



WCSD
High School
English Language Arts (ELA)
Curriculum Framework

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At-A-Glance: WCSD High School English (ELA) Scope & Sequence

Quarter 1: Informational/Explanatory				
	9 th Grade	10 th Grade	11 th Grade`	12 th Grade
Instructional Materials	HMH Unit 3: Crime Scenes -OR- HMH Unit 6: Epic Journeys	HMH Unit 2: The Power of Perception	HMH Unit 1: Foundations and Early Encounters -OR- HMH Unit 3 The Individual and Society	HMH Unit 4: Emotion and Experimentation
Learning Outcomes	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify an author’s point of view by determining how the author uses rhetoric.</p> <p>Writing: I can write a claim and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speaking and Listening: I can participate in a variety of discussions, building on others' ideas, while expressing my ideas clearly and convincingly.</p>	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify an author’s point of view by determining how the author uses rhetoric.</p> <p>Writing: I can use writing to inform my audience and convey complex ideas, concepts, and information.</p> <p>Speak & Listening: I can integrate credible and valid information into a multimedia presentation.</p>	<p>Reading: I can analyze an author’s craft and structure. I can analyze how a particular point of view or cultural experience is reflected in a source. I can analyze and evaluate multiple interpretations of a source.</p> <p>Writing: I can use writing to inform my audience and convey complex ideas, concepts, and information.</p> <p>Optional Speaking: I can engage effectively in a range of speaking tasks (one-on-one, in groups, and teacher-led). I can formulate and ask questions to enhance a discussion. I can integrate multimedia and other visuals as appropriate or required to engage my audience, strengthen my arguments, and enhance my communication.</p> <p>Listening: I can interpret new information expressed by others and explain how this information has changed, reinforced, or challenged my thinking.</p>	<p>Reading: I can analyze an author’s craft and structure. I can analyze how a particular point of view or cultural experience is reflected in a source. I can analyze and evaluate multiple interpretations of a source.</p> <p>Writing: I can use writing to inform my audience and convey complex ideas, concepts, and information.</p>
District-Wide Common Writing Task	<p>HMH Unit 3 Writing Task: Write an Informative Essay Using ideas, information, and examples from multiple texts in this unit, write an informative essay that examines the impact and effects of crime.</p> <p>HMH Unit 6 Writing Task: Write an Expository Essay Using ideas, information, and examples from the texts in this unit, write an expository essay that answers the Essential Question— what drives people to take on a challenge.</p>	<p>HMH Unit 2 Writing Task: Write an Explanation Using ideas, information, and examples from multiple texts in this unit, write an explanation that reflects on the variety of different points of view on a particular issue or problem.</p>	<p>HMH Unit 1 Writing Task: Write an Informative Essay Using ideas, information, or examples from selections in this unit, write an informative essay for your school newspaper in which you examine what it means to be a stranger in a strange land. (Rubric)</p> <p>HMH Unit 3 Writing Task: Write an Explanatory Essay Using ideas, information, or examples from texts in this unit, write an explanatory essay for your school newspaper that explains how the way we interact socially affects individuals and groups</p>	<p>HMH Unit 4 Writing Task: Write an Explanatory Essay Using information from texts in this unit, write an explanatory essay for your school newspaper about the relationship between humans and nature.</p>

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Quarter 2: Narrative				
	9 th Grade	10 th Grade	11 th Grade`	12 th Grade
Instructional Materials	HMH Unit 2: Breaking Through Barriers	HMH Unit 6: Our Place in Nature	HMH Unit 5: America Transformed -OR- Unit 6: Modern and Contemporary Voices	HMH Unit 1: Origin of a Nation -OR- Unit 3: Tradition and Reason
Learning Outcomes	<p>Reading: I can analyze how characters develop over time in a story. I can identify figurative language in a text and determine how words have an impact on mood and tone. I can analyze how an author uses structure to enhance their story.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p>	<p>Reading: I can analyze how characters develop over time in a story. I can identify figurative language in a text and determine how words have an impact on mood and tone. I can analyze how an author uses structure to enhance their story.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p> <p>Speak & Listening: I can evaluate and incorporate multiple sources of accurate and credible information to enhance my audiences understanding of my story.</p>	<p>Reading: I can identify and explain how an author's choice of setting and order of events work to affect the story or drama. I can identify and explain how the author's choices about character development work to affect the story and drama.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p>	<p>Reading: I can identify and explain how an author's choice of setting and order of events work to affect the story or drama. I can identify and explain how the author's choices about character development work to affect the story and drama.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p> <p>Speak & Listening: Unit 1: I can use digital media to present information to make it understandable and engaging. Unit 3: I can adapt the way I speak to a variety of situations and purposes, using correct English when needed.</p>
District-Wide Common Writing Task	<p>HMH Writing Task: Write a Narrative Using ideas, information, and examples from multiple texts in this unit, write a personal narrative about how differences between people can be opportunities rather than obstacles.</p>	<p>HMH Unit 6 Writing Task: Using ideas, information, and examples from multiple texts in this unit, write a short story in which the main character faces a struggle involving nature in some way.</p>	<p>HMH Unit 5 Writing Task: Write a Short Story Using ideas, information, and examples from multiple texts in this unit, write a short story for a website of teen fiction. Explore how much individuals have control over their lives.</p> <p>HMH Unit 6 Writing Task: Write a Personal Narrative Write a personal narrative for your school anthology. Describe an experience that shaped your identity.</p>	<p>HMH Unit 1 Writing Task: Write a short story about a hero from the past or in your own world. Draw inspiration from the poems and stories in this unit about heroic characters, such as Beowulf and King Arthur.</p> <p>HMH Unit 3 Writing Task: Write a personal narrative about an important or unusual experience, connecting the story to an idea or belief that will make it more meaningful for readers.</p>

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Quarter 3: Argument				
	9 th Grade	10 th Grade	11 th Grade`	12 th Grade
Instructional Materials	HMH Unit 1: Against All Odds	HMH Unit 1: Conflict and Connection -OR- HMH Unit 3: Hard-Won Liberty	HMH Unit 4: The Quest for Freedom	HMH Unit 6: New Ideas, New Voices
Learning Outcomes	<p>Reading: I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>	<p>Reading: I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Unit 3- Speaking and Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>	<p>Reading: I can identify the author's use of literary and stylistic techniques that effectively represent his/her point of view. I can explain how the author's style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can effectively address opposing perspectives. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>	<p>Reading: I can bring together a variety of sources of information, such as texts, media, or other formats, to address a question or solve a problem.</p> <p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can effectively address opposing perspectives. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>
District-Wide Common Writing Task	<p>HMH Unit 1 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argument that would serve as a newspaper editorial opinion stating your position on the question "Does survival require selfishness?"</p>	<p>HMH Unit 1 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for your school newspaper. Your essay should state a difference between people that can cause conflict but that can also be bridged. In your essay, explore two possible ways to bridge the conflict, and then advocate for the solution you think is best. (Rubric)</p> <p>HMH Unit 3 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay to present to your classmates that discusses a freedom that is important in your life and what can be done to protect this freedom.</p>	<p>HMH Unit 4 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argument for publication on your school website. Identify a current barrier to self-determination. Then, specify a solution to the problem so that self-determination is possible for more members of society.</p>	<p>HMH Unit 6 Writing Task: Write an Argument Think about the selections in this unit that address problems in British society. Then, write an argumentative essay about a social or political issue that affects your community, such as homelessness, school choice, or the environment.</p>

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Quarter 4: Synthesis/Research				
	9 th Grade	10 th Grade	11 th Grade`	12 th Grade
Instructional Materials	HMH Unit 5: Can each of us find freedom?	HMH Unit 5: Forces of Change	HMH Unit 2: Building a Democracy	HMH Unit 5: An Era of Rapid Change -OR- HMH Unit 2: A Celebration of Human Achievement
Learning Outcomes	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can narrow or broaden my research when appropriate. I can combine multiple sources to demonstrate my understanding of the subject.</p>	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can narrow or broaden my research when appropriate. I can combine multiple sources to demonstrate my understanding of the subject.</p> <p>Speak & Listening: I can evaluate and incorporate multiple sources of accurate and credible information to make informed decisions and solve problems. I can present a clear and distinct perspective, sharing information from my research findings.</p>	<p>Reading: I can identify and explain the themes, purposes, literary and stylistic techniques used in foundational U.S. documents.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can narrow or broaden my research when appropriate. I can combine multiple sources to demonstrate my understanding of the subject.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can effectively address opposing perspectives. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>	<p>Reading: I can bring together a variety of sources of information, such as texts, media, or other formats, to address a question or solve a problem.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can develop and strengthen my writing by planning, revising, editing, and rewriting.</p> <p>Speak & Listening: Unit 5: I can evaluate and incorporate multiple sources of accurate and credible information to make informed decisions and solve problems. I can present a clear and distinct perspective, sharing information from my research findings</p>
District-Wide Common Writing Task	<p>HMH Unit 5: Write a Research Report Using ideas, information, and examples from multiple texts in this unit, write a research report about how a person or group of people overcame oppression by fighting for change.</p>	<p>HMH Unit 5 Writing Task: Write a Research Report Using ideas, information, and examples from multiple texts in this unit, write a research report to present to your classmates in which you identify a way that humans respond to major changes.</p>	<p>HMH Unit 2 Writing Task: Using information from texts in this unit and other print and digital sources, write a report for a class collection on the foundations of democracy. Explain how America’s founding documents, government structure, or fundamental principles facilitated a system of shared power and alliances</p>	<p>HMH Unit 5 Writing Task: Write a Research Report: Think about the unit texts that show the impact of technological developments on the lives of Victorians. Then consult outside sources, to write a research report about how one modern invention has changed the way people live today. (Optional) HMH Unit 2 Writing Task: Write a Literary Analysis Use what you have learned about the theme of revenge in Shakespeare’s Hamlet to write a literary analysis of a scene from the play that shows the hero struggling to overcome an internal or external conflict.</p>

