

9th Grade ELA Curriculum Guide and Scope and Sequence

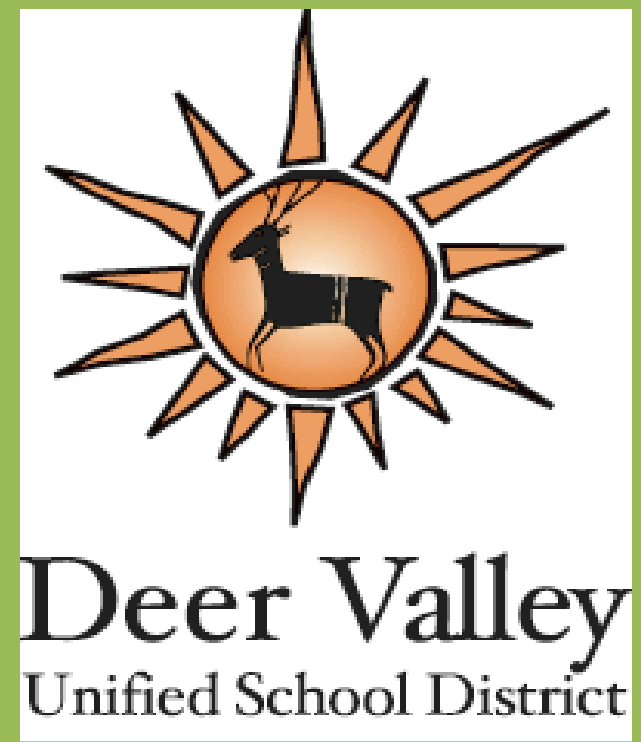


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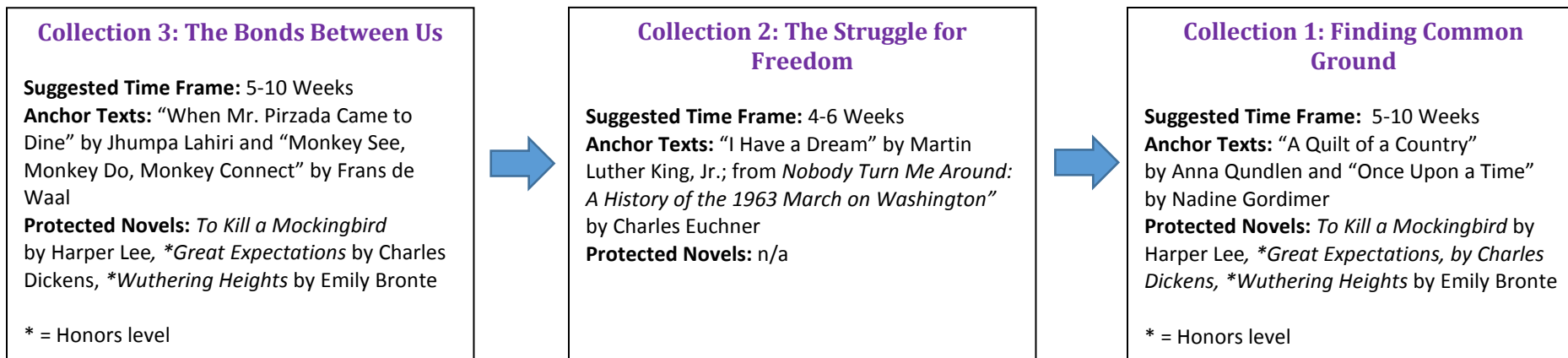
ELA 6-12 Protected Novel List

6th Grade	<i>Bud, Not Buddy</i>	<i>The Lightning Thief</i>	<i>The Giver</i>	<i>Love That Dog</i>	<i>The Dark is Rising</i>	<i>Dragon Wings</i>	SAGE/Renaissance Teacher Discretion
7th Grade <i>*Sorry, Wrong Number</i>	<i>Uglies</i>	<i>The House on Mango Street</i>	<i>Nothing But the Truth</i>	<i>Graceling</i>	<i>Ender's Game</i>	<i>Chasing Lincoln's Killer</i>	Adv. 7th Grade L.A. <i>The Hobbit,</i> <i>The Story of my Life:</i> <i>The Helen Keller Story, I am the Cheese, The Outsiders</i>
8th Grade <i>*The Diary of Anne Frank</i>	<i>The Outsiders</i>	<i>The Hunger Games</i>	<i>Parallel Journeys</i>	<i>Monster</i>	<i>Whirligig</i>		Adv. 8th Grade L.A. <i>Fahrenheit 451,</i> <i>Book Thief,</i> <i>Animal Farm, A Midsummer Night's Dream</i>
9th Grade <i>*Romeo and Juliet</i>	<i>To Kill a Mockingbird</i>	<i>The Pearl</i>	<i>The Bean Trees</i>	<i>The Hobbit</i>	<i>The Odyssey</i>		ELA 1-2 Honors <i>Great Expectations,</i> <i>Wuthering Heights</i>
10th Grade <i>*Macbeth</i>	<i>Night</i>	<i>Anthem</i>	<i>Animal Farm</i>	<i>Lord of the Flies</i>	<i>Flowers for Algernon</i>	<i>A Long Way Gone</i>	ELA 3-4 Honors <i>Brave New World,</i> <i>Things Fall Apart,</i> <i>1984</i>
11th Grade <i>*The Crucible</i>	<i>The Things They Carried</i>	<i>The Great Gatsby</i>	<i>Of Mice and Men</i>	<i>Into the Wild</i>	<i>A Separate Peace</i>	<i>A Raisin in the Sun</i>	JR AP Teacher Discretion
12th Grade <i>*Hamlet</i>	<i>Siddhartha</i>	<i>Othello</i>	<i>Frankenstein</i>	<i>1984</i>	<i>Gulliver's Travels</i>	<i>Beowulf</i>	SR AP Teacher Discretion

*Dramas from Collections Textbook

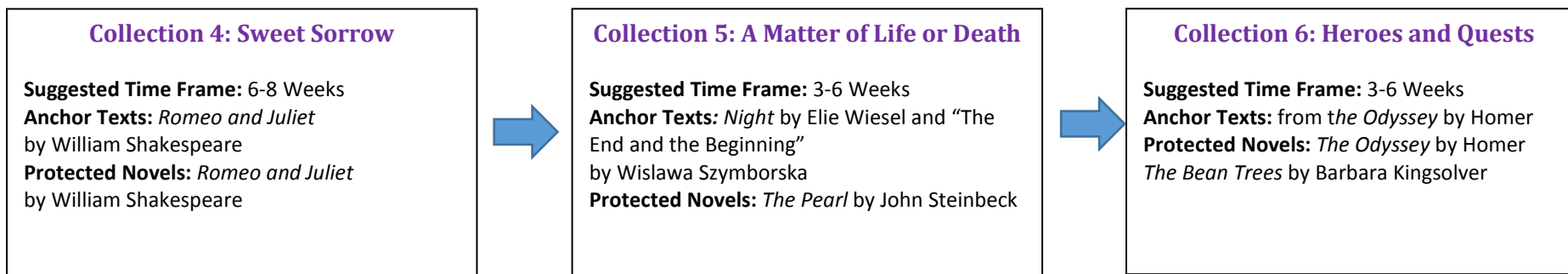
ELA 1 Fall Semester Preview

Suggested Writing Focus: Argumentative and Narrative Writing



ELA 2 Spring Semester Preview

Suggested Writing Focus: Literary Analysis Writing



Note: All anchor texts and at least one novel or play from the protected list must be taught each semester.

