowledge level, concerns, values, and possible biases. (CCSS.ELA-

	<p>Literacy.W.11-12.1b)</p> <ul style="list-style-type: none">● using words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarifying the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. (CCSS.ELA-Literacy.W.11-12.1c)● establishing and maintaining a formal style and objective tone while attending to the norms and conventions MLA and standard English usage. (CCSS.ELA-Literacy.W.11-12.1e)● providing a concluding statement or section that follows from and supports the argument presented. (CCSS.ELA-Literacy.W.11-12.1e) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing basic vocabulary such as: <i>argument, audience, bias, claim, clarify, cohesion, concluding statement, counterclaim, evidence, formal style, tone, opposing viewpoint, organization, purpose, reasoning, relationship, relevance, sequence, significance, strength, support, thesis, valid.</i>● performing basic processes such as<ul style="list-style-type: none">○ identifying claims and counterclaims from teacher-provided examples.○ articulating specified patterns of logical sequence for argumentation.○ establishing a claim and providing relevant evidence for the claim.○ writing arguments using a teacher-provided template. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p> <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Collaborative Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, small groups, whole-class, and teacher-led.
- preparing effectively for discussion by reading and researching the

material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))

- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. ([CCSS.ELA-Literacy.SL.9-10.1b](#))
- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and, when warranted, qualifying or justifying their own views and making new connections in light of new evidence and ideas. ([CCSS.ELA-Literacy.SL.9-10.1a](#)d)
- evaluating the credibility and accuracy of information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *academic discourse, consensus, paraphrase, point of view, textual support, evidence, bias, perspective, collegiality, rhetoric and rhetorical strategies.*
- Performing specific processes, such as:
 - working with peers to establish rules for collegial discussions and decision making.
 - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
 - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students understand terms relevant to and processes of academic discourse.
- Students engage in academic discourse in a variety of group settings.
- Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum --AP English Language & Composition
Conventions of Standard English
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

- 4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal by
- choosing words and phrases for effect.
 - correctly using frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
 - choosing punctuation for effect.
 - recognizing and replacing vague pronouns.
 - recognizing variations from standard English in their own and others' writing and speaking, and identifying and using strategies to improve expression in conventional language.
 - using punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
 - varying sentence patterns for meaning, reader/listener interest, and style.
 - choosing language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
 - recognizing and correcting inappropriate shifts in verb voice (active/passive) and mood.

	<p>2: The student demonstrates he/she is near the learning goal by</p> <ul style="list-style-type: none"> ● recognizing basic vocabulary such as: phrases, pronoun, standard/nonstandard, voice, mood, case, convention, clarity, conciseness, nonrestrictive/restrictive clause, wordiness, style, rhetoric. ● using grade-appropriate grammar and usage in context and in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify words and phrases for effect.
- Students will identify frequently confused words (fewer/less, between/among, altogether/all together, every day/everyday, further/farther, who/whom, already/all ready, complement/compliment, anyone/any one, conscious/conscience).
- Students will choose punctuation for effect.
- Students will recognize and replace vague pronouns.
- Students will recognize variations from standard English in their own and others' writing and speaking, and identifying and use strategies to improve expression in conventional language.
- Students will use punctuation (commas, parentheses, dashes) to set off nonrestrictive/restrictive parenthetical elements.
- Students will vary sentence patterns for meaning, reader/listener interest, and style.
- Students will choose language that expresses ideas precisely and concisely, recognizing and eliminating both wordiness and redundancies.
- Students will recognize and correct inappropriate shifts in verb voice (active/passive) and mood.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Presentation of Information

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)
- [High School TILS Strand IV: Tools of the Trade](#): Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students present their substantive knowledge and ideas using clear evidence, concise logic, and appropriate style based on purpose, audience, and occasion.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- making strategic use of multimedia and digital media.
- choosing flexibly among rhetorical techniques according to task purpose, audience and occasion.
- demonstrating a command of formal English.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>delivery, purpose, audience, occasion, tone, inflection, and poise.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making adequate presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give a variety of presentations and give and receive feedback.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.W.11-12.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting simple and complex research projects in response to a prompt.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.

