

# 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"><li>● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, mood, diction, archetype, media literacy, pacing, and perspective.</i></li><li>● performing specific processes, such as:<ul style="list-style-type: none"><li>● comparing 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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### 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"><li>● <i>archetype, theme, setting, convention</i></li></ul> <p>performing specific processes, such as:</p> <ul style="list-style-type: none"><li>● identifying the cultural context of a given work.</li><li>● identifying archetypes.</li><li>● recognizing universal themes within a given work.</li></ul> <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.

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"> <li>● evaluating the manner in which these themes are communicated to the reader, using specific textual evidence as support.</li> <li>● providing an objective summary of a literary 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, motif, theme</i>.</li> <li>● performing specific processes, such as: <ul style="list-style-type: none"> <li>○ determining two or more themes in a literary text and providing textual evidence of their development throughout the work.</li> <li>○ providing an objective summary of a literary text.</li> <li>○ identifying thematic similarities in two major literary texts.</li> </ul> </li> </ul> <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"> <li>● Students will identify textual support for a teacher-identified theme.</li> <li>● Students will analyze the relationship between the teacher-identified theme and the textual support.</li> <li>● Students will trace the development of a theme in a literary text, citing textual evidence as support.</li> </ul>
<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. (<a href="#">CCSS.ELA-Literacy.L.9-10.4c</a>)</p> <ul style="list-style-type: none"> <li>● analyzing nuances of the meaning of words with similar denotations. (<a href="#">CCSS.ELA-Literacy.L.9-10.4d</a>)</li> <li>● interpreting 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>root, prefix, suffix, context clue, pronunciation, etymology, slang, jargon, dialect, idioms, denotation, connotation, allusion, diction, literary terms.</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 -- 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.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
<p>Student will be able to write sophisticated 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> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none"> <li>● writing strong arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● 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</li> </ul>

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.

- 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 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 – 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"><li>● 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.</li><li>● Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple experiences, events, and/or characters</li><li>● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole</li><li>● Use precise and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li><li>● Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li></ul> <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"><li>● describe the use of narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, and techniques to sequence events</li></ul> <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

<p><u>Objectives</u></p>	<p>[Daily or weekly goals for the lessons or units that will contribute to the ELG.]</p>
<p><u>Learning Design</u></p>	<p>[Match the Novel Unit with the skill progression. Skill progression (in italics) should remain the same. Units should vary from teacher to teacher.]</p> <p>Unit: Scarlet Letter</p> <p><i>a. How students are learning the list of lit and rhetorical terms</i></p> <p><i>b. Assessed: (quiz?)</i></p> <p>Unit:</p> <p>Unit:</p> <p>Unit:</p>

# 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"><li>● recognizing or recalling specific vocabulary, such as: <i>evidence, style, substance, organization, purpose, audience, occasion, 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 academic English.</li></ul></li></ul> <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.

# 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