All content can be found in the Collections textbook or on my.hrw.com.

How to Read the Curriculum Document Guide

Unit: Name of the Collection

Suggested Time Frame: (included to help with planning parameters)

Semester

District Assessment Dates:

Academic Vocabulary: Vocabulary needed to understand the unit (listed at the beginning of each unit in text).

Reading Literature

Anchor Text: this comes directly from the textbook; required reading
 Lexile:
 Standards: all standards associated with the text and performance tasks
 Critical Vocabulary: words that are not part of the day-to-day vocabulary from the piece
 Need to Know Vocabulary: words that are important to know to analyze the text (found in the teacher edition and Analyzing the Text section)
 Page:

Reading Informational

Text: this comes directly from the textbook
 Lexile:
 Standards: all standards associated with the text and performance tasks
 Critical Vocabulary: words that are not part of the day-to-day vocabulary from the piece
 Need to Know Vocabulary: words that are important to know to analyze the text (found in the teacher edition and Analyzing the Text section)
 Page:

Texts found in Close Reader (CR)

See Above: These texts found in the Close Reader (CR) and teacher edition (TE)

See Above: These texts found only in the Close Reader (CR)

Possible Extended Texts

Various short stories and longer pieces (novels/plays) that can connect to the unit (depending on campus availability). Each semester one protected novel/play must be read.

Common Core Assessment Connections

Writing units that focus on argumentative, informative, and literary analysis writing.

Additional Resources

Instructions for finding online supplemental materials.

Essential Questions

Essential questions are big ideas formulated as questions that encourage students to research, inquire, and think critically.

Student Friendly Objectives

Text Title

TSW: (The student will) -----Comes directly from the textbook.

Performance Task and Depth of Knowledge

	DOK1 – Recall	DOK2 – Skill Concept	DOK 3 – Strategic Thinking	DOK 4 – Extended Thinking
Text Title	Performance Tasks come directly from the text/ suggested ideas. Standards and page numbers included.	Please note: You do not need to complete every performance task on the list.	Performance Tasks are assessments and writing tasks.	See the DOK page in this document for more information.

Optional Language and Style Resources

Text Title	At the end of various texts, there is an optional grammar activity teachers may choose to use.	Standards Addressed	Page number
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Unit 3: Collection 1: Finding Common Ground

Suggested Time Frame: 6 weeks

Fall Semester

Explanatory Assessment Dates: January 12-February 3, 2015

Academic Vocabulary: enforce, entity, internal, presume, resolve

Reading Literature	Reading Informational
<p>Anchor Text: short story “Once Upon a Time” by Nadine Gordimer Lexile: 1390 Standards: RL.1, RL.2, RL.4, RL.5, RL.6, W.3, L.1b, L.3, L.4c Critical Vocabulary: distend, intention, audacious, intrusion, serrate Need to Know Vocabulary: identify, connect, infer, evaluate, draw conclusions, theme, symbol, structure, inferences Page: 11</p>	<p>Anchor Text: argument “A Quilt of a Country” by Anna Quindlen Lexile: 1260 Standards: RI.1, RI.4, RI.5, RI.6, RI.8, W.1, W.1a, W.1b, L.1b, L.4b Critical Vocabulary: discordant, pluralistic, interwoven, diversity theme, symbol, claim, counter-argument Need to Know Vocabulary: summarize, interpret, evaluate, analyze, delineate, theme, symbol, claim, counter-argument Page: 3</p>
<p>Text: photo essay “The Views of the Wall” Poem “The Vietnam Wall” by Alberto Rios Lexile: n/a Standards: RL.1, RL.2, RL.4, RL.5, RL.7 Critical Vocabulary: n/a Need to Know Vocabulary: analyze, simile, central idea, artistic mediums Page: 33</p>	<p>Text: essay from “Rituals of Memory” by Kimberly M. Blaeser Lexile: 1380 Standards: RI.1, RI.2, RI.4, RI.6, SL.1, L.5b Critical Vocabulary: innate, foremost, immerse, nullify, tangible Need to Know Vocabulary: analyze, infer, identify, central idea, repetition Page: 21</p>
	<p>Text: speech “The Gettysburg Address” by Abraham Lincoln Lexile: 1170 Standards: RI.1, RI.6, RI.9, SL.1d, SL.6, L.1a, L.4a Critical Vocabulary: conceive, detract, resolve, parish Need to Know Vocabulary: analyze, infer, draw conclusions, parallel structure, theme Page: 27</p>
Texts found in Close Reader (CR)	
<p>Text: short story “Night Calls” by Lisa Fugard Lexile: 1110 Standards: RL.1 Critical Vocabulary: opulent, lauding, tremulous Need to Know Vocabulary: cite, narrator, inference Page: CR 9, TE 20c</p>	<p>Text: blog “Making the Future Better, Together” by Eboo Patel Lexile: 1170 Standards: RI.1 Critical Vocabulary: demean, cynical Need to Know Vocabulary: cite, point of view, explicit, claim Page: CR 3, TE 10b</p>
	<p>Text: speech “Oklahoma Bombing Memorial Address” by Bill Clinton</p>

Lexile: 1060
Standards: RI.1
Critical Vocabulary: purge, admonished
Need to Know Vocabulary: cite, purpose, inference, symbolize, parallelism
Page: CR 19, 32b

Possible Extended Texts

To Kill a Mockingbird by Harper Lee (protected novel)
Bless Me, Ultima by Rudolfo Anaya
The Bean Trees by Barbara Kingsolver (protected novel)

Common Core Assessment (CCA) Connections

Unit 3: Literary Analysis Practice (Page: CCA 68-95)
Unit 4: Task 3 – Literary Analysis (Page: CCA 125)

Additional Resources

<http://my.hrw.com>

Essential Questions

How does an individual relate to society?
How do our life experiences impact our interactions with others?

Student Friendly Objectives

"Once Upon a Time"	TSW analyze the author's choices concerning text structure; determine and support inferences about the theme; cite textual evidence to support analysis of the text
"The Views of the Wall"	TSW analyze the representation of a subject in two different mediums
"Night Calls"	TSW cite evidence to support inferences in a text
"A Quilt of a Country"	TSW analyze and evaluate an author's claim and delineate and evaluate an argument
"Rituals of Memory"	TSW determine a central idea and analyze its development over the course of a text
"The Gettysburg Address"	TSW analyze an author's purpose and the use of rhetorical devices in a seminal U.S. document
"Making the Future Better, Together"	TSW cite evidence to support inferences in a text
"Oklahoma Bombing Memorial Address"	TSW cite evidence to support inferences in a text

Performance Task and Depth of Knowledge

Title	DOK1 - Recall	DOK2 - Skill Concept	DOK 3 - Strategic Thinking	DOK 4 - Extended Thinking
"Once Upon a Time"				Speaking Activity: Create and perform an original modern fairy tale W.3 Page 18
"The Views of the Wall"		<p>Media Activity: Compare the expressions of ideas in two mediums RL.7 Page 36</p> <p>Media Activity: Interview and discuss war memorials RL.7 Page 36</p>		
"Night Calls"			<p>Writing Activity: Respond to a question citing textual evidence RL.1 Page 20h</p>	
"A Quilt of a Country"			<p>Writing Activity: Write to support a claim about a positive aspect of your school or community W.1a-b Page 8</p>	
"Rituals of Memory"		<p>Speaking Activity: Reflect and discuss how two possessions are important SL.1 Page 25</p>		
"The Gettysburg Address"		<p>Speaking Activity: Work in groups to prepare an oral presentation of the Gettysburg Address SL.6 Page 30</p>		