At-A-Glance: WCSD 9th Grade English (ELA) Scope & Sequence

	Instructional Materials	Learning Outcomes	District-wide Common Writing Task
Quarter 1: Informational / Explanatory	HMH Unit 3: Crime Scenes -OR- HMH Unit 6: Epic Journeys	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify an author’s point of view by determining how the author uses rhetoric.</p> <p>Writing: I can write a claim and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speaking and Listening: I can participate in a variety of discussions, building on others' ideas, while expressing my ideas clearly and convincingly.</p>	<p>HMH Unit 3 Writing Task: Write an Informative Essay Using ideas, information, and examples from multiple texts in this unit, write an informative essay that examines the impact and effects of crime.</p> <p>HMH Unit 6 Writing Task: Write an Expository Essay Using ideas, information, and examples from the texts in this unit, write an expository essay that answers the Essential Question— what drives people to take on a challenge.</p>
Quarter 2: Narrative	HMH Unit 2: Breaking Through Barriers	<p>Reading: I can analyze how characters develop over time in a story. I can identify figurative language in a text and determine how words have an impact on mood and tone. I can analyze how an author uses structure to enhance their story.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p>	<p>HMH Writing Task: Write a Narrative Using ideas, information, and examples from multiple texts in this unit, write a personal narrative about how differences between people can be opportunities rather than obstacles.</p>
Quarter 3: Argument	HMH Unit 1: Against All Odds	<p>Reading: I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>	<p>HMH Unit 1 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argument that would serve as a newspaper editorial opinion stating your position on the question “Does survival require selfishness?”</p>
Quarter 4: Synthesis/Research	HMH Unit 5: Can each of us find freedom?	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can narrow or broaden my research when appropriate. I can combine multiple sources to demonstrate my understanding of the subject.</p>	<p>HMH Unit 5: Write a Research Report Using ideas, information, and examples from multiple texts in this unit, write a research report about how a person or group of people overcame oppression by fighting for change.</p>

WCSD 9th Grade English (ELA) Curriculum Framework

9 th Grade ELA Quarter 1: Informational/Explanatory	
<p>HMH Unit 3 Thematic Question: Who suffers when a crime is committed? HMH Unit 6 Thematic Question: What drives us to take on a challenge?</p>	
<p>Time Frame: 8-9 weeks</p>	
<p>Standards (NVACS)</p>	<p>Essential Standards:</p> <p>Reading: RI/RL.9.2 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. RI.9.6 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>Writing: W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.</p> <p>Speaking and Listening: SL.9.1 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.</p> <p>Language: L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Aligned Instructional Materials</p>	<p>HMH Into Literature Unit 3 OR 6 (School site will determine and should choose a minimum of TWO common texts per unit.)</p> <p>Unit 3: Crime Scenes Entwined (Short Story) by Brian Tobin 800L, Why Are We Obsessed with True Crime? (Informational Text) by Laura Hensley 1130L, from The 57 Bus (Literary Nonfiction) by Dashka Slater 700L, Gift-Wrapped Fathers (Poem) by Eduardo (Echo) Martinez N/A L, Compare Accounts: Bully (Podcast) from Radiotopia/PRX N/A L / Unsolved "Vigilante" Murder in the Heartland (News Article) by C.M. Frankie 1080L</p> <p>-OR-</p>

	<p>Unit 6: Epic Journeys from The Odyssey (Epic Poem) by Homer, Translated by Robert Fitzgerald N/A L, Archaeology's Tech Revolution (Informational Text) by Jeremy Hsu 1330L, Compare Messages Across Genres: from The Cruellest Journey: 600 Miles to Timbuktu (Travel Writing) by Kira Salak 990L / The Journey (Poem) by Mary Oliver N/A L</p>
<p>Suggested HMH Novel (Long-Read) Alignment</p>	<p>Unit 3: Crime Scenes In Cold Blood (Nonfiction) by Truman Capote 1040L, Murder on the Orient Express (Mystery) by Agatha Christie 640L, We'll Fly Away (Novel) by Brian Bliss 670L</p> <p>-OR-</p> <p>Unit 6: Epic Journeys The Thief (Novel) by Megan Whalen Turner 920L, Finding Miracles (Novel) by Julia Alvarez 770L, The Marrow Thieves (Science Fiction) by Cheri Dimaline 810L</p>
<p>Learning Outcomes</p>	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify an author's point of view by determining how the author uses rhetoric.</p> <p>Writing: I can write a claim and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speaking and Listening: I can participate in a variety of discussions, building on others' ideas, while expressing my ideas clearly and convincingly.</p>
<p>Academic Vocabulary</p>	<p>Informational writing Outline Paragraph Genre Purpose Audience Draft v Revise Research Complexity Inference Graphic Main Idea/Topic</p>

	<p>Evidence/Facts Relevant and sufficient Transitions</p>
<p>District-Wide Common Writing Task</p>	<p>HMH Unit 3 Writing Task: Write an Informative Essay Using ideas, information, and examples from multiple texts in this unit, write an informative essay that examines the impact and effects of crime.</p> <p>-OR-</p> <p>HMH Unit 6 Writing Task: Write an Expository Essay Using ideas, information, and examples from the texts in this unit, write an expository essay that answers the Essential Question—what drives people to take on a challenge.</p>
<p>Unit Reading Assessment</p>	<p>HMH assessment: Choose one section from HMH’s end of unit test for grade level PLC to complete to further PLC discussions. *School sites may choose to add additional assessment items aligned to site instructional goals.</p>
<p>Optional Unit Speaking and Listening Task</p>	<p>HMH Unit 3: Create a Podcast With a group of 3–5 classmates, plan and present a 10- to 20-minute podcast, or audio recording, in which you discuss the Essential Question: Who suffers when a crime is committed?</p> <p>-OR-</p> <p>HMH Unit 6: Participate in a Collaborative Discussion Throughout this unit, you have considered what drives—or inspires—people to take on a challenge. Now you will synthesize your ideas by participating in a collaborative discussion on the topic of how different people meet the need for challenges in life.</p>

WCSD 9th Grade English (ELA) Curriculum Framework

9 th Grade ELA Quarter 2: Narrative	
HMH Unit 2 Thematic Question: Are some differences too great to overcome?	
Time Frame: 8-9 weeks	
Standards (NVACS)	<p>Essential Standards:</p> <p>Reading:</p> <p>RL.9.3 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.</p> <p>RL.9. 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9.5 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.</p> <p>Writing:</p> <p>W 9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Language:</p> <p>L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Aligned Instructional Materials	<p>HMH Into Literature Unit 2: Breaking Through Barriers (Site should choose a minimum of TWO common texts per unit.)</p> <p>Unit 2: Breaking Through Barriers</p> <p>The Power of a Dinner Table (Editorial) by David Brooks 1010L, Unusual Normality (Personal Narrative) by Ishmael Beah 820L, Once Upon a Time (Short Story) by Nadine Gordimer 1070L, Theme for English B (Poem) by Langston Hughes N/A L, Compare Across Genres: The Vietnam Wall (Poem) by Alberto Ríos N/A L / Views of the Wall (Visual Essay) N/A L</p> <p>Compare Source and Interpretation: The Gettysburg Address (Speech) by Abraham Lincoln 1140L / from Saving Lincoln (Film Clip) N/A L</p>
Suggested HMH Novel	Unit 2: Breaking Through Barriers

<p>(Long-Read) Alignment</p>	<p>To Kill a Mockingbird (Novel) by Harper Lee 870L, Love, Hate, and Other Filters (Novel) by Samira Ahmed 660L, Code Talker (Novel) by Joseph Bruchac 910L</p> <p>*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to WCSD Supplementary Literature List.</p>
<p>Learning Outcomes</p>	<p>Reading: I can analyze how characters develop over time in a story. I can identify figurative language in a text and determine how words have an impact on mood and tone. I can analyze how an author uses structure to enhance their story. .</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p>
<p>Academic Vocabulary</p>	<p>Narrative Prewriting Draft Plot Structure: flashback, flashforward, foreshadowing, order of events, chronological Characterization (direct, indirect) Imagery Narrator (various types) Dialogue Setting Organization Reflection Resolution/Conclusion Idea generation</p>
<p>District-Wide Common Writing Task</p>	<p>HMH Writing Task: Write a Narrative Using ideas, information, and examples from multiple texts in this unit, write a personal narrative about how differences between people can be opportunities rather than obstacles.</p>
<p>Unit Reading Assessment</p>	<p>HMH Assessment: Choose one section from HMH’s end of unit test for grade level PLC to complete to further PLC discussions. *School sites may choose to add additional assessment items aligned to site instructional goals.</p>
<p>Optional Unit Speaking and Listening Task</p>	<p>No HMH aligned task.</p>