- annotating and organizing information from sources systematically.
- integrating and documenting relevant source material into original compositions.
- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the topic.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *in-text citation, criteria, source citation, Works Cited, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, plagiarism, primary and secondary source, search terms, boolean operators.*
- performing specific processes, such as:
 - selecting and revising a topic.
 - choosing relevant resources.
 - taking effective notes.
 - developing a supportable thesis.
 - writing and revising in response to a research question
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - writing a research composition following a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students develop a clear and supportable thesis.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.11-12.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Learning Goal

Students will be able to demonstrate command of grade-level vocabulary and the terminology of literary analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.11-12.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.11-12.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its derivatives, its etymology, or its standard usage. ([CCSS.ELA-Literacy.L.11-12.4c](#))

	<ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations but differing connotations. (CCSS.ELA-Literacy.L.11-12.5b) ● interpreting figurative language. (CCSS.ELA-Literacy.L.11-12.5a) ● correctly using the terminology of literary analysis in context of the analysis of literature and nonfiction texts. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, derivatives, denotation, connotation, diction, teacher-specified list of rhetorical and literary terms.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will match new words in and out of context with their definitions.
- Students will identify connotation of words in context.
- Students will use new words correctly in original compositions.

Learning Design

WGSD Curriculum -- 20th Century American Literature and Composition

Writers Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze the author's purpose and use of literary and rhetorical devices.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing a point of view and shifts in point of view in a literary text and their impact on meaning.
- distinguishing between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- analyzing how an author establishes mood and tone.
- analyzing author's structural choices, such as flashback, in medias res, and mixed genres.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view,*

understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms.

- performing specific processes, such as
 - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.
 - determining point of view in a literary text.
 - identifying mood, tone, and structural techniques.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students will analyze a point of view and shifts in point of view in a literary text and their impact on meaning.
- Students will distinguish between what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- Students will analyze how an author establishes mood and tone.
- Students will analyze author's structural choices, such as flashback, in medias res, and mixed genres.

Learning Design

WGSD Curriculum -- World Literature

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RI.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Learning Goal

Students will be able to integrate multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - synthesizing multiple treatments of a literary story, drama, or poem, recognizing how each version interprets the source text.
 - integrating multiple sources of information presented in different media or formats, as well as text, in order to address a question.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, mood, diction, archetype, media literacy, pacing, and perspective.</i>● performing specific processes, such as:<ul style="list-style-type: none">● identifying differences among interpretations of a literary story, drama, or poem to the source text.● identifying information from multiple sources presented in different media or formats, including text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

Learning Design

WGSD Curriculum -- World Literature

Argument Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.10](#) 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.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Student will be able to write strong arguments.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> ● writing strong arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● introducing informed claims, establishing the relevance of the claims,

distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims, reasons, and evidence. [CCSS.ELA-Literacy.W.9-10.1a](#)

- developing claims and counterclaims fairly, supplying the relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, and values. [CCSS.ELA-Literacy.W.9-10.1b](#)
- using effective transitions to link the major sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. [CCSS.ELA-Literacy.W.9-10.1c](#)
- establishing and maintaining consistent use of academic diction and formal tone while attending to the norms and conventions of MLA. [CCSS.ELA-Literacy.W.9-10.1d](#)
- providing a concluding statement or section that follows from and supports the argument presented. [CCSS.ELA-Literacy.W.9-10.1e](#)

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling basic vocabulary, such as: *ethos, pathos, logos, persuasion vs. argumentation, rhetorical technique, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.*
- performing specific processes such as
 - identifying claims and counterclaims from teacher-provided examples.
 - articulating specified patterns of logical sequence for argumentation.
 - establishing a claim and providing relevant evidence for the claim.
 - write arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum -- Honors World Literature

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Goal

Students will be able to cite textual evidence to support analysis of a text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text.
- identify the potential implications of the author's meaning and intent.
- citing textual evidence to support analysis of meaning in a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inferential, textual evidence, citation, ambiguity*.