<p>“Making the Future Better, Together”</p>			<p>Writing Activity: Respond to a question citing textual evidence RL.1 Page 10f</p>	
<p>“Oklahoma Bombing Memorial Address”</p>			<p>Writing Activity: Respond to a question citing textual evidence RL.1 Page 32e</p>	
<p>Full Collection</p>				<p>Speaking Activity: Present a speech which incorporates ideas from this collection SL.4, SL.6 Page 37</p>
<p>Full Collection</p>				<p>Writing Activity: Write an analytical essay which incorporates ideas from this collection W.2a-f, W.4, W.5, W.9a-b Page 41</p>

Optional Language and Style Resources

"Once Upon a Time"	Prepositional phrases	L.1b, L.3	Page 20
"The Views of the Wall"	n/a		
"Night Calls"	n/a		
"A Quilt of a Country"	Noun clauses	L.1b	Page 10
"Rituals of Memory"	n/a		
"The Gettysburg Address"	Parallel structure	L.1a	Page 32
"Making the Future Better, Together"	n/a		
"Oklahoma Bombing Memorial Address"	n/a		

Unit 2: Collection 2: The Struggle for Freedom

Suggested Time Frame: 6 weeks

Fall Semester

Argumentative Assessment Dates: November 3-December 11, 2014

Academic Vocabulary: decline, enable, impose, integrate, reveal

Reading Literature	Reading Informational
<p>Text: short story "The Censors" by Luisa Valenzuela Lexile: 1200 Standards: RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, W.3, W.9, L.1, L.2a-b, L.4b Critical Vocabulary: staidness, negligence, subversive Need to Know Vocabulary: infer, analyze, cite, compare, interpret Page: 89</p>	<p>Anchor Text: speech "I Have a Dream" by Martin Luther King, Jr. Lexile: 1120 Standards: RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.9, W.2, L.1a Critical Vocabulary: default, desolate, degenerate, inextricably, redemptive Need to Know Vocabulary: infer, analyze, interpret, evaluate, allusion, claim, argument Page: 47</p>
	<p>Anchor Text: history writing from <i>Nobody Turn me Around: A People's History of the 1963 March on Washington</i> by Charles Euchner Video <i>AMERICA The Story of Us: March on Washington</i> Lexile: 1030 Standards: RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, W.3, W.3d, L.4c Critical Vocabulary: cadence, parallel, invocation, civic, revile, expanse, exhort, invoke Need to Know Vocabulary: analyze, infer, evaluate Page: 55</p>
	<p>Text: diary from <i>Cairo: My City, Our Revolution</i> by Ahdaf Soueif Lexile: 990 Standards: RI.1, RI.3, RI.4, W.2b, W.2e, W.5, W.7, W.8, SL.4, L.1b, L.4c, L.4d, L.6 Critical Vocabulary: opaque, reclaim, prism, intermittent, momentous Need to Know Vocabulary: analyze, cite, infer, interpret Page: 73</p>
	<p>Text: memoir from <i>Reading Lolita in Tehran</i> by Azar Nafisi graphic novel from <i>Persepolis 2</i> by Marjane Satrapi Lexile: 1150 Standards: RI.1, RI.2, RI.6, RI.7, W.3, W.6, L.3, L.4, L.5b Critical Vocabulary: segregate, allocate, irrelevant, convert Need to Know Vocabulary: interpret, critique, infer, analyze, synthesize, memoir, symbolize Page: 81</p>

Texts found in Close Reader (CR)

Text: short story “The Prisoner Who Wore Glasses” by Bessie Head

Lexile: 970

Standards: RL.1

Critical Vocabulary: bedlam, pivot

Need to Know Vocabulary: cite, analyze, foreshadow, apartheid

Page: CR 29, TE 96b

Text: speech by Robert F. Kennedy “A Eulogy for Dr. Martin Luther King, Jr.”

Lexile: 1290

Standards: RI.1

Critical Vocabulary: n/a

Need to Know Vocabulary: cite, parallelism, rhetoric, eulogy

Page: CR 25, TE 72b

Possible Extended Texts

Common Core Assessment (CCA) Connections

Unit 1: Argumentative Essay (Page: CCA 2)

Task 1 (Page: CCA 99)

Task 2: Informative Essay (Page CCA: 111)

Additional Resources

“Conducting Research” page R8-9 (From textbook)

“Collection 2 Performance Task: Writing an Argument” page 97 (From Textbook)

“MLA Citation Guidelines” page R10-11 (From Textbook)

“Reading Arguments” page R16-21

Owl at Purdue (www.owl.english.purdue.edu)

Son of Citation Machine (www.citationmachine.net)

Essential Questions

What makes a source reliable or credible?
Why do we universally desire to be free?

Student Friendly Objectives

"The Censors"	TSW analyze a writer's point of view and cultural background, and also analyze an author's choices about style and structure
"The Prisoner Who Wore Glasses"	TSW cite textual evidence to support inferences from the text
"I Have a Dream"	TSW analyze a seminal U.S. document and the impact of its rhetoric
<i>Nobody Turn me Around...</i>	TSW analyze connections between ideas and events and analyze accounts in different mediums
<i>From Cairo: My City, Our Revolution</i>	TSW analyze how an author unfolds events in a diary and analyze the impact of word choice on tone
<i>From Reading Lolita in Tehran</i> <i>From Persepolis 2</i>	TSW determine author's point of view and analyze accounts in different mediums
"A Eulogy for Dr. Martin Luther King, Jr."	TSW cite textual evidence to support inferences from the text

Performance Task and Depth of Knowledge

Title	DOK1 – Recall	DOK2 – Skill Concept	DOK 3 – Strategic Thinking	DOK 4 – Extended Thinking
"The Censors"			Writing Activity: Write a letter from the point of view of a character RL.1, W.9, L.1 Page 94	
"The Prisoner Who Wore Glasses"			Writing Activity: Respond to a question citing textual evidence RL.1 Page 96g	
"I Have a Dream"			Writing Activity: Write an analysis to compare the ideas of two speeches W.2 Page 53	
<i>Nobody Turn me Around...</i>			Writing Activity: Write an account to explain a historical event W.3 Page 72	
<i>From Cairo: My City, Our Revolution</i>			Research Activity: Research and write a brief report on the Egyptian Revolution of 2011 SL4, W.2b, W.7, W.8, Page 78	
<i>From Reading Lolita in Tehran From Persepolis 2</i>			Media Activity: Create a graphic novel RI.7, W.3, W.6 Page 86	
"A Eulogy for Dr. Martin Luther King, Jr."			Writing Activity: Respond to a question citing textual evidence RL.1 Page 72e	
Full Collection				Writing Activity: Write an argument W.1a-e, W.4, W.5, W.9a-b Page 97

Optional Language and Style Resources

"The Censors"	Colons and semicolons	L.2a-b	Page 96
"The Prisoner Who Wore Glasses"	n/a		
"I Have a Dream"	Repetition and parallelism	L.1a	Page 54
<i>Nobody Turn me Around...</i>	n/a		
From <i>Cairo: My City, Our Revolution</i>	Noun phrases	L.1b	Page 80
From <i>Reading Lolita in Tehran</i> From <i>Persepolis 2</i>	Rhetorical questions	L.3	Page 88
"A Eulogy for Dr. Martin Luther King, Jr."	n/a		