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9 th Grade ELA Quarter 3: Argument	
HMH Unit 1 Thematic Question: What does it take to survive a crisis?	
Time Frame: 8-9 weeks	
Standards (NVACS)	<p>Essential Standards:</p> <p>Reading:</p> <p>RI/RL.9.1 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.9.3 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.</p> <p>Writing:</p> <p>W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Speaking and Listening:</p> <p>SL.9.4 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.</p> <p>Language:</p> <p>L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Aligned Instructional Materials	<p>HMH Into Literature Unit 1: Against All Odds (Site should choose a minimum of TWO common texts per unit.)</p> <p>Unit 1: Against All Odds <i>from A Chance in the World</i> (Literary Nonfiction) by Steve Pemberton 1070L, <i>Is Survival Selfish?</i> (Argument) by Lane Wallace 1090L, <i>The Leap</i> (Short Story) by Louise Erdrich 1070L, <i>The End and the Beginning</i> (Poem) by Wisława Szymborska N/A L, Compare Accounts: <i>from Night</i> (Memoir) by Elie Wiesel 1070L / <i>from Maus</i> (Graphic Memoir) by Art Spiegelman N/A L</p>
Suggested HMH Novel	<p>Unit 1: Against All Odds <i>Night</i> (Memoir) by Elie Wiesel 590L, <i>Enchanted Air: Two Cultures, Two Wings</i> (Memoir) by Margarita Engle 1120L, <i>Bad Boy</i> (Memoir) by Walter Dean Meyers 970L</p>

(Long-Read) Alignment	*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to WCSD Supplementary Literature List.
Learning Outcomes	<p>Reading: I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>
Academic Vocabulary	<ul style="list-style-type: none"> Persuasion Claim/Thesis Evidence Relevant Sufficient Reasoning and analysis Counterclaim counterevidence Transitions Conclusion Quote Integrate Citation Summary Paraphrase
District-Wide Common Writing Task	<p>HMH Unit 1 Writing Task: Write an Argument</p> <p>Using ideas, information, and examples from multiple texts in this unit, write an argument that would serve as a newspaper editorial opinion stating your position on the question “Does survival require selfishness?”</p>
Unit Reading Assessment	<p>HMH Assessment: Choose one section from HMH’s end of unit test for grade level PLC to complete to further PLC discussions. *School sites may choose to add additional assessment items aligned to site instructional goals.</p>
Optional Unit Speaking and Listening Task	<p>HMH Unit Task: Present and Respond to an Argument</p> <p>You have written an argument about whether survival requires that a person be selfish. Now you will prepare to deliver your argument as an oral presentation.</p>

WCSD 9th Grade English (ELA) Curriculum Framework

9 th Grade ELA Quarter 4: Synthesis/Research	
HMH Unit 5 Thematic Question: Can each of us find freedom?	
Time Frame: 8-9 weeks	
Standards (NVACS)	<p>Essential Standards:</p> <p>Reading:</p> <p>RI./RL.9.1 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.9.2, 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.</p> <p>RI/RL.9.6 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>Writing:</p> <p>W.9.7 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.</p> <p>Language:</p> <p>L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Aligned Instructional Materials	<p>Unit 5 HMH Into Literature: Can each of us find freedom? (Site should choose a minimum of TWO common texts per unit.)</p> <p>Unit 5: Can each of us find freedom?</p> <p>Harrison Bergeron (Short Story) by Kurt Vonnegut Jr. 810L, I Have a Dream (Speech) by Martin Luther King Jr. 1070L, from Interview with John Lewis (Podcast) from National Public Radio N/A L, from Hidden Figures (History Writing) by Margot Lee Shetterly 1140L, Booker T. and W.E.B. (Poem) by Dudley Randall N/A L, Compare Treatments of a Topic: from Reading Lolita in Tehran (Memoir) by Azar Nafisi 1110L / from Persepolis 2: The Story of a Return (Graphic Memoir) by Marjane Satrapi N/A L</p>
Suggested HMH Novel (Long-Read) Alignment	<p>Unit 5: Can each of us find freedom?</p> <p>Long Walk to Freedom (Memoir) by Nelson Mandela 1120L, Goodbye, Vietnam (Novel) by Gloria Whelan 810L, March (Graphic Memoir) by John Lewis N/A L</p>

	*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to WCSD Supplementary Literature List.
Learning Outcomes	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can narrow or broaden my research when appropriate. I can combine multiple sources to demonstrate my understanding of the subject.</p>
Academic Vocabulary	<p>Synthesize Topic versus Thesis/Claim Rhetorical Appeal/Audience Engagement: Credibility, expertise, experience (ethos), Clarity (logos), Beliefs/Values (pathos) Media: Audio/Visual Body Language Peer Feedback Research MLA Citations</p>
District-Wide Common Writing Task	<p>HMH Unit 5: Write a Research Report Using ideas, information, and examples from multiple texts in this unit, write a research report about how a person or group of people overcame oppression by fighting for change.</p>
Unit Reading Assessment	<p>HMH Assessment: Choose one section from HMH’s end of unit test for grade level PLC to complete to further PLC discussions.</p> <p>*School sites may choose to add additional assessment items aligned to site instructional goals.</p>
Optional Unit Speaking and Listening Task	No HMH Aligned Task

At-A-Glance: WCSD 10th Grade English (ELA) Scope & Sequence

	Instructional Materials	Learning Outcomes	District-Wide Common Writing Task
Quarter 1: Inform./	HMH Unit 2: The Power of Perception	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify an author’s point of view by determining how the author uses rhetoric.</p> <p>Writing: I can use writing to inform my audience and convey complex ideas, concepts, and information.</p> <p>Speak & Listening: I can integrate credible and valid information into a multimedia presentation.</p>	<p>HMH Unit 2 Writing Task: Write an Explanation Using ideas, information, and examples from multiple texts in this unit, write an explanation that reflects on the variety of different points of view on a particular issue or problem.</p>
Quarter 2: Narrative	HMH Unit 6: Our Place in Nature	<p>Reading: I can analyze how characters develop over time in a story. I can identify figurative language in a text and determine how words have an impact on mood and tone. I can analyze how an author uses structure to enhance their story.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p> <p>Speak & Listening: I can evaluate and incorporate multiple sources of accurate and credible information to enhance my audiences understanding of my story.</p>	<p>HMH Unit 6 Writing Task: Using ideas, information, and examples from multiple texts in this unit, write a short story in which the main character faces a struggle involving nature in some way.</p>
Quarter 3: Argument	HMH Unit 1: Conflict and Connection -OR- HMH Unit 3: Hard-Won Liberty -OR- HMH Unit 4: Reckless Ambition	<p>Reading: I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Unit 3- Speaking and Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can present organized and well- developed information that fits a variety of purposes, audiences, and tasks.</p>	<p>HMH Unit 1 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for your school newspaper. Your essay should state a difference between people that can cause conflict but that can also be bridged. In your essay, explore two possible ways to bridge the conflict, and then advocate for the solution you think is best. (Rubric)</p> <p>HMH Unit 3 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay to present to your classmates that discusses a freedom that is important in your life and what can be done to protect this freedom.</p> <p>HMH Unit 4 Writing Task: Write a Literary Analysis* Using ideas, information, and examples from multiple texts in this unit, write a literary analysis that develops a claim about how a lesson that still applies today.</p>
Quarter 4: Synthesis/Research	HMH Unit 5: Forces of Change	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can narrow or broaden my research when appropriate. I can combine multiple sources to demonstrate my understanding of the subject.</p> <p>Speak & Listening: I can evaluate and incorporate multiple sources of accurate and credible information to make informed decisions and solve problems. I can present a clear and distinct perspective, sharing information from my research findings.</p>	<p>HMH Unit 5 Writing Task: Write a Research Report Using ideas, information, and examples from multiple texts in this unit, write a research report to present to your classmates in which you identify a way that humans respond to major changes.</p>

WCSD 10th Grade English (ELA) Curriculum Framework

10th Grade ELA Quarter 1: Informational/Explanatory	
HMH Unit 2 Thematic Question: How does our point of view shape our view of the world?	
Time Frame: 8-9 weeks	
Standards (NVACS)	<p>Essential Standards:</p> <p>Reading: RI/RL.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. RI/RL.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. 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.</p> <p>Writing: W.10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Speaking and Listening: SL.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.</p> <p>Language: L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Aligned Instructional Materials	<p>HMH Into Literature Unit 2: The Power of Perception (Site should choose a minimum of TWO common texts per unit.)</p> <p>Unit 2: The Power of Perception Super Human (Short Story) by Nicola Yoon 650L, How Do You See Your Self(ie)? (Informational Text) by Sarah Mervosh 1170L, Mirror (Poem) by Sylvia Plath N/A L, The Night Face Up (Short Story) by Julio Cortázar 1160L, Compare Details: The 100-Person Planet (Infographic) N/A L / A Contribution to Statistics (Poem) by Wisława Szymborska N/A L</p>
Suggested HMH Novel	Unit 2:

(Long-Read) Alignment	<p>Women in Blue (Nonfiction) by Cheryl Mullenbach, Does My Head Look Big in This? (Novel) by Randa Abdel-Fattah 770L, All the Light We Cannot See (Novel) by Anthony Doerr 880L</p> <p>*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to WCSD Supplementary Literature List.</p>
Learning Outcomes	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify an author’s point of view by determining how the author uses rhetoric.</p> <p>Writing: I can use writing to inform my audience and convey complex ideas, concepts, and information.</p> <p>Speak & Listening: I can integrate credible and valid information into a multimedia presentation.</p>
Academic Vocabulary	<p>Informational writing Outline Paragraph Genre Purpose Audience Draft v Revise Research Complexity Inference Graphic Main Idea/Topic Evidence/Facts: Relevant and sufficient Transitions</p>
District-Wide Common Writing Task	<p>HMH Unit 2 Writing Task: Write an Explanation Using ideas, information, and examples from multiple texts in this unit, write an explanation that reflects on the variety of different points of view on a particular issue or problem.</p>
Unit Reading Assessment	<p>HMH assessment: Choose one section from HMH’s end of unit test for grade level PLC to complete to further PLC discussions.</p> <p>*School sites may choose to add additional assessment items aligned to site instructional goals.</p>
Optional Unit Speaking and Listening Task	<p>HMH Unit 2 Task: Create and present a 3– to 5– minute multimedia presentation that reflects different points of view on an issue or problem.</p>

WCSD 10th Grade English (ELA) Curriculum Framework

10 th Grade ELA Quarter 2: Narrative	
HMH Unit 2 Thematic Question: What effects do we have on nature, and how does nature affect us?	
Time Frame: 8-9 weeks	
Standards (NVACS)	<p>Essential Standards:</p> <p>Reading:</p> <p>RL.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.</p> <p>RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.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.</p> <p>Writing:</p> <p>W.10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Speaking and Listening:</p> <p>SL.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.</p> <p>Language:</p> <p>L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Aligned Instructional Materials	<p>HMH Into Literature Unit 6: Our Place in Nature (Sites should choose a minimum of TWO common texts per unit.)</p> <p>Unit 6: Our Place in Nature</p> <p>The Great Silence (Short Story) by Ted Chiang 850L, Find Your Park (Public Service Advertisement) by The National Park Service N/A L, Night Garden (Short Story) by Shruti Swamy 650L, Can Genetic Engineering Solve the Problem We Created? (Argument) by Sarah Zhang 1260L, Compare Themes: The Seventh Man (Short Story) by Haruki Murakami 890L / Carry (Poem) by Linda Hogan N/A L</p>

<p>Suggested HMH Novel (Long-Read) Alignment</p>	<p>Unit 6: Life of Pi (Novel) by Yann Martel 830L, Into the Wild (Nonfiction) by Jon Krakauer 1270L, Lab Girl (Memoir) by Hope Jahren 1240L</p> <p>*Teachers may choose to select other long reads or novels that align to theme or essential standards and adhere to WCSD Supplementary Literature List.</p>
<p>Learning Outcomes</p>	<p>Reading: I can analyze how characters develop over time in a story. I can identify figurative language in a text and determine how words have an impact on mood and tone. I can analyze how an author uses structure to enhance their story.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p> <p>Speak & Listening: I can evaluate and incorporate multiple sources of accurate and credible information to enhance my audiences understanding of my story.</p>
<p>Academic Vocabulary</p>	<p>Narrative Prewriting, Idea generation, Draft Plot Structure: flashback, flashforward, foreshadowing, order of events, chronological Characterization: direct, indirect Imagery Narrator (various types) Dialogue Setting Organization Reflection Resolution/Conclusion</p>
<p>District-Wide Common Writing Task</p>	<p>HMH Unit 6 Writing Task: Using ideas, information, and examples from multiple texts in this unit, write a short story in which the main character faces a struggle involving nature in some way.</p>
<p>Unit Reading Assessment</p>	<p>HMH assessment: Choose one section from HMH’s end of unit test for grade level PLC to complete to further PLC discussions.</p> <p>*School sites may choose to add additional assessment items aligned to site instructional goals.</p>
<p>Optional Unit Speaking and Listening Task</p>	<p>HMH Unit 6Task: Using their story that illustrates a conflict involving nature. Students will share ideas with a whole new audience by adapting it into a podcast. They will also listen to the podcasts created by classmates, ask questions to better understand goals, and help them improve their audio stories.</p>

WCSD 10th Grade English (ELA) Curriculum Framework

10 th Grade ELA Quarter 3: Argument	
<p>HMH Unit 1 Thematic Question: What differences can't be bridged?</p> <p>HMH Unit 3 Thematic Question: How can we escape what oppresses us?</p> <p>HMH Unit 4 Thematic Question (literary analysis): When is ambition dangerous?</p>	
<p>Time Frame: 8-9 weeks</p>	
<p>Standards (NVACS)</p>	<p>Essential Standards:</p> <p>Reading:</p> <p>RI/RL.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.</p> <p>RI.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.</p> <p>Writing:</p> <p>W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Speaking and Listening (Unit 3):</p> <p>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.</p> <p>Language:</p> <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>Aligned Instructional Materials</p>	<p>HMH Into Literature Unit 1 OR 3 OR 4 (School site will determine and should choose a minimum of TWO common texts per unit.)</p> <p>Unit 1: Conflict and Connection</p> <p>The Book of the Dead (Short Story) by Edwidge Danticat 920L, By Any Other Name (Memoir) by Santha Rama Rau 1120L, Without Title (Poem) by Diane Glancy N/A L, What, of This Goldfish, Would You Wish? (Short Story) by Etgar Keret 1110L, Compare Arguments: from Texas v. Johnson (Court Opinions) by William J. Brennan and William Rehnquist 1110L/1300L / American Flag Stands for Tolerance (Editorial) by Ronald J. Allen 1130L</p>

	<p>-OR-</p> <p>Unit 3: Hard-Won Liberty Letter from Birmingham Jail (Argument) by Martin Luther King Jr. 1160L, The American Embassy (Short Story) by Chimamanda Ngozi Adichie 1020L, The Hawk Can Soar (Memoir) by Randi Davenport 790L, from The Four Freedoms (Speech) by Franklin D. Roosevelt 1220L, Compare Accounts: from Gandhi: The Rise to Fame (Documentary Film) by BBC N/A L / from Letter to Viceroy, Lord Irwin (Argument) by Mohandas K. Gandhi 1170L, Compare Source and Adaptation: from Popol Vuh (Myth) translated by Dennis Tedlock 640L / from The Hero Twins Against the Lords of Death (Graphic Novel) by Dan Jolley and David Witt N/A L / Myth-Interpretation (Poem) by Monica Moreno N/A L</p> <p>-OR-</p> <p>Unit 4: Reckless Ambition (*Note that this is a literary analysis unit and task.) The Tragedy of Macbeth (Drama) by William Shakespeare N/A L, from Macbeth (Film) by Rupert Goold N/A L, Compare Across Genres: from Manga Shakespeare: Macbeth (Graphic Novel) by Robert Deas and Richard Appignanesi N/A L / Shakespeare and Samurai (and Robot Ninjas?) (Book Review) by Caitlin Perry 1480L</p>
<p>Suggested HMH Novel (Long-Read) Alignment</p>	<p>Unit 1: Lord of the Flies (Novel) by William Golding 770L, The Poet X (Novel in Verse) by Elizabeth Acevedo 800L (NOTE: The Kite Runner (Novel) by Khaled Hosseini 840L is NOT currently approved for 10th Grade)</p> <p>-OR-</p> <p>Unit 3: Unbroken (Nonfiction) by Laura Hillenbrand 1010L, Five Feet Apart (Novel) by Rachael Lippincott 780L, The Underground Railroad (Novel) by Colson Whitehead 890L</p> <p>-OR-</p> <p>Unit 4 (Literary Analysis): Macbeth (Graphic Novel) by Gareth Hinds N/A L, Never Let Me Go (Novel) by Kazuo Ishiguro 970L, Animal Farm (Novel) by George Orwell 1170L</p> <p>*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to WCSD Supplementary Literature List.</p>
<p>Learning Outcomes</p>	<p>Reading: I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p>

	<p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Unit 3- Speaking and Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>
<p>Academic Vocabulary</p>	<p>Persuasion Claim/Thesis Evidence: Relevant, Sufficient Reasoning and analysis Counterclaim counterevidence Transitions Conclusion Quote Integrate Citation Summary Paraphrase</p>
<p>District-Wide Common Writing Task</p>	<p>HMH Unit 1 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay for your school newspaper. Your essay should state a difference between people that can cause conflict but that can also be bridged. In your essay, explore two possible ways to bridge the conflict, and then advocate for the solution you think is best.</p> <p>-OR-</p> <p>HMH Unit 3 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argumentative essay to present to your classmates that discusses a freedom that is important in your life and what can be done to protect this freedom.</p> <p>-OR-</p> <p>HMH Unit 4 Writing Task: Write a Literary Analysis* Using ideas, information, and examples from multiple texts in this unit, write a literary analysis that develops a claim about how a lesson that still applies today.</p>
<p>Unit Reading Assessment</p>	<p>HMH assessment: Choose one section from HMH’s end of unit test for grade level PLC to complete to further PLC discussions.</p>

	*School sites may choose to add additional assessment items aligned to site instructional goals.
Optional Unit Speaking and Listening Task	HMH Unit 3 Deliver an Argument: Now you will deliver your argument about a type of freedom that is important to you as a 5-minute speech to your class. You may include visual aids, such as a poster or a multimedia presentation, to help make your argument convincing.