- performing specific processes, such as:
 - describing what a literary text says explicitly and draw some inferences from it regarding author's meaning and intent.
 - citing textual evidence to support explicit analysis of meaning in a literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will cite, explain, and evaluate the implications of textual meaning and intent in literary analysis.

Learning Design

WGSD Curriculum -- World Literature

Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to demonstrate cultural literacy through the interpretation and analysis of foundational works of world literature.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining how literary and cultural contexts surrounding a given work influence thematic content.
- analyzing universal themes across multiple cultures.
- constructing grade-appropriate interpretation and analysis of a given work.

2: Student demonstrates he/she is nearing the learning goal by

recognizing or recalling specific vocabulary, such as:

- *archetype, theme, setting, and culture.*

performing specific processes, such as:

- identifying the cultural context of a given work.
- identifying archetypes.
- recognizing universal themes within a given work.

1: Student demonstrates little understanding or skill with the learning goal.

Learning Targets

Read and discuss literature from a variety of cultures and time periods around the world.

Learning Design

WGSD Curriculum -- World Literature

Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to demonstrate cultural literacy through the interpretation and analysis of foundational works of world literature.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> • explaining how literary and cultural contexts surrounding a given work influence thematic content. • analyzing universal themes across multiple cultures. • constructing grade-appropriate interpretation and analysis of a given work.

	<p>2: Student demonstrates he/she is nearing the learning goal by</p> <p>recognizing or recalling specific vocabulary, such as:</p> <ul style="list-style-type: none"> ● <i>archetype, theme, setting, and culture.</i> <p>performing specific processes, such as:</p> <ul style="list-style-type: none"> ● identifying the cultural context of a given work. ● identifying archetypes. ● recognizing universal themes within a given work. <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

Read and discuss literature from a variety of cultures and time periods around the world.

Learning Design

Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Students will be able to demonstrate cultural literacy through the interpretation and analysis of foundational works of world literature.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: Student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none">• explaining how literary and cultural contexts surrounding a given work influence thematic content.• analyzing universal themes across multiple cultures.• constructing grade-appropriate interpretation and analysis of a given work. <p>2: Student demonstrates he/she is nearing the learning goal by</p>

	<p>recognizing or recalling specific vocabulary, such as:</p> <ul style="list-style-type: none">● <i>archetype, theme, setting, and culture.</i> <p>performing specific processes, such as:</p> <ul style="list-style-type: none">● identifying the cultural context of a given work.● identifying archetypes.● recognizing universal themes within a given work. <p>1: Student demonstrates little understanding or skill with the learning goal.</p>
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Learning Targets

Read and discuss literature from a variety of cultures and time periods around the world.

Learning Design

WGSD Curriculum -- World Literature

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate command of both grade-level general vocabulary and the vocabulary specific to literary studies.	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal by</p> <ul style="list-style-type: none"> • using context as a clue to the meaning of a word or phrase. (CCSS.ELA-Literacy.L.9-10.4a) • identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. (CCSS.ELA-Literacy.L.9-10.4b) • consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. (CCSS.ELA-Literacy.L.9-10.4c) • analyzing nuances of the meaning of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.4d)

	<ul style="list-style-type: none"> ● interpreting figurative language. (CCSS.ELA-Literacy.L.9-10.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.9-10.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, etymology, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.
- Students practice applying allusions and other figurative language to original compositions.

Learning Design

WGSD Curriculum -- World Literature

Collaborative Discussion

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with their peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study. ([CCSS.ELA-Literacy.SL.9-10.1a](#))
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas. (([CCSS.ELA-Literacy.SL.9-10.1b](#)))

- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions. ([CCSS.ELA-Literacy.SL.9-10.1c](#))
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and qualifying or justifying their own views as warranted. ([CCSS.ELA-Literacy.SL.9-10.1d](#))
- evaluating the credibility and accuracy of all information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *consensus, paraphrase, point of view, textual support, evidence, bias, perspective, voice, and respectful community.*
- Performing specific processes, such as:
 - working with peers to establish rules for collegial discussions and decision making.
 - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
 - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students learn and rehearse rules of academic discourse.
- Students review terms relevant to academic discourse.
- Students engage in academic discourse about course content in small and large groups.
- Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum -- Honors World Literature
Conventions of Standard English
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none">● developing ideas using precise words and phrases.● revising inappropriate shifts in verb tense.● revising inappropriate pronoun number and person shifts.● revising for consistency in style and tone.● discriminating between phrases and clauses within a sentence.● revising misplaced and dangling modifiers.