Unit 1: Collection 3: The Bonds Between Us

Suggested Time Frame: 6 weeks

Fall Semester

Narrative Assessment Dates: September 26-October 17, 2014

Academic Vocabulary: capacity, confer, emerge, generate, trace

Reading Literature

Reading Informational

Anchor Text: short story “When Mr. Pirzada Came to Dine”

by Jhumpa Lahiri

Lexile: 1170

Standards: RL.1, RL.2, RL.3

Critical Vocabulary: autonomy, compatriot, constitute, impeccably, imperceptible, succession, assail, reiteration, concede, commemorate

Need to Know Vocabulary: analyze, infer, interpret, cite

Page: 103

Anchor Text: science writing “Monkey See, Monkey Do, Monkey Connect” by Frans de Waal

Lexile: 1160

Standards: RI.1, RI.4, RI.5, RI.8

Critical Vocabulary: Empathy, synchronization, contagion, cognition, implication

Need to Know Vocabulary: analyze, cite, interpret, identify, infer, support, draw conclusions, allusion, tone, claim

Page: 123

Text: short story “The Grasshopper and the Bell Cricket”

by Yasunari Kawabata

Lexile: 1060

Standards: RL.1, RL.2, RL.4, RL.6

Critical Vocabulary: emanate, sheepish, discernible, theme, inferences, characters, symbol, tone, capacity, emerge, lozenge, loiter

Need to Know Vocabulary: interpret, infer, analyze, cite, compare

Page: 133

Text: informational text “With Friends Like These” by Dorothy Rowe

Lexile: 1070

Standards: RI.1, RI.3, RI.4

Critical Vocabulary: validate, derive, assess

Need to Know Vocabulary: infer, connect, analyze, cite, tone, transitions, repetition

Page: 141

Text: poem “At Dusk” by Natasha Trethewey

Lexile: n/a

Standards: RL.1, RL.4

Critical Vocabulary: n/a

Need to Know Vocabulary: interpret, infer, analyze, generate, trace, imagery, tone, mood

Page: 147

Text: Public Service Announcement (Video) “Count on Us” from Corporation for National and Community Service

Lexile: n/a

Standards: RI.1, RI.2, RI.5, RI.6

Critical Vocabulary: n/a

Need to Know Vocabulary: Draw conclusions, analyze, identify

Page: 151

Texts Found in Close Reader (CR)

Text: short story “And of Clay are we Created” by Isabel Allende

Lexile: 1220

Standards: RL.1, RL.4

Critical Vocabulary: Subterranean, cataclysm, presentiment, equanimity, fictive, ingenuity, commiserate, bureaucratic, visceral

Need to Know Vocabulary: cite, summarize, inference, point of view, theme

Page: CR 39, TE 122b

Text: science writing From *Animals in Translation* by Temple Grandin and Catherine Johnson

Lexile: 950

Standards: RI.1, RI.4

Critical Vocabulary: n/a

Need to Know Vocabulary: restate, claim, cite, analogy

Page: CR 53, TE 132b

Possible Extended Texts	
<p><i>To Kill a Mockingbird</i> by Harper Lee (protected novel) *<i>Great Expectations</i> by Charles Dickens (protected novel) *<i>Wuthering Heights</i> by Emily Bronte (protected novel)</p> <p>*Honors level choices</p>	
Common Core Assessment (CCA) Connections	
Additional Resources	
<p>my.hrw.com</p> <p>Additional short stories to consider:</p> <p>“Thank you, Ma’am” “The Necklace” “The Gift of the Magi” “Black Boy” “When I Lay my Burden Down” “The Loophole of Retreat” “Sound of Thunder” “The Scarlet Ibis” “Harrison Bergeron”</p>	

Essential Questions

What links us to family, friends, and community?
What characteristics set us apart as individuals?

Student Friendly Objectives

“When Mr. Pirzada Came to Dine”	TSW cite textual evidence to analyze character and theme in a short story and to support inferences about themes
“The Grasshopper and the Bell Cricket”	TSW analyze the impact of cultural background on point of view and also analyze the impact of word choice on tone
“At Dusk”	TSW interpret figurative language
“And of Clay are we Created”	TSW cite strong and thorough textual evidence to support what the text says explicitly, as well as inferences drawn from the text
“Monkey See, Monkey Do, Monkey Connect”	TSW delineate and evaluate an author’s claims and determine the technical meanings of words used in the text
“With Friends Like These”	TSW analyze how an author unfolds a series of ideas in an informational text
“Count on Us”	TSW analyze the purpose and development of ideas in a public service announcement
From <i>Animals in Translation</i>	TSW cite strong and thorough textual evidence to support what the text says explicitly, as well as inferences drawn from the text

Performance Task and Depth of Knowledge

Title	DOK1 – Recall	DOK2 – Skill Concept	DOK 3 – Strategic Thinking	DOK 4 – Extended Thinking
“When Mr. Pirzada Came to Dine”			Writing Activity: Write a letter from a character’s point of view W.3 Page 120	
“The Grasshopper and the Bell Cricket”			Writing Activity: Write a letter to a character W.3 Page 138	
“At Dusk”	Speaking Activity: Reading or reciting a piece of poetry with focus on pitch, tempo, and volume RL.4, L.5a Page 150			
“And of Clay are we Created”			Writing Activity: Respond to a question citing textual evidence RL.1 Page 122j	
“Monkey See, Monkey Do, Monkey Connect”			Speaking Activity: Debate a Point of View and support position with evidence SL.1d, SL.3 Page 130	
“With Friends Like These”		Speaking Activity: Discussion to agree or disagree with points made in the text SL.1 Page 144		
“Count on Us”				Media Activity: Create a Public Service Announcement W.6 Page 152
From <i>Animals in Translation</i>		20	Writing Activity: Respond to a question citing textual	

			evidence RL.1 Page 132e	
Full Collection				Writing Activity: Write a fictional narrative essay W.3a-e, W.4, W.5, W.9a-b Page 153
Full Collection				Media Activity: Create a group multi-media presentation W.6, SL.1a-d, SL.2, SL.4, SL.5, SL.6 Page 157

Optional Language and Style Resources

"When Mr. Pirzada Came to Dine"	Adverbial clauses	L.1b	Page 122
"The Grasshopper and the Bell Cricket"	Using verb phrases	L.1b	Page 140
"At Dusk"	Interpreting figurative language	L.5a	Page 149
"And of Clay are we Created"	n/a		
"Monkey See, Monkey Do, Monkey Connect"	Colons	L.2b	Page 132
"With Friends Like These"	Adjective and adverb phrases	L.1b	Page 146
"Count on Us"	n/a		
From <i>Animals in Translation</i>	n/a		