WCSD 10th Grade English (ELA) Curriculum Framework

10th Grade ELA Quarter 4: Synthesis/Research	
HMH Unit 5 Thematic Question: How does change affect us?	
Time Frame: 8-9 weeks	
Standards (NVACS)	<p>Essential Standards:</p> <p>Reading:</p> <p>RI./RL.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.</p> <p>RI.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.</p> <p>RI/RL.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>Writing:</p> <p>W.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.</p> <p>Speaking and Listening:</p> <p>SL.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 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.</p> <p>Language:</p> <p>L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
Aligned Instructional Materials	<p>Unit 5 HMH Into Literature: Forces of Change (Sites should choose a minimum of TWO common texts per unit.)</p> <p>Unit 5: Forces of Change</p> <p>A Sound of Thunder (Short Story) by Ray Bradbury 710L, The Bombing of Black Wall Street (Feature Article) by Allison Keyes 1140L, from The Fever: Malaria and Humankind (Science Writing) by Sonia Shah 1150L, The War Works Hard (Poem) Dunya</p>

	Mikhail N/A L, Compare Themes Across Genres: from Rivers and Tides (Documentary Film) by Thomas Riedelsheimer N/A L / Sonnets to Orpheus, Part Two, XII (Poem) by Rainer Maria Rilke N/A L
Suggested HMH Novel (Long-Read) Alignment	<p>Unit 5: A Raisin in the Sun (Drama) by Lorraine Hansberry N/A L, When Breath Becomes Air (Memoir) by Paul Kalanithi, The Metamorphosis (Graphic Novel) by Peter Kuper and Franz Kafka 670L</p> <p>*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to WCSD Supplementary Literature List.</p>
Learning Outcomes	<p>Reading: I can identify the central themes or ideas in a text and how it is developed by specific details in the text. I can identify and explain how textual evidence supports what the author states directly and what he/she implies. I can determine if there is sufficient evidence to support what the text says.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can narrow or broaden my research when appropriate. I can combine multiple sources to demonstrate my understanding of the subject.</p> <p>Speak & Listening: I can evaluate and incorporate multiple sources of accurate and credible information to make informed decisions and solve problems. I can present a clear and distinct perspective, sharing information from my research findings.</p>
Academic Vocabulary	<p>Synthesize, Topic versus Thesis/Claim Rhetorical Appeal/Audience Engagement: Credibility, expertise, experience (ethos), Clarity (logos), Beliefs/Values (pathos) Media: Audio/Visual Body Language Peer Feedback Research MLA Citations</p>
District-Wide Common Writing Task	<p>HMH Unit 5 Writing Task: Write a Research Report Using ideas, information, and examples from multiple texts in this unit, write a research report to present to your classmates in which you identify a way that humans respond to major changes.</p>
Unit Reading Assessment	<p>HMH Assessment: Choose one section from HMH’s end of unit test for grade level PLC to complete to further PLC discussions.</p> <p>*School sites may choose to add additional assessment items aligned to site instructional goals.</p>

Optional Unit Speaking and Listening Task	HMH Unit Task: Deliver a Multimedia Presentation based on your research report using multiple sources. (Rubric)
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At-A-Glance: WCSD 11th Grade English (ELA) Scope & Sequence

	Instructional Materials	Learning Outcomes	District-wide Common Writing Task
Quarter 1: Informational/Explanatory	<p>HMH Unit 1: Foundations and Early Encounters</p> <p>-OR-</p> <p>HMH Unit 3 The Individual and Society</p>	<p>Reading: I can analyze an author’s craft and structure. I can analyze how a particular point of view or cultural experience is reflected in a source. I can analyze and evaluate multiple interpretations of a source.</p> <p>Writing: I can use writing to inform my audience and convey complex ideas, concepts, and information.</p> <p>Optional Speaking: I can engage effectively in a range of speaking tasks (one-on-one, in groups, and teacher-led). I can formulate and ask questions to enhance a discussion. I can integrate multimedia and other visuals as appropriate or required to engage my audience, strengthen my arguments, and enhance my communication.</p> <p>Listening: I can interpret new information expressed by others and explain how this information has changed, reinforced, or challenged my thinking.</p>	<p>HMH Unit 1 Writing Task: Write an Informative Essay Using ideas, information, or examples from selections in this unit, write an informative essay for your school newspaper in which you examine what it means to be a stranger in a strange land.</p> <p>HMH Unit 3 Writing Task: Write an Explanatory Essay Using ideas, information, or examples from texts in this unit, write an explanatory essay for your school newspaper that explains how the way we interact socially affects individuals and groups</p>
Quarter 2: Narrative	<p>HMH Unit 5: America Transformed</p> <p>-OR-</p> <p>Unit 6: Modern and Contemporary Voices</p>	<p>Reading: I can identify and explain how an author's choice of setting and order of events work to affect the story or drama. I can identify and explain how the author's choices about character development work to affect the story and drama.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p>	<p>HMH Unit 5 Writing Task: Write a Short Story Using ideas, information, and examples from multiple texts in this unit, write a short story for a website of teen fiction. Explore how much individuals have control over their lives.</p> <p>HMH Unit 6 Writing Task: Write a Personal Narrative Write a personal narrative for your school anthology. Describe an experience that shaped your identity.</p>
Quarter 3: Argument	HMH Unit 4: The Quest for Freedom	<p>Reading: I can identify the author's use of literary and stylistic techniques that effectively represent his/her point of view. I can explain how the author's style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can effectively address opposing perspectives. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>	<p>HMH Unit 4 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argument for publication on your school website. Identify a current barrier to self-determination. Then, specify a solution to the problem so that self-determination is possible for more members of society.</p>
Quarter 4: Synthesis/Research	HMH Unit 2: Building a Democracy	<p>Reading: I can identify and explain the themes, purposes, literary and stylistic techniques used in foundational U.S. documents.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can narrow or broaden my research when appropriate. I can combine multiple sources to demonstrate my understanding of the subject.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can effectively address opposing perspectives. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>	<p>HMH Unit 2 Writing Task: Using information from texts in this unit and other print and digital sources, write a report for a class collection on the foundations of democracy. Explain how America’s founding documents, government structure, or fundamental principles facilitated a system of shared power and alliances</p>

WCSD 11th Grade English (ELA) Curriculum Framework

11 th Grade ELA Quarter 1: Informational/Explanatory	
<p>HMH Unit 1 Thematic Questions: What connects people to certain places? What values and beliefs shape who we are? What does it mean to be a stranger in a strange land? What happens when cultures collide?</p> <p>HMH Unit 3 Thematic Questions: How can we be true to ourselves? How do we relate to the world around us? What do we secretly fear? When should we stop and reflect on our lives?</p>	
<p>Time Frame: 8-9 weeks</p>	
<p>Standards (NVACS)</p>	<p>Essential Standards:</p> <p><i>Reading:</i> RI 11.3 Analyze the impact of the author’s choices. RI 11.6 Determine an author’s point of view or purpose in a text.</p> <p><i>Writing:</i> W 11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>Speaking and Listening:</i> SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective.</p> <p><i>Language:</i> L.11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Supporting Standards: RL 11.5 Analyze how an author’s choice concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. RL 11.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understanding) RI 11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging. L11.1 Demonstrate command of the conventions of standard English grammar usage when writing or speaking. A) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. B) Resolve issues of complex or contested usage, consulting references.</p>

	SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
Aligned Instructional Materials	<p>HMH Into Literature Unit 1 OR 3 (School site will determine and should choose a minimum of TWO common texts per unit.)</p> <p>Unit 1: Foundations and Early Encounters- Comparison between multiple perspectives on the early American experience The World on the Turtle’ Back (Myth) by Iroquois storytellers 640L, Balboa (Short Story) by Sabina Murray 910L, A Desperate Trek Across America (Nonfiction Narrative) by Andrés Reséndez 1230L, New Orleans (Poem) by Joy Harjo N/A L, Synthesize Information: Coming of Age in the Dawnland (History Writing) by Charles C. Mann 1210L / from Of Plymouth Plantation (Historical Narrative) by William Bradford 1350L, Compare Poems: Here Follow Some Verses Upon the Burning of Our House, July 10th, 1666 (Poem) by Anne Bradstreet N/A L / World, in hounding me . . . (Poem) by Sor Juana Inés de la Cruz, Translation by Alan S. Trueblood N/A L</p> <p>-OR-</p> <p>Unit 3: The Individual and Society- Critical views on assimilation with emphasis on identity and cultural expectations (common text) from Song of Myself (Poem) by Walt Whitman N/A L, My Friend Walt Whitman (Essay) by Mary Oliver 1030L, Poems by Emily Dickinson N/A L, In the Season of Change (Poem) by Teresa Palomo Acosta N/A L, Funeral Speech of Pericles from History of the Peloponnesian War (Speech) by Thucydides, Translated by Benjamin Jowett 1210L, from the Apology (Argument) by Plato, translated by Benjamin Jowett 1130L, Compare Main Ideas: from Last Child in the Woods (Essay) by Richard Louv 1190L / from Walden (Essay) by Henry David Thoreau 1420L, Compare Themes: The Minister’s Black Veil (Short Story) by Nathaniel Hawthorne 1180L / The Fall of the House of Usher (Short Story) by Edgar Allan Poe 1370L</p>
Suggested HMH Novel (Long Read) Alignment	<p>Unit 1: The Namesake (Novel) by Jhumpa Lahiri 1140L, An Indigenous People’s History of the United States (Nonfiction) by Roxanne Dunbar-Ortiz 1220L, The Moor’s Account (Novel) by Laila Lalami</p> <p>-OR-</p> <p>Unit 3: Fahrenheit 451 (Novel) by Ray Bradbury 890L, X: A Novel (Novel) by Ilyasah Shabazz and Kekla Magoon 580L, A Paradise Built in Hell (Nonfiction) by Rebecca Solnit N/A L</p> <p>*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to the WCSD Supplementary Literature List.</p>
Learning Outcomes	<p>Reading: I can analyze an author’s craft and structure. I can analyze how a particular point of view or cultural experience is reflected in a source. I can analyze and evaluate multiple interpretations of a source.</p> <p>Writing: I can use writing to inform my audience and convey complex ideas, concepts, and information.</p>

	<p>Optional Speaking: I can engage effectively in a range of speaking tasks (one-on-one, in groups, and teacher-led). I can formulate and ask questions to enhance a discussion. I can integrate multimedia and other visuals as appropriate or required to engage my audience, strengthen my arguments, and enhance my communication.</p> <p>Listening: I can interpret new information expressed by others and explain how this information has changed, reinforced, or challenged my thinking.</p>
Academic Language	<p>informative explanator process time/ order/chronology proposition support sequence: problem/solution description compare/contrast cause/effect investigation inductive reasoning deductive reasoning</p>
District-Wide Common Writing Task	<p>HMH Unit 1 Writing Task: Write an Informative Essay Using ideas, information, or examples from selections in this unit, write an informative essay for your school newspaper in which you examine what it means to be a stranger in a strange land.</p> <p>-OR-</p> <p>HMH Unit 3 Writing Task: Write an Explanatory Essay Using ideas, information, or examples from texts in this unit, write an explanatory essay for your school newspaper that explains how the way we interact socially affects individuals and groups.</p>
Unit Reading Assessment	<p>HMH assessment: Choose one section from HMH’s end of unit test for grade level PLC to complete to further PLC discussions.</p> <p>*School sites may choose to add additional assessment items aligned to site instructional goals.</p>
Optional Unit Speaking and Listening Task	<p>HMH Task Unit 1: Presentation Your informative essay may explore historical figures or people starting a new life, but the topic is one that most people can relate to. Work with a group to broaden the discussion into a panel presentation. Use media for your presentation and plan to host a class discussion on the topic.</p>

WCSD 11th Grade English (ELA) Curriculum Framework

11 th Grade ELA Quarter 2: Narrative	
<p>HMH Unit 5 Thematic Question: How much do we control our lives? Why do humans cause harm? What are the consequences of change? What makes a place unique?</p> <p>HMH Unit 6 Thematic Question: How do we deal with rejection or isolation? Can anyone achieve the American Dream? When should personal integrity come before civic duty? What would we do if there were no limits?</p>	
<p>Time Frame: 8-9 weeks</p>	
<p>Standards (NVACS)</p>	<p>Essential Standards:</p> <p>Reading: RL 11.3 Analyze the impact of the author’s choices;, RL 11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.</p> <p>Writing: W 11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>Language: L.11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Supporting Standards:</p> <p>RL 11.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understanding)</p> <p>L11.1 Demonstrate command of the conventions of standard English grammar usage when writing or speaking. A) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. B) Resolve issues of complex or contested usage, consulting references.</p>
<p>Aligned Instructional Materials</p>	<p>HMH Into Literature Unit 5 OR 6 (School site will determine and should choose a minimum of TWO common texts per unit.)</p> <p>Unit 5: America Transformed- The human impact and responsibility on change in America To Build a Fire (Short Story) by Jack London 1180L, The Lowest Animal (Essay) by Mark Twain 1180L, The Fourth Industrial Revolution Is Here. Are You Ready? (Article) by Bernard Marr 1320L, The Story of an Hour (Short Story) by Kate Chopin 1180L, Chicago (Poem) by Carl Sandburg N/A L, Compare Genres: from The Jungle (Novel) by Upton Sinclair 1280L / Food Product Design (Investigative Journalism) by Eric Schlosser 1270L</p> <p style="text-align: center;">-OR-</p> <p>Unit 6: Modern and Contemporary Voices - The consequences of depersonalization to support nationalism without losing identity</p>

	<p>A Rose for Emily (Short Story) by William Faulkner 1100L, Mending Wall (Poem) Robert Frost N/A L, They Called Us Enemy (Graphic Memoir) by George Takei N/A L, The Crucible (Drama) by Arthur Miller N/A L, The Crucible (Audio and Production Images) N/A L, My Dungeon Shook: Letter to My Nephew (Open Letter) by James Baldwin 1020L, The Latin Deli: An Ars Poetica (Poem) by Judith Ortiz Cofer N/A L, Speech on the Vietnam War, 1967 (Speech) by Martin Luther King, Jr. 1240L, Ambush (Short Story) by Tim O’Brien 930L, The Universe as Primal Scream (Poem) by Tracy K. Smith N/A L, First Verse (Poem) by Tim Seibles N/A, Compare Ideas Across Genres: How It Feels to Be Colored Me (Essay) by Zora Neale Hurston 930L / from The Warmth of Other Suns (History Writing) by Isabel Wilkerson 1240L</p>
<p>Suggested HMH Novel (Long-Read) Alignment</p>	<p>Unit 5: The Great Gatsby (Novel) by F. Scott Fitzgerald 1010L, Escape to Gold Mountain: A Graphic History of the Chinese in North America (Graphic Novel) by David H.T. Wong N/A L, How the García Girls Lost Their Accents (Novel) by Julia Alvarez 950L</p> <p>-OR-</p> <p>Unit 6: One Hundred Years of Solitude (Novel) by Gabriel García Márquez 1410L, They Called Us Enemy (Graphic Memoir) by George Takei N/A L, The Things They Carried (Fiction) by Tim O’Brien 880L</p> <p>*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to WCSD Supplementary Literature List.</p>
<p>Learning Outcomes</p>	<p>Reading: I can identify and explain how an author's choice of setting and order of events work to affect the story or drama. I can identify and explain how the author's choices about character development work to affect the story and drama.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p>
<p>Academic Vocabulary</p>	<p>imagery sensory details plot event sequences: foreshadowing, theme, motif, cliffhanger, flashback, epiphany narration point of view: 1st person, 3rd person limited, 3rd person objective, unreliable narrator narrative structure: setting, conflict (internal/external), exposition/introduction, rising action, climax, falling action, resolution author’s Intention: persuade, entertain, inform; reader response, genres</p>
<p>District-Wide Common Writing Task</p>	<p>HMH Unit 5 Writing Task: Write a Short Story Using ideas, information, and examples from multiple texts in this unit, write a short story for a website of teen fiction. Explore how much individuals have control over their lives.</p> <p>-OR-</p> <p>HMH Unit 6 Writing Task: Write a Personal Narrative</p>

	Write a personal narrative for your school anthology. Describe an experience that shaped your identity.
Unit Reading Assessment	HMH Assessment: Choose one section from HMH's end of unit test for grade level PLC to complete to further PLC discussions. *School sites may choose to add additional assessment items aligned to site instructional goals.
Optional Unit Speaking and Listening Task	No identified task.