	<ul style="list-style-type: none"> ● revising errors in parallel structure. ● differentiating among commonly confused words: <i>who/whom, definite/defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.</i> <p>2: The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>phrase, clause, modifier, parallel structure, tense shift, style, tone.</i> ● performing specific processes, such as: ● recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift. ● using grade-appropriate grammar and usage in isolation. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.

- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.
- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

Learning Design

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Learning Goal

Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- developing ideas using precise words and phrases.
- revising inappropriate shifts in verb tense.
- revising inappropriate pronoun number and person shifts.
- revising for consistency in style and tone.
- discriminating between phrases and clauses within a sentence.
- revising misplaced and dangling modifiers.
- revising errors in parallel structure.
- differentiating among commonly confused words: *who/whom, definite/defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.*

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *phrase, clause, modifier, parallel structure, tense shift, style, and tone.*
- performing specific processes, such as:
 - recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift.
 - using grade-appropriate grammar and usage in isolation.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.
- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.
- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

Learning Design

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WGSD Curriculum -- Honors World Literature

Presentation of Information

DRAFT

Hi Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)

Learning Goal

Students will be able to deliver effective presentations for a variety of purposes, audiences, and occasions.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and and logically.
- adapting linguistic choices, level of formality, and content to suit the purpose, audience, and occasion.
- making strategic use of multimedia and digital media.
- demonstrating a command of academic English.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, occasion, academic English.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making adequate presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give presentations and give and receive feedback.

Learning Design

WGSD Curriculum -- World Literature

Writers Purpose and Craft

DRAFT

Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze the author's purpose and effectiveness in using rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing a point of view in a literary text to determine its impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- identifying how an author establishes mood and tone.
- recognizing author's structural choices, such as flashback, in media res, and mixing genres.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in medias res, frame narratives, and other*

rhetorical terms.

- performing specific processes, such as
 - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.
 - determining point of view in a literary text.
 - identifying mood, tone, and structural techniques with teacher-provided examples.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts and how they emphasize theme and/or message.
- Students examine satirical techniques and evaluate their effectiveness in specific works.

Learning Design

WGSD Curriculum -- World Literature

Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.
- annotating sources and organizing research results systematically.
- integrating and documenting source material into original compositions.

- narrowing or broadening the inquiry when appropriate.
- synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the subject under investigation.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *citation, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, and search engine.*
- performing specific processes, such as:
 - selecting a topic.
 - writing and revising a research question.
 - choosing relevant resources.
 - taking effective notes.
 - organizing and synthesizing information collected from more than one source.
 - demonstrating use of appropriate citations.
 - writing a research composition following a teacher-provided template.

Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.
- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design

WGSD Curriculum – Determining Theme
Honors World Literature
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to identify a theme in multiple literary texts and analyze that theme across those works.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of multiple literary texts, including how they support or contradict each other.

	<ul style="list-style-type: none"> ● evaluating the manner in which these themes are communicated to the reader, using specific textual evidence as support. ● providing an objective summary of a literary text, taking care to note key and specific details from the work. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, motif, theme</i>. ● performing specific processes, such as: <ul style="list-style-type: none"> ○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work. ○ providing an objective summary of a literary text. ○ identifying thematic similarities in two major literary texts. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> ● Students will identify textual support for a teacher-identified theme. ● Students will analyze the relationship between the teacher-identified theme and the textual support. ● Students will trace the development of a theme in a literary text, citing textual evidence as support. 	
<p>Learning Design</p>	



WGSD Curriculum -- Honors World Literature

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- [CCSS.ELA-Literacy.RI.9-10.8](#) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Learning Goal