Collection 4: Sweet Sorrow

Suggested Time Frame: 6 weeks

Spring Semester

Literary Analysis Assessment Dates: January 12-February 3, 2015

Academic Vocabulary: attribute, commit, expose, initiate, underlie

Reading Literature	Reading Informational
<p>Anchor Text: drama <i>Romeo and Juliet</i> by William Shakespeare Lexile: N/A Standards: RL.1, RL.2, RL.3, RL.4, RL.5 Critical Vocabulary: n/a Need to Know Vocabulary: puns, dramatic irony, hyperbole, soliloquy, tragedy, motif, foreshadow, situational irony, tragedy, theme, point of view, complex character, parallel structure, protagonist, antagonist, foil, comic relief, allusion, blank verse, iambic pentameter, motivation, figurative language, metaphor, conflict, oxymoron, chorus, prologue, motif, idioms, syntax, interpret, analyze, predict infer, evaluate, cite compare Page: 177</p>	<p>Text: essay From “Love’s Vocabulary” by Diane Ackerman Lexile: 1020 Standards: RI.1-5 Critical Vocabulary: intangible, guise, increment, supple, gradation Need to Know Vocabulary: infer, evaluate, cite, analyze, interpret, tone, transitions, repetition Page: 163</p>
<p>Text: poem/video “My Shakespeare” by Kate Tempest Lexile: n/a Standards: RL.1, RL.2, RL.4, RL.7, RL.9 Critical Vocabulary: n/a Need to Know Vocabulary: infer, cite, analyze, figurative language, alliteration, rhyme, sound, devices, theme, cliché, adage, idiom Page: 173</p>	
<p>Text: myth “Pyramus and Thisbe” by Ovid Lexile: n/a Standards: RL.1-5, RL.9 Critical Vocabulary: n/a Need to Know Vocabulary: cite, connect, compare, proverb, foreshadow, imagery, denotation, connotation Page: 283</p>	

<p>Text: short story “Duty” by Pamela Rafael Berkman Lexile: 940 Standards: RL.2, RL.3, RL.4, RL.5, RL.7, RL.9 Critical Vocabulary: bereaved, afflict, succumb, delude, repulse Need to Know Vocabulary: Infer, identify, analyze, interpret, compare, mood, point of view Page: 289</p>	
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Texts Found in Close Reader (CR)

<p>Text: from <i>The Tragedy of Romeo and Juliet – Prologue Act II, scene ii</i> by William Shakespeare Lexile: n/a Standards: RL.1 Critical Vocabulary: mutiny Need to Know Vocabulary: cite, theme, soliloquy Page: CR 63, TE 282b</p>	
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Possible Extended Texts

Romeo and Juliet by William Shakespeare (protected novel)

Common Core Assessment (CCA) Connections

Unit 3 – Literary Analysis
Unit 4 – Task 3: Literary Analysis

Essential Questions

Why do modern audiences still relate to Shakespeare's work?
What is the nature of love?

Student Friendly Objectives

<i>Romeo and Juliet</i>	TSW analyze character motivations and parallel plots
<i>"My Shakespeare"</i>	TSW analyze how a modern artist draws on and transforms source material for a new artistic expression
<i>"Pyramus and Thisbe"</i>	TSW analyze source material
From <i>"Love's Vocabulary"</i>	TSW analyze ideas presented in an essay and determine word meanings
<i>"Duty"</i>	TSW analyze how an author draws on and transforms source material and how an author's choice of point of view creates desired effects
From <i>The Tragedy of Romeo and Juliet – Prologue Act II, scene ii</i>	TSW cite evidence from the text to support inferences

Performance Task and Depth of Knowledge

Title	DOK1 – Recall	DOK2 – Skill Concept	DOK 3 – Strategic Thinking	DOK 4 – Extended Thinking
<i>Romeo and Juliet</i>	<p>Speaking Activity (Act I): Identify passages that express love or hate SL.1 Page 206</p>	<p>Speaking & Writing Activity (Act IV): Perform a dramatic reading of a scene and write a letter that explains character motivations W.10 Page 165</p>	<p>Speaking Activity (Act II): Debate motivations from a character’s point of view SL.1 Page 227</p> <p>Writing Activity (Act III): Explore the parallel feelings of despair by writing a journal entry from the point of view of a character W.10 Page 252</p> <p>Writing Activity (Act V): Write a eulogy for a character W.3 Page 280</p>	
“My Shakespeare”		<p>Media Activity: Use technology to reflect on a poem RL.9 Page 176</p>		
“Pyramus and Thisbe”		<p>Writing Activity: Compare “Pyramus and Thisbe” to <i>Romeo and Juliet</i> W.9a Page 288</p>		
From “Love’s Vocabulary”		<p>Speaking Activity: Discuss then summarize the main idea of the text W.10, SL.1 Page 170</p>		
“Duty”			<p>Writing Activity: Write a journal entry from the point of</p>	

			view of a character W.3 Page 298	
From <i>The Tragedy of Romeo and Juliet</i> – Prologue Act II, scene ii			Writing Activity: Write a response citing textual evidence a support RL.1 Page 282i	

Optional Language and Style Resources

<i>Romeo and Juliet</i>	Parallel structure	L.1a	Page 282
“My Shakespeare”	n/a		
“Pyramus and Thisbe”	n/a		
From “Love’s Vocabulary”	Participial phrases	L.1b	Page 172
“Duty”	Independent and dependent clauses	L.1b, L.3	Page 300
From <i>The Tragedy of Romeo and Juliet</i> – Prologue Act II, scene ii	n/a		

Collection 5: A Matter of Life or Death

Suggested Time Frame: 6 weeks

Spring Semester

Academic Vocabulary: dimension, external, statistic, sustain, utilize

Reading Literature	Reading Informational
<p>Anchor Text: poem “The End and the Beginning” by Wislawa Szymborska Lexile: n/a Standards: RL.1, RL.2, RL.4, RL.5, RL.6 Critical Vocabulary: n/a Need to Know Vocabulary: infer, analyze, interpret, draw conclusions, tone, imagery, denotative, connotative, symbolize connect Page: 351</p>	<p>Anchor Text: memoir From <i>Night</i> by Elie Wiesel Lexile: 440 Standards: RI.1, RI.2, RI.4, RI.5, RI.6 Critical Vocabulary: reprieve, emaciated, execute, decisive, din Need to Know Vocabulary: infer, cite, analyze, interpret, draw conclusions rhetoric, memoir, denotation, connotation, verbal irony, tone, allusion, parallelism Page: 307</p>
<p>Text: short story “The Leap” by Louise Erdrich Lexile: 1260 Standards: RL.1, RL.2, RL.3, RL.4, RL.5 Critical Vocabulary: encroach, extricate, constrict, comply, tentative Need to Know Vocabulary: interpret, infer, analyze, compare, draw conclusions, flashback, tension, theme Page: 339</p>	<p>Text: argument “Is Survival Selfish?” by Lane Wallace Lexile: 1140 Standards: RI.2, RI.4, RI.6, RI.8 Critical Vocabulary: laud, transfix, consume, berate, edict Need to Know Vocabulary: delineate, evaluate, argument, summarize, critique, analyze, interpret, claim, reasons, evidence, synonyms Page: 317</p>
	<p>Text: science writing From <i>Deep Survival</i> by Laurence Gonzales Lexile: 960 Standards: RI.1-6 Critical Vocabulary: disintegration, deduce, conversely, distill, demeanor Need to Know Vocabulary: cite, analyze, interpret, draw conclusions, context clues, central idea, objective, anecdotes, argument Page: 325</p>
Texts Found in Close Reader (CR)	
<p>Text: poem “The Survivor” by Marilyn Chin Poem “Who Understands Me, but Me?” by Jimmy Santiago Baca Lexile: n/a Standard: RL.1 Critical Vocabulary: render, incur, goad Need to Know Vocabulary: interpret, cite Page: CR 92, TE 354c</p>	<p>Text: memoir from <i>An Ordinary Man</i> by Paul Rusesabagina Lexile: 980 Standards: RI.1 Critical Vocabulary: eloquent, prevailed, alliance, exhortation, arsenal Need to Know Vocabulary: cite, tone, purpose Page: CR 77, TE 316b</p>
	<p>Text: speech “Truth at all Costs” by Marie Colvin Lexile: 1080</p>

	Standards: RI.1 Critical Vocabulary: propaganda, bravado, repatriate Need to Know Vocabulary: contradiction, cite Page: CR 85, TE 324b
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Possible Extended Texts

The Pearl by John Steinbeck
Into Thin Air by John Krakauer

Common Core Assessment (CCA) Connections

Unit 2 – Informative Essay
Unit 4 – Task 2: Informative Essay

Additional Resources

<http://my.hrw.com>

Essential Questions

How do humans endure in the face of adversity?
Why do individuals have different perspectives of survival?