WCSD 11th Grade English (ELA) Curriculum Framework

11th Grade ELA Quarter 3: Argument	
HMH Unit 4 Thematic Question: When is self-determination possible? What causes divisions between people? How do we respond to defeat? What is the price of progress?	
Time Frame: 8-9 weeks	
Standards (NVACS)	<p>Essential Standards:</p> <p>Reading: RI11.6 Determine an author’s point of view or purpose in a text.</p> <p>Writing: W11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Language: L.11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Speaking and Listening: 11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective.</p> <p>Supporting Standards: W 11.5 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. RI & RL 11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. L11.1 Demonstrate command of the conventions of standard English grammar usage when writing or speaking. A) Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. B) Resolve issues of complex or contested usage, consulting references. SL.11.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
Aligned Instructional Materials	<p>HMH Into Literature Unit 4. (Site should choose a minimum of TWO common texts per unit.)</p> <p>Unit 4: The Quest for Freedom - Reflecting on the world around us. Second Inaugural Address (Speech) by Abraham Lincoln 1120L, To My Old Master (Letter) by Jourdon Anderson 1190L, Aftermath of the Civil War (Diary) by Mary Boykin Chesnut, (Infographic) by the Gilder Lehrman Institute of American History, (Photography) by Andrew J. Russell 830L, An Occurrence at Owl Creek Bridge (Short Story) by Ambrose Bierce 990L , Building the</p>

	<p>Transcontinental Railroad (History Writing) by Iris Chang 1250L, Compare Arguments: Declaration of Sentiments (Argument) by Elizabeth Cady Stanton 1370L / Speech to the American Equal Rights Association (Argument) by Sojourner Truth 620L, Compare Structures: Runagate Runagate (Poem) by Robert Hayden N/A L / from Incidents in the Life of a Slave Girl (Autobiography) by Harriet Jacobs 780L</p>
<p>Suggested HMH Novel (Long-Read) Alignment</p>	<p>Unit 4: Their Eyes Were Watching God (Novel) by Zora Neale Hurston 890L, Born a Crime (Autobiography) by Trevor Noah 780L, Homegoing (Novel) by Yaa Gyasi 910L</p> <p>*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to WCSD Supplementary Literature List.</p>
<p>Learning Outcomes</p>	<p>Reading: I can identify the author's use of literary and stylistic techniques that effectively represent his/her point of view. I can explain how the author's style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can effectively address opposing perspectives. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>
<p>Academic Vocabulary</p>	<p>claim counter-claim textual evidence anecdotal evidence reasoning: inductive and deductive perspective purpose audience transitions explanatory texts: problem/solution, compare/contrast, cause and effect, time connectives, episodic, semantic, procedural</p>
<p>District-Wide Common Writing Task</p>	<p>HMH Unit 4 Writing Task: Write an Argument Using ideas, information, and examples from multiple texts in this unit, write an argument for publication on your school website. Identify a current barrier to self-determination. Then, specify a solution to the problem so that self-determination is possible for more members of society.</p>
<p>Unit Reading Assessment</p>	<p>HMH Assessment: Choose one section from HMH's end of unit test for grade level PLC to complete to further PLC discussions.</p> <p>*School sites may choose to add additional assessment items aligned to site instructional goals.</p>

**Optional Unit
Speaking and
Listening Task**

HMH Unit 4 Task: Prepare a Debate:

Now that you have supported your claim with strong reasons and evidence, it's time to persuade others to agree with you. Adapt your argument for a debate.

WCSD 11th Grade English (ELA) Curriculum Framework

11th Grade ELA Quarter 4: Synthesis/Research	
HMH Unit 2 Thematic Question: What does oppression look like? How do we gain our freedom? How can we share power and build alliances? How do we reach our goals?	
Time Frame: 8-9 weeks	
Standards (NVACS)	<p>Essential Standards:</p> <p>Reading: RI 11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>Writing: W 11.7 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.</p> <p>Language: L.11.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Speaking and Listening: 11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective.</p> <p>Supporting Standards: W 11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. RI 11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. SL.11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>

<p>Aligned Instructional Materials</p>	<p>HMH Into Literature Unit 2. (Site should choose a minimum of TWO common texts per unit.)</p> <p>Unit 2: Building a Democracy - Examining oppression, power, and freedom. The Declaration of Independence (Public Document) by Thomas Jefferson 1270L, One Today (Poem) by Richard Blanco N/A L, American Experience: Alexander Hamilton (Video) by PBS N/A L, Thomas Jefferson: The Best of Enemies (History Writing) by Ron Chernow 1320L, A Soldier for the Crown (Short Story) by Charles Johnson 1170L, from The Autobiography (Autobiography) by Benjamin Franklin 1350L, Compare Themes: On Being Brought from Africa to America (Poem) by Phillis Wheatley N/A L / Sympathy (Poem) by Paul Laurence Dunbar N/A L, Compare Tone: from Lean In (Essay) by Sheryl Sandberg 1000L / Letter to John Adams (Letter) by Abigail Adams 1180L</p>
<p>Suggested HMH Novel (Long-Read) Alignment</p>	<p>Unit 2 1776 (Nonfiction) by David McCullough 1300L, What the Constitution Means to Me (Drama) by Heidi Schreck N/A L, For All of Us, One Today (Memoir) by Richard Blanco N/A L</p> <p>*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to WCSD Supplementary Literature List.</p>
<p>Learning Outcomes</p>	<p>Reading: I can identify and explain the themes, purposes, literary and stylistic techniques used in foundational U.S. documents.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can narrow or broaden my research when appropriate. I can combine multiple sources to demonstrate my understanding of the subject.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can effectively address opposing perspectives. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>
<p>Academic Language</p>	<p>perspective line of reasoning direct textual Evidence synthesis of information inquiry research: credible, authority, authenticity, currency, reliability, purpose, timeliness theme rhetorical analysis: task, purpose, audience</p>
<p>District-Wide Common Writing Task</p>	<p>HMH Unit 2 Writing Task: Using information from texts in this unit and other print and digital sources, write a report for a class collection on the foundations of democracy. Explain how America’s founding documents, government structure, or fundamental principles facilitated a system of shared power and alliances.</p>
<p>Unit Reading Assessment</p>	<p>HMH Assessment: Choose one section from HMH’s end of unit test for grade level PLC to complete to further PLC discussions.</p>

	*School sites may choose to add additional assessment items aligned to site instructional goals.
Optional Unit Speaking and Listening Task	HMH Unit 2 Task: Present a Research Report Your research report provides interesting information, so why keep it to yourself? Adapt your research report for a presentation so that your classmates can learn from your ideas.

At-A-Glance: WCSD 12th Grade English (ELA) Scope & Sequence

	Instructional Materials	Learning Outcomes	District-wide Common Writing Task
Quarter 1: Inform./Explanatory	<p>HMH Unit 4: Emotion and Experimentation</p>	<p>Reading: I can analyze an author’s craft and structure. I can analyze how a particular point of view or cultural experience is reflected in a source. I can analyze and evaluate multiple interpretations of a source.</p> <p>Writing: I can use writing to inform my audience and convey complex ideas, concepts, and information.</p>	<p>HMH Unit 4 Writing Task: Write an Explanatory Essay Using information from texts in this unit, write an explanatory essay for your school newspaper about the relationship between humans and nature.</p>
Quarter 2: Narrative	<p>HMH Unit 1: Origin of a Nation</p> <p>-OR-</p> <p>Unit 3: Tradition and Reason</p>	<p>Reading: I can identify and explain how an author's choice of setting and order of events work to affect the story or drama. I can identify and explain how the author's choices about character development work to affect the story and drama.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p> <p>Speak & Listening: Unit 1: I can use digital media to present information to make it understandable and engaging. Unit 3: I can adapt the way I speak to a variety of situations and purposes, using correct English when needed.</p>	<p>HMH Unit 1 Writing Task: Write a short story about a hero from the past or in your own world. Draw inspiration from the poems and stories in this unit about heroic characters, such as Beowulf and King Arthur.</p> <p>HMH Unit 3 Writing Task: Write a personal narrative about an important or unusual experience, connecting the story to an idea or belief that will make it more meaningful for readers.</p>
Quarter 3: Argument	<p>HMH Unit 6: New Ideas, New Voices</p>	<p>Reading: I can bring together a variety of sources of information, such as texts, media, or other formats, to address a question or solve a problem.</p> <p>Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text.</p> <p>Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can effectively address opposing perspectives. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.</p>	<p>HMH Unit 6 Writing Task: Write an Argument Think about the selections in this unit that address problems in British society. Then, write an argumentative essay about a social or political issue that affects your community, such as homelessness, school choice, or the environment.</p>
Quarter 4: Synthesis/Research	<p>HMH Unit 5: An Era of Rapid Change</p> <p>-OR-</p> <p>HMH Unit 2 (Literary Analysis): A Celebration of Human Achievement</p>	<p>Reading: I can bring together a variety of sources of information, such as texts, media, or other formats, to address a question or solve a problem.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can develop and strengthen my writing by planning, revising, editing, and rewriting.</p> <p>Speak & Listening: Unit 5: I can evaluate and incorporate multiple sources of accurate and credible information to make informed decisions and solve problems. I can present a clear and distinct perspective, sharing information from my research findings</p>	<p>HMH Unit 5 Writing Task: Write a Research Report: Think about the unit texts that show the impact of technological developments on the lives of Victorians. Then consult outside sources, to write a research report about how one modern invention has changed the way people live today.</p> <p>(Optional) HMH Unit 2 Writing Task: Write a Literary Analysis Use what you have learned about the theme of revenge in Shakespeare’s Hamlet to write a literary analysis of a scene from the play that shows the hero struggling to overcome an internal or external conflict.</p>

WCSD 12th Grade English (ELA) Curriculum Framework

12th Grade ELA Quarter 1: Explanatory

HMH Unit 4 Thematic Question: What can nature offer us? How do you define beauty? How can science go wrong? What stirs your imagination?