Students will be able to synthesize multiple sources of information, including multiple treatments of a story, drama, or poem, in different media or formats.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
- synthesizing multiple treatments of a literary story, drama, or poem, evaluating how each version interprets the source text.
 - integrating and evaluating multiple sources of information presented in different media or formats, as well as text, in order to

	<p>address a question.</p> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, mood, diction, archetype, media literacy, pacing, and perspective.</i>● performing specific processes, such as:<ul style="list-style-type: none">● comparing interpretations of a literary story, drama, or poem to the source text.● identifying information from multiple sources presented in different media or formats, including text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will interpret multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

Learning Design



WGSD Curriculum -- Honors World Literature

Argument Writing

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 [here](#).)

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.10](#) 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.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Student will be able to write researched academic arguments.</p>	<p>4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> ● writing strong arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● introducing informed claims, establishing the relevance of the claims, distinguishing the claims from alternative or opposing claims, and creating an organization that logically sequences claims, counterclaims,

reasons, and evidence. [CCSS.ELA-Literacy.W.9-10.1a](#)

- developing claims and counterclaims fairly, supplying the relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, and values. [CCSS.ELA-Literacy.W.9-10.1b](#)
- using effective transitions to link the major sections of the text, create cohesion, and clarify the relationship between claims and reasons, between reasons and evidence, and between claims and counterclaims. [CCSS.ELA-Literacy.W.9-10.1c](#)
- establishing and maintaining consistent use of academic diction and formal tone while attending to the norms and conventions of MLA. [CCSS.ELA-Literacy.W.9-10.1d](#)
- providing a concluding statement or section that follows from and supports the argument presented. [CCSS.ELA-Literacy.W.9-10.1e](#)
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2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling basic vocabulary, such as: *ethos, pathos, logos, persuasion vs. argumentation, rhetorical technique, parallelism, repetition, emphatic order, counterclaim, authority, evidence, and validity.*
- performing specific processes, such as:
 - identifying claims and counterclaims from teacher-provided examples.
 - articulating specified patterns of logical sequence for argumentation.
 - establishing a claim and providing relevant evidence for the claim.
 - write arguments using a teacher-provided template.

1: The student demonstrates limited understanding or skill with the learning goal.

Targets

- Students identify a topic.
- Students draft a thesis statement from the topic.
- Students do preliminary research to establish arguments and counterarguments.
- Students collect and evaluate sources.
- Students generate notes.
- Students shape their argument into an outline.
- Students draft and revise their essay.

Learning Design

WGSD Curriculum -- Honors World Literature

Citing Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Goal

Students will be able to cite strong textual evidence to support analysis of a text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw complex inferences regarding the author's meaning and intent.
- evaluating inferences drawn from the text, especially focusing on areas of ambiguity.
- evaluating the potential implications of the author's meaning and intent.
- citing textual evidence to support analysis of meaning in a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inferential, textual evidence, citation, ambiguity*.

- performing specific processes, such as:
 - describing what a literary text says explicitly and drawing logical inferences from it regarding author's meaning and intent.
 - citing textual evidence to support explicit analysis of meaning in a literary text.

1: Student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will cite, explain, and evaluate the implications of textual meaning and intent in literary analysis.

Learning Design

WGSD Curriculum -- Honors World Literature

Content

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.6](#) Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- [CCSS.ELA-Literacy.RL.9-10.10](#)
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to demonstrate cultural literacy through the knowledgeable interpretation and analysis of foundational works of world literature.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by

- explaining how literary and cultural contexts surrounding a given work influence thematic content.
- analyzing universal themes across multiple cultures.
- constructing sophisticated interpretation and insightful analysis of a given work.

2: Student demonstrates he/she is nearing the learning goal by

recognizing or recalling specific vocabulary, such as:

- *archetype, theme, setting, culture.*

performing specific processes, such as:

- identifying the cultural context of a given work.
- identifying archetypes.
- recognizing universal themes within a given work.

1: Student demonstrates little understanding or skill with the learning goal.

Learning Targets

Read, discuss, and write about literature from a variety of cultures and time periods around the world.