Student Friendly Objectives

"The End and the Beginning"	TSW determine the meanings of figurative language and how it influences tone in poetry
"The Leap"	TSW analyze the impact of an author's choices and make inferences about theme
"The Survivor"	TSW cite textual evidence to support inferences
From <i>Night</i>	TSW analyze an author's purpose and his use of rhetoric and the impact of word choice on tone
"Is Survival Selfish?"	TSW delineate and evaluate an argument by examining a claim and the evidence provided to support that claim
<i>Deep Survival</i>	TSW analyze ideas and events presented in the text, determine the central idea, and summarize the text
From <i>An Ordinary Man</i>	TSW cite textual evidence to support inferences
"Truth at all Costs"	TSW cite textual evidence to support inferences

Performance Task and Depth of Knowledge

Title	DOK1 – Recall	DOK2 – Skill Concept	DOK 3 – Strategic Thinking	DOK 4 – Extended Thinking
“The End and the Beginning”		Writing Activity: Analyze and share the meaning of figurative language W.9a, SL.1a, L.5a Page 354		
“The Leap”	Speaking Activity: Explore the author’s use of imagery through a written response SL.1a Page 348			
“The Survivor”			Writing Activity: Write a response citing textual evidence as support RI.1 Page 354e	
From <i>Night</i>			Writing Activity: Write a brief analysis to answer guided questions about the text W.2 Page 314	
“Is Survival Selfish?”			Speaking Activity: Develop a logical argument in order to participate in a debate; explain which argument is more convincing SL.1a, SL.4 Page 322	
Deep Survival			Writing Activity: Write an argument that agrees or disagrees with the author’s point of view W.1 Page 336	
From <i>An Ordinary Man</i>			Writing Activity: Write a response citing textual	

			evidence as support RI.1 Page 316g	
"Truth at all Costs"			Writing Activity: Write a response citing textual evidence as support RI.1 Page 324f	
Full Collection				Writing Activity: Synthesize ideas by writing an argument in support of a position W.1a-e, W.4, W.5, W.9a-b Page 355
Full Collection				Speaking Activity: Synthesize ideas by holding a discussion about main ideas of the collection SL.1a-d, SL.2, SL.3, SL.4, SL.6 Page 359

Optional Language and Style Resources

"The End and the Beginning"	n/a		
"The Leap"	Relative clauses	L.1b	Page 350
"The Survivor"	n/a		
From <i>Night</i>	Tone	L.3	Page 316
"Is Survival Selfish?"	Indefinite pronouns	L.3	Page 324
From <i>Deep Survival</i>	Colons and semicolons	L.2a-b	Page 338
From <i>An Ordinary Man</i>	n/a	L.1b	Page 146
"Truth at all Costs"	n/a		

Collection 6: Heroes and Quests

Suggested Time Frame: 6 weeks

Spring Semester

Academic Vocabulary: motivate, objective, pursuit, subsequent, undertake

Reading Literature

Anchor Text: epic poem from the *Odyssey* by Homer

Lexile: n/a

Standards: RL.1-6

Critical Vocabulary: archetypes, epic, harried, ponderous, adversary, foreboding, assuage, abominably, travail, gorge, desolation, commandeer, adversity, contemptible, revelry, restitution, implacable, tremulous

Need to Know Vocabulary: summarize, compare, analyze, interpret, cite, infer, narrative, simile, epithet, allusion, theme, setting, figurative language, foil, symbolism, foreshadowing, dialogue, suspense, dramatic irony, motif, flashback
Page: 365

Reading Informational

Text: travel writing from *The Cruellest Journey: 600 Miles to Timbuktu* by Kira Salak

Lexile: 1030

Standards: RI.1, RI.2, RI.3, RI.5, RI.6

Critical Vocabulary: circuitously, disingenuous, integrity, embark, stagnant

Need to Know Vocabulary: paraphrase, cite, analyze, evaluate, summarize, interpret, mood, imagery, pacing, dialogue, description, central idea, denotation, connotation, narrative
Page: 421

Text: poem “The Journey” by Mary Oliver

Lexile: n/a

Standards: RL.1, RL.2, RL.4, RL.5

Critical Vocabulary: N/A

Need to Know Vocabulary: interpret, analyze, infer, personification, metaphor, extended metaphor, figurative language, theme, symbolism, narrative, imagery
Page: 441

Text: argument “The Real Reasons We Explore Space” by Michael Griffin

Lexile: 1170

Standards: RI.1-6, RI.8

Critical Vocabulary: contemplate, intuitive, contention, imperative

Need to Know Vocabulary: delineate, summarize, evaluate, analyze, interpret, argument, false cause and effect, circular reasoning, over-generalization, bandwagon, personal attack, transfer, loaded language
Page: 433

Texts from the Close Reader (CR)

Text: epic poem “The Cyclops” from the *Odyssey* by Homer

Lexile: N/A

Standards: RL.1

Critical Vocabulary: lout, hospitable, prodigious, victuals, ravage, ponderous, pike, meditations

Need to Know Vocabulary: cite, foreshadowing, epithet

Page: CR 97, TE 420c

Text: non-fiction from *The Good Soldiers* by David Finkel

Lexile: 1050

Standards: RI.1

Critical Vocabulary: n/a

Need to Know Vocabulary: cite, mood, inference, author’s purpose, repetition, dialogue, theme, central idea, supporting details

Page: CR 113, TE 432c

Possible Extended Texts

The Odyssey by Homer (protected novel)

The Bean Trees by Barbara Kingsolver (protected novel)

Common Core Assessment (CCA) Connections

Unit 3 – Literary Analysis
Unit 4 – Task 3: Literary Analysis

Additional Resources

<http://my.hrw.com>

Essential Questions

What characteristics define a hero?
What motivates people to undertake arduous journeys?
How do life odysseys define an individual?