Time Frame: 8-9 weeks

**Standards
(NVACS)**

Essential Standards:

Reading:

RI 12.3 Analyze the impact of the author’s choices

RI 12.6 Determine an author’s point of view or purpose in a text.

Writing: W 12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Speaking and Listening:

SL.12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective.

Language:

L.12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Supporting Standards:

RL 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL 12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**Aligned
Instructional
Materials**

HMH Intro Literature Unit 4 (Sites should choose a minimum of TWO common texts per unit.)

Unit 4: Emotion and Experimentation - Considers the relationship between humans and nature.

Poems by William Wordsworth N/A L, **Ode on a Grecian Urn** (Poem) by John Keats N/A L, **from Frankenstein** (Novel) by Mary Shelley 890L, **Frankenstein: Giving Voice to the Monster** (Essay) by Langdon Winner 1350L, Compare Themes: **Ode to the West Wind** (Poem) by Percy Bysshe Shelley N/A L / **Ode to My Mother’s Hair** (Poem) by Joseph O. Legaspi N/A L, Compare Poems: **from Songs of Innocence** (Poems) by William Blake N/A L / **from Songs of Experience** (Poems) by William Blake N/A L

Suggested HMH Novel (Long Read) Alignment	Unit 4: Frankenstein (Novel) by Mary Shelley 1040L, The Sun Is Also a Star (Novel) by Nicola Yoon 650L, The Stranger in the Woods (Nonfiction) by Michael Finkel N/A L *Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to the WCSD Supplementary Literature List.
Learning Outcomes	Reading: I can analyze an author’s craft and structure. I can analyze how a particular point of view or cultural experience is reflected in a source. I can analyze and evaluate multiple interpretations of a source. Writing: I can use writing to inform my audience and convey complex ideas, concepts, and information.
Academic Language	informative explanator process time/ order/chronology proposition support sequence: problem/solution description compare/contrast cause/effect investigation inductive reasoning deductive reasoning
District-Wide Common Writing Task	HMH Unit 4 Writing Task: Write an Explanatory Essay Using information from texts in this unit, write an explanatory essay for your school newspaper about the relationship between humans and nature.
Unit Reading Assessment	HMH Unit 4 Assessment: Choose one section from HMH’s end of unit test for grade-level PLC data discussions. *School sites may choose to add additional assessment items aligned to site instructional goals.
Optional Unit Speaking and Listening Task	No HMH aligned Unit task.

WCSD 12th Grade English (ELA) Curriculum Framework

12 th Grade ELA Quarter 2: Narrative	
<p>HMH Unit 1 Thematic Question: What makes someone a hero? What is chivalry? Can we control our fate? What happens when a society unravels?</p> <p>HMH Unit 3 Thematic Question: How can satire change people’s behavior? What’s your most surprising friendship? What keeps people from reaching their potential? Why are plagues so horrifying?</p>	
<p>Time Frame: 8-9 weeks</p>	
<p>Standards (NVACS)</p>	<p>Essential Standards:</p> <p>Reading:</p> <p>RL 12.3 Analyze the impact of the author’s choices.</p> <p>RL 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.</p> <p>Writing:</p> <p>W 12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences; (a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Supporting Standards:</p> <p>W.12.3 b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.12.3 c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W. 12.3 d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>
<p>Aligned Instructional Materials</p>	<p>HMH Into Literature Unit 1 or 3 (School site will determine and should choose a minimum of TWO common texts per unit.)</p> <p>Unit 1: Origin of a Nation - Explores the impact of society, gender expectations, and fate of the individual <i>from Beowulf</i> (Epic Poem) by the Beowulf Poet, translated by Seamus Heaney N/A L, The Wife of Bath’s Tale (Narrative Poem) by Geoffrey Chaucer, translated by Nevill Coghill N/A L, <i>from Le Morte d’Arthur</i> (Romance) by Sir Thomas Malory 1130L, Chivalry (Short Story) by Neil Gaiman 810L, Compare Primary Sources: <i>from The Paston Letters</i> (Letters) by the Paston Family 1250L /</p>

	<p><i>from My Syrian Diary</i> (Diary) by Marah 880L, Compare Themes: The Wanderer (Poem) by Anonymous N/A L / Loneliness (Poem) by Fanny Howe N/A L</p> <p>-OR-</p> <p>Unit 3: Tradition and Reason - Presents ways to uniquely express personal experience through exploration of different genre types A Modest Proposal (Satire) by Jonathan Swift 1150L, Satire Is Dying Because the Internet Is Killing It (Editorial) by Arwa Mahdawi 1240L, Elegy Written in a Country Churchyard (Poem) by Thomas Gray N/A L, An Encounter with King George III (Diary) by Fanny Burney 1380L, Compare Across Genres: from A Vindication of the Rights of Woman (Argument) by Mary Wollstonecraft 1190L / Education Protects Women from Abuse (Article) by Olga Khazan 1160L, Compare Across Genres: from A Journal of the Plague Year (Novel) by Daniel Defoe 1470L / from Inferno: A Doctor’s Ebola Story (Memoir) by Steven Hatch, M.D. 1150L</p>
<p>Suggested HMH Novel (Long Read) Alignment</p>	<p>Unit 1: Grendel (Novel) by John Gardner 860L, Beowulf (Graphic Novel) by Gareth Hinds N/A L, Norse Mythology (Mythology) by Neil Gaiman 830L</p> <p>-OR-</p> <p>Unit3: Robinson Crusoe (Novel) by Daniel Defoe 1070L, The Hitchhiker’s Guide to the Galaxy (Novel) by Douglas Adams 930L, Angela’s Ashes (Memoir) by Frank McCourt 1110L</p> <p>*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to the WCSD Supplementary Literature List.</p>
<p>Learning Outcomes</p>	<p>Reading: I can identify and explain how an author's choice of setting and order of events work to affect the story or drama. I can identify and explain how the author's choices about character development work to affect the story and drama.</p> <p>Writing: I can write a well-structured, detailed narrative about real or imagined events or experiences.</p> <p>Speak & Listening: Unit 1: I can use digital media to present information to make it understandable and engaging. Unit 3: I can adapt the way I speak to a variety of situations and purposes, using correct English when needed.</p>
<p>Academic Language</p>	<p>imagery sensory detail plot event sequences: foreshadowing, theme, motif, cliffhanger, flashback, epiphany narration point of view: 1st person, 3rd person limited, 3rd person objective, unreliable narrator narrative structure: setting, conflict (internal/external), exposition/introduction, rising action, climax, falling action, resolution; author’s Intention: persuade, entertain, inform reader response</p>

	genres
District-Wide Common Writing Task	<p>HMH Unit 1 Writing Task: Write a short story about a hero from the past or in your own world. Draw inspiration from the poems and stories in this unit about heroic characters, such as Beowulf and King Arthur.</p> <p>-OR-</p> <p>HMH Unit 3 Writing Task: Write a personal narrative about an important or unusual experience, connecting the story to an idea or belief that will make it more meaningful for readers.</p>
Unit Reading Assessment	<p>HMH Unit Assessment: Choose one section from HMH’s end of unit test for grade-level PLC data discussions.</p> <p>*School sites may choose to add additional assessment items aligned to site instructional goals.</p>
Optional Unit Speaking and Listening Task	<p>Unit 1 Task: Prepare a Podcast Share your short story by adapting it into a performance. With a group of classmates, you will create a podcast that records a performance of the story. Your podcast may include audio elements, such as music or sound effects.</p> <p>-OR-</p> <p>Unit 3 Task: One way to share the experience you wrote about in your personal narrative is to present it to an audience. After adapting your narrative, you and a partner will rehearse your presentations and give each other feedback.</p>

WCSD 12th Grade English (ELA) Curriculum Framework

12th Grade ELA Quarter 3: Argument	
HMH Unit 6 Thematic Question: What makes people feel insecure? Why is it hard to resist social pressure? What is the power of symbols? How do you measure a person’s worth?	
Time Frame: 8-9 weeks	
Standards (NVACS)	<p>Essential Standards:</p> <p>Reading: RI.12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Writing: W.12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Speaking and Listening: SL.12.1(c): Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>Supporting Standards: RL.12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text W.12.1(b): Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. W.12.1(c): Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
Aligned Instructional Materials	<p>HMH Into Literature Unit 6 (Site should choose a minimum of TWO common texts per unit.)</p> <p>Unit 6: New Ideas, New Voices - Social pressure and personal worth A Village After Dark (Short Story) by Kazuo Ishiguro 840L, A Cup of Tea (Short Story) by Katherine Mansfield 640L, Shooting an Elephant (Essay) by George Orwell 1070L, My Daughter the Racist (Short Story) by Helen Oyeyemi 740L, The Love Song of J.</p>

	Alfred Prufrock (Poem) by T. S. Eliot N/A L, Compare Themes: The Second Coming (Poem) by William Butler Yeats N