

# 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.

# 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.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.

<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"> <li>• synthesizing various treatments of a literary story, drama, or poem, recognizing how each version interprets the source text.</li> <li>• 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.</li> </ul>

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"><li>● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, diction, archetype, media literacy, and perspective.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● identifying differences among interpretations of a literary story, drama, or poem to the source text.</li><li>● identifying information from multiple sources presented in different media or formats, including text.</li></ul></li></ul> <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.	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"> <li>• writing arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence.</li> </ul>

- 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

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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:



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|--|---|
|  | <ul style="list-style-type: none"><li>● describing what a literary text says explicitly and draw some inferences from it regarding author's meaning.</li><li>● citing textual evidence to support understanding of a literary text.</li></ul> |
|--|---|

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

<p><u>Learning Targets</u></p> <ul style="list-style-type: none"><li>● Students will cite an example from the text to support their interpretation.</li><li>● Students will cite multiple examples from the text to support an interpretation.</li></ul>
<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"><li>● identifying the genre of a given work.</li><li>● recognizing how techniques and structure change depending on genre.</li><li>● recognizing the different interpretative demands of the genres.</li></ul> <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"><li>● Read and discuss the major genres.</li><li>● Compare the major genres.</li></ul>	<u>Learning Design</u>

## WGSD Curriculum – Freshman Literature and Composition

### Determining Theme

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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"> <li>● analyzing the development of a central idea of the course of a work of literary non-fiction</li> <li>● evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support.</li> <li>● providing an objective summary of a text, taking care to note key and specific details from the work.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, moral, allegory, conflict, universality, motif, theme.</i></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ providing textual evidence of teacher-identified themes and their development throughout the work.</li> <li>○ providing an objective summary of a text.</li> </ul> </li> </ul> <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

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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"> <li>● understanding the connotations of words with similar denotations. (<a href="#">CCSS.ELA-Literacy.L.9-10.4c</a>)</li> <li>● recognizing the effect of figurative language. (<a href="#">CCSS.ELA-Literacy.L.9-10.5a</a>)</li> <li>● correctly using domain-specific vocabulary in context of the analysis of literature. (<a href="#">CCSS.ELA-Literacy.L.9-10.5b</a>)</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● 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></li> <li>● performing basic processes such as recognizing grade-level and domain-specific vocabulary in isolation.</li> </ul> <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

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### 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"> <li>● 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.</li> </ul> <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> <li>● 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></li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ using grade-appropriate grammar and usage in isolation.</li> <li>○ recognizing the sentence types in isolation.</li> <li>○ differentiating between some commonly confused words.</li> </ul> </li> </ul> <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"><li>● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, task, academic English.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>○ making adequate presentations to an audience of peers after making teacher-suggested revisions.</li><li>○ making use of some digital resources.</li><li>○ demonstrating awareness of the conventions of formal English.</li></ul></li></ul> <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

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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