Student Friendly Objectives

the <i>Odyssey</i>	TSW analyze elements of an epic poem, such as plot, setting, theme, and character as well as its figurative language
"The Journey"	TSW interpret figurative language
"The Cyclops" from the <i>Odyssey</i>	TSW cite textual evidence to support inferences
from <i>The Cruellest Journey: 600 Miles to Timbuktu</i>	TSW determine the central idea of the text, analyze the ideas and events presented, and cite textual evidence
"The Real Reasons We Explore Space"	TSW delineate and evaluate an argument
from <i>The Good Soldiers</i>	TSW cite textual evidence to support inferences

Performance Task and Depth of Knowledge

Title	DOK1 – Recall	DOK2 – Skill Concept	DOK 3 – Strategic Thinking	DOK 4 – Extended Thinking
the <i>Odyssey</i>			Writing Activity: Write a narrative from the point of view of one of the characters W.3a-d Page 418	
“The Journey”		Speaking Activity: Cite evidence that shows similarities and differences between journeys SL.1a Page 444		
“The Cyclops” from the <i>Odyssey</i>			Writing Activity: Write a response citing textual evidence as support RI.1 Page 420k	
from <i>The Cruellest Journey: 600 Miles to Timbuktu</i>			Writing Activity: Write an analysis of the central idea of the text citing evidence as support W.2 Page 430	
“The Real Reasons We Explore Space”			Writing Activity: Write an editorial for or against continuing the space program W.1 Page 438	
from <i>The Good Soldiers</i>			Writing Activity: Write a response citing textual evidence as support RI.1 Page 432g	
Full Collection				Writing Activity: Synthesize ideas in an analytical essay citing textual evidence as support W.2a-f, W.6, W.7, W.8, W.9a-b Page 455

Optional Language and Style Resources

The <i>Odyssey</i>	Absolute phrases	L.1b	Page 420
“The Journey”	n/a		
“The Cyclops” from the <i>Odyssey</i>	n/a		
from <i>The Cruellest Journey: 600 Miles to Timbuktu</i>	Sentence length	L.3	Page 432
“The Real Reasons We Explore Space”	Transitions	L.3	Page 440
from <i>The Good Soldiers</i>	n/a		

Continuous Classroom Improvement Cycle Suggestions (PDSA)

YEAR-LONG GOAL EXAMPLE: By the end of the year, 100% of ELA students will demonstrate mastery of argumentative writing by earning 90% or higher on all composition pieces.

<p>Plan: The student will... (insert item from cycle list)</p>	<p>Do: Teacher will... (strategies) Students will... (strategies)</p>
<p>Act: Based on class results and plus/delta; transition to new cycle or re-teach with a new "Do" strategy.</p>	<p>Study: Collect student data and graph their results, analyze data as class, and complete a plus/delta.</p>

Formatting Cycle Suggestions	Research Skills Cycle Suggestions	Writing Cycle Suggestions	Close Reading Cycle Suggestions
<ul style="list-style-type: none"> · MLA paper format (header, title, font, spacing, margins) · awareness of various format types (MLA, APA, Chicago, etc.) · punctuating titles · in-text citation format (secondary sources, no author, etc.) · works cited entries format 	<p>Using Sources:</p> <ul style="list-style-type: none"> · plagiarism · paraphrase · summarize · evidence · cite · in-text citation · works cited · ethos/pathos/logos · fact vs. opinion <p>Finding & Evaluating sources:</p> <ul style="list-style-type: none"> · credibility · databases & Internet · evaluating arguments / pulling effective evidence 	<p>Writing Process:</p> <ul style="list-style-type: none"> · thesis statements · outlining · introductions · topic sentences · conclusions · analysis v. summary · fallacies · elaboration techniques · academic voice/formal tone · point of view · writing about literature in present tense <p>Integrating sources:</p> <ul style="list-style-type: none"> · 4 methods of quotation · signal phrases · establishing ethos for sources · block quotes 	<p>Skills:</p> <ul style="list-style-type: none"> · annotating sources · passage division · deleting extra info · number the paragraphs · chunk the text · writing in margins (left = understanding the text; right = teacher-directed analysis) · key ideas · making inferences · finding evidence to support inferences · unfamiliar terms · finding links between ideas · connect to other texts · reactions to text <p>Close Reading Types:</p> <ul style="list-style-type: none"> · TAG · SOAPStone · SQ3R · TPCASTT · PAPA

Sample Assessments

Formatting Cycle Suggestions:

- Format this sample using MLA format.
- Write a sentence where you properly format a title.
- Using sources provided (or found by the student), create a works cited entry.

Research Skills Cycle Suggestions:

- Use Teacher Resource>Writing and Research in a Digital Age (Presentations provided with worksheets).
- After reading an article, write a paragraph arguing _____ (given topic) _____. Choose two good pieces of evidence and integrate them seamlessly and cite properly.
- After reading an article, write a paragraph arguing _____ (given topic) _____. Choose one example of logos and one example of pathos to argue your point. Integrate the sources seamlessly and cite properly.
- Find a credible source on _____ (given topic) _____. Evaluate student-provided source for credibility.
- Using the given sample, write a paraphrase (or summary).
- Use teacher provided sources to make an argument about _____ (given topic) _____. Please provide proper format.

Writing Cycle Suggestions:

- Use Teacher Resource>Interactive Writing Lessons>Writing Arguments (8 activities).
- Write a paragraph supporting the argument for or against _____ (given topic) _____.
- Identify the fallacies in the following passage.
- Write a sample thesis statement for a given essay.
- Use teacher provided sources to make an argument about _____ (given topic) _____. Please provide proper format.
- From an article, write a sentence that supports _____ (given topic) _____. Use one of the four methods of quoting.
- Include a properly introduced quotation into a paragraph.

Close Reading Cycle Suggestions:

- Annotate the following passage using the given technique.
- Remove the extraneous information from the sample.
- Divide text logically based upon content and explain your reasoning.
- Identify the main idea of the passage and justify your answer with evidence from the text.
- Identify the intended audience of a text.
- Make supported and unsupported inferences about a text.

6TH GRADE-12TH GRADE ANCHOR STANDARDS
ARIZONA READING STANDARDS – LITERATURE AND INFORMATIONAL TEXT

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

ARIZONA WRITING STANDARDS

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

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.

ARIZONA SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

ARIZONA LANGUAGE STANDARDS

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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.

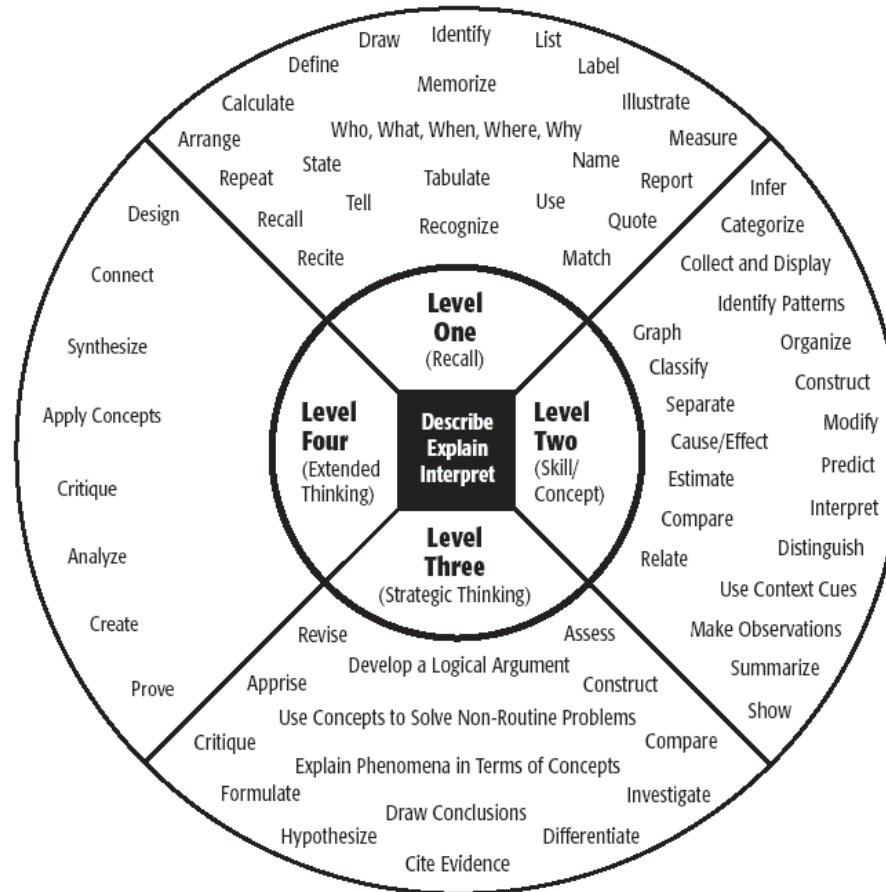
Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