Learning Design

WGSD Curriculum -- Honors World Literature

Vocab Acquisition & Use

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- [CCSS.ELA-Literacy.L.9-10.5](#) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- [CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Goal

Students will be able to demonstrate command of both grade-level vocabulary and the vocabulary of literary analysis.

Proficiency Scale

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- using context as a clue to the meaning of a word or phrase. ([CCSS.ELA-Literacy.L.9-10.4a](#))
- identifying and correctly using patterns of word changes that indicate different meanings or parts of speech. ([CCSS.ELA-Literacy.L.9-10.4b](#))
- consulting general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ([CCSS.ELA-](#)

	<p>Literacy.L.9-10.4c)</p> <ul style="list-style-type: none"> ● analyzing nuances of the meaning of words with similar denotations. (CCSS.ELA-Literacy.L.9-10.4d) ● interpreting figurative language. (CCSS.ELA-Literacy.L.9-10.5a) ● correctly using domain-specific vocabulary in context of the analysis of literature. (CCSS.ELA-Literacy.L.9-10.5b) <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling basic vocabulary, such as: <i>stem, prefix, suffix, context clue, pronunciation, etymology, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms.</i> ● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Targets

- Students match new words out of and in context with its definition.
- Students use new words correctly and aptly in original compositions.

- Students practice applying allusions and other figurative language to original compositions.

Learning Design

WGSD Curriculum -- Honors World Literature

Collaborative Discussion

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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 grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- [CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- [CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Learning Goal

Students will be able to participate in a variety of collaborative discussions on substantive topics with their peers.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- initiating and participating effectively in a range of collaborative discussions, including one-on-one, groups, and teacher-led.
- preparing effectively for discussion by reading and researching the material under study.
- drawing on reading and research to stimulate thoughtful, well-reasoned exchange of ideas.

- propelling conversations by posing and responding to questions that broaden the topic under study; actively incorporating others into the discussion; clarifying, verifying, or challenging ideas and conclusions.
- responding thoughtfully to diverse perspectives, summarizing points of agreement and disagreement, and qualifying or justifying their own views as warranted.
- evaluating the credibility and accuracy of all information presented.
- evaluating a speaker's point of view, logic, and use of rhetoric.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *consensus, paraphrase, point of view, textual support, evidence, bias, perspective, voice, respectful community.*
- Performing specific processes, such as:
 - working with peers to establish rules for collegial discussions and decision making.
 - participating actively in one-on-one, small-group or class discussions in a thoughtful and appropriate manner.
 - preparing for participation in a discussion.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students learn and rehearse rules of academic discourse.
- Students review terms relevant to academic discourse.
- Students engage in academic discourse about course content in small and large groups.
- Students debrief process and product of the collaborative discussion.

Learning Design

WGSD Curriculum -- Honors World Literature
Conventions of Standard English
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<u>Learning Goal</u>	<u>Proficiency Scale</u>
Students will be able to demonstrate a command of the conventions of written standard English grammar and usage in context.	4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal. 3: The student demonstrates mastery of the learning goal by <ul style="list-style-type: none">● developing ideas using precise words and phrases.● revising inappropriate shifts in verb tense.● revising inappropriate pronoun number and person shifts.● revising for consistency in style and tone.● discriminating between phrases and clauses within a sentence.● revising misplaced and dangling modifiers.● revising errors in parallel structure.● differentiating among commonly confused words: <i>who/whom</i>, <i>definite/</i>

defiant, would've/would of, capital/capitol, desert/dessert, lead/led, quite/quiet, affect/effect, between/among, who/which/that.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *phrase, clause, modifier, parallel structure, tense shift, style, tone.*
- performing specific processes, such as:
 - recognizing examples of phrases, clauses, misplaced and dangling modifiers, parallel structure, verb tense shift.
 - using grade-appropriate grammar and usage in isolation.

1: The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will develop ideas using precise words and phrases.
- Students will identify inappropriate shifts in verb tense in isolation.
- Students will revise their original writing to eliminate inappropriate shifts in verb tense.
- Students will identify inappropriate pronoun number and person shifts in isolation.
- Students will revise their original writing to eliminate inappropriate pronoun number and person shifts.
- Students will identify consistent style and tone in isolation.

- Students will revise their original writing for consistency in style and tone.
- Students will identify phrases and clauses in isolation.
- Students will identify misplaced and dangling modifiers in isolation.
- Students will revise their original writing to eliminate misplaced and dangling modifiers.
- Students will identify parallel structure in isolation.
- Students will revise their original writing to use parallel structure.
- Students will discriminate between commonly confused words in isolation.
- Students will revise their original writing to use appropriate commonly confused words.

Learning Design

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Presentation of Information

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 [here](#) for specific expectations.)
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

Students will be able deliver effective presentations for a variety of purposes, audiences, and occasions.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- presenting information, findings, and supporting evidence clearly, concisely, and logically.
- adapting linguistic choices, level of formality, and content to suit the purpose, audience, and occasion.
- making strategic use of multimedia and digital media.

	<ul style="list-style-type: none">● demonstrating a command of academic English. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, occasion, academic English.</i>● performing specific processes, such as:<ul style="list-style-type: none">○ making adequate presentations to an audience of peers after making teacher-suggested revisions.○ making use of some digital resources.○ demonstrating awareness of the conventions of academic English. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students learn and rehearse the skills necessary for addressing an audience effectively.
- Students review terms relevant to academic presentation.
- Students give presentations and give and receive feedback.

Learning Design

WGSD Curriculum -- Honors World Literature

Writers Purpose and Craft

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to appraise the author's purpose and effectiveness in utilizing rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing a point of view and shifts in point of view in a literary text to determine their impact on meaning.
- distinguishing what is directly stated from the intended meaning (ie. satire, sarcasm, irony, understatement).
- analyzing how an author establishes mood and tone.
- analyzing author's structural choices, such as flashback, in media res, and mixing genres.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in media res, frame*

narratives, and other rhetorical terms.

- performing specific processes, such as
 - recognizing or recalling examples of satire, sarcasm, irony, and understatement in a literary text.
 - determining point of view in a literary text.
 - identifying mood, tone, and structural techniques.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view and shifts in point of view in texts.
- Students identify and analyze structural choices in particular texts and how they emphasize theme and/or message.
- Students examine satirical techniques and analyze their effectiveness in specific works.

Learning Design

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Research

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.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; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- [CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.
- High School TILS Strand II: Information Literacy: Students will be able to research and synthesize information; use a variety of digital resources; retrieve and evaluate reliability and accuracy from appropriately cited sources; draw evidence-based conclusions in order to prove comprehension of course objectives.
- High School TILS Strand IV: Tools of the Trade: Students will be able to use appropriate digital tools within and across content areas in preparation for post-secondary experiences.

Learning Goal

The student will be able to conduct sustained research projects in order to successfully answer a question or solve a problem.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- conducting short as well as more complex research projects to answer a question (including a self-generated question) or solve a problem.
- using advanced database searches effectively.
- evaluating source material for relevance and reliability.

	<ul style="list-style-type: none"> ● annotating sources and organizing research results systematically. ● integrating and documenting source material into original compositions. ● narrowing or broadening the inquiry when appropriate. ● synthesizing multiple sources on the subject, demonstrating a nuanced understanding of the subject under investigation. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as: <i>citation, synthesize, documentation, annotation, search criteria, plagiarism, credibility, database, primary and secondary source, and search engine.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ● selecting a topic. ● writing and revising a research question. ● choosing relevant resources. ● taking effective notes. ● organizing and synthesizing information collected from more than one source. ● demonstrating use of appropriate citations. ● writing a research composition following a teacher-provided template.
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Learning Targets

- Students choose or are assigned a topic.
- Students are instructed in effective database search methods.
- Students collect relevant and varied sources.
- Students evaluate sources for relevancy and reliability.

- Students refine research questions readily.
- Students choose a personally effective method of taking and organizing notes.
- Students understand what constitutes plagiarism and how to maintain academic honesty.

Learning Design