Depth of Knowledge (DOK)

Dr. Norman Webb's Depth of Knowledge (DOK) measures the degree to which the knowledge elicited from students on assessments is as complex as what students are expected to know and do as stated in the Common Core Standards. It accomplishes a cognitive process going across four levels of depth of knowledge:

- DOK 1 (recall): the most basic skills of definition
- DOK 2 (skill concept): using the information or conceptual knowledge
- DOK 3 (strategic thinking): reasoning or developing a plan; the task may have more than one answer
- DOK 4 (extended thinking): requires an investigation, collection of data, and analysis of results; requires time to think and process



EXPANDED SCORING RUBRIC FOR ANALYTIC AND NARRATIVE WRITING

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p>Reading Comprehension of Key Ideas and Details</p> <p>*Notes The type of textual evidence required is grade and prompt specific and included in the scoring guide.</p>	The student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text(s).	The student response provides an accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing extensive comprehension of ideas expressed in the text(s).	The student response provides a mostly accurate analysis of what the text says explicitly or inferentially and cited textual evidence, shows a basic comprehension of ideas expressed in the text(s).	The student response provides a minimally accurate analysis of what the text says and cited textual evidence, shows limited comprehension of ideas expressed in the text(s).	The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).
<p>Writing Written Expression Development of Ideas</p>	The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.	The student response addresses the prompt and provides effective development of the claim, topic and/or narrative elements by using clear reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task, purpose, and audience.	The student response addresses the prompt and provides some development of the claim, topic and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development is somewhat appropriate to the task, purpose, and audience.	The student response addresses the prompt and develops the claim, topic and/or narrative elements minimally by using limited reasoning, details, text-based evidence and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.	The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.
<p>Writing Written Expression Organization</p>	The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer's progression of ideas.	The student response demonstrates a great deal of coherence, clarity, and cohesion, and includes an introduction, conclusion, and a logical progression of ideas, making it fairly easy to follow the writer's progression of ideas.	The student response demonstrates some coherence, clarity, and/or cohesion, and includes an introduction, conclusion, and logically grouped ideas, making the writer's progression of ideas usually discernible but not obvious.	The student response demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear.	The student response demonstrates a lack of coherence, clarity and cohesion.
<p>Writing Written Expression Clarity of Language</p>	The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain specific vocabulary.	The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses mostly precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone, and/or domain-specific vocabulary.	The student response establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline. The response uses some precise language, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone and/or domain specific vocabulary.	The student response has style that has limited effectiveness, with limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking or transitional words, words to indicate tone, or domain-specific vocabulary.	The student response has an inappropriate style. The student writing shows little to no awareness of the norms of the discipline. The response includes little to no precise language.
<p>Writing Knowledge of Language and Conventions</p>	The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.	The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding.	The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding.

District Rubric Conversion Charts Grades 6-12

Research and Literary Analysis Conversion Chart

Point Totals	5 Criteria Percentage
20	96-100%
19	95%
18	90%
17	86%
16	83%
15	80%
14	77%
13	74%
12	71%
11	68%
10	65%
9	62%
8	59%
7	56%
6	53%
5	50%

Narrative Task Conversion Chart

Point Totals	4 Criteria Percentage
16	96-100%
15	93%
14	87%
13	83%
12	79%
11	75%
10	71%
9	67%
8	63%
7	59%
6	55%
5	51%
4	47%

This Conversion Chart has a heavy curve. To prevent a negative impact on student scores, the top tier of scores is calculated by direct math and the lower two-thirds of the scores are calculated with the curve. Please note: If student receives a perfect rubric score of 20 or 16 respectively, it is up to teacher discretion to assign the grade between 96% and 100%.

Use this chart to help guide you while teaching the argumentative unit and preparing students for the argumentative assessment.

Arizona CCR Standards for Argumentative Reading and Writing Assessment	
<p>RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.2 Determine a 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.</p> <p>RI.4 Determine the meaning of words and phrases as they are used in the text, including figurative language, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RI.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.</p> <p>RI.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.</p> <p>RI.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.</p> <p>W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	
Need to Know Vocabulary	Writer’s Checklist
Claim Evidence Analysis Point of view Attention getter Thesis statement Supporting details Conclusion Transitions Formal, academic tone Multi paragraph Position Counterclaim Author’s purpose Central idea	<ul style="list-style-type: none"> • Avoid using 1st and 2nd person point of view (no I, you) • Write with a formal academic tone • Include an effective attention getter (hook), thesis statement, supporting details, and conclusion • Acknowledge counterclaim (opposing side) • Cite specific information (evidence) from the article(s) • Include the title and author of the article(s) • Maintain a balance of evidence and analysis • Use transitions effectively

Context clues	
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Logos

Ethos

Pathos

Use this chart to help guide you while teaching the literary analysis unit and preparing students for the literary analysis assessment.

Arizona CCR Standards for Literary Analysis Reading and Writing Assessment	
<p>RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.2 Determine a 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.</p> <p>RL.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative language, connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it create such effects as mystery, tension or surprise.</p> <p>W.2 Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
Need to Know Vocabulary	Writer’s Checklist
Simile Onomatopoeia Oxymoron Personification Point of view Denotation Connotation Inference Characterization Attention getter Thesis statement Supporting details Conclusion Figurative language Multi paragraph Internal monologue Theme	<ul style="list-style-type: none"> • Avoid using 1st and 2nd person point of view (no I, you) • Write with a formal academic tone • Include an effective attention getter (hook), thesis statement, supporting details, and conclusion • Analyze the use of figurative language and literary devices (such as personification, simile, imagery, etc.) • Use descriptive words and sensory language (vivid pictures) • Cite specific information (evidence) from the articles • Include the title and author of the articles • Maintain a balance of evidence and analysis • Use transitions effectively

ELA09-DV Narrative Reading and Writing Assessment

Arizona College and Career Ready Standards and Need to Know Vocabulary

Use this chart to help guide you while teaching the narrative unit and preparing students for the narrative assessment.

Arizona CCR Standards for Narrative Reading and Writing Assessment	
<p>RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.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.</p> <p>RL.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative language and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it creates such effects as mystery, tension or surprise.</p> <p>W.3 Write narrative to develop real or imagined experiences or events using effect technique, well-chosen details, and well-structured event sequences.</p>	
Need to Know Vocabulary	Writer’s Checklist
<p>Hyperbole</p> <p>Symbolism</p> <p>Author’s Purpose</p> <p>Personification</p> <p>Point of View</p> <p>Central Idea</p> <p>Historical Context</p> <p>Inference</p> <p>Theme</p> <p>Simile</p> <p>Narrator</p> <p>Author’s Choice</p> <p>Character</p> <p>Transitions</p> <p>Sequences</p>	<ul style="list-style-type: none"> • Identify a problem, situation, or observation. • Establish a clear point of view • Use details to describe interesting characters • Use transitions • Use effective sequencing (clear beginning, middle, end) • Use descriptive words and sensory language (vivid pictures) • Include dialogue • Incorporate details that add interest to your personal narrative

Sensory Language Dialogue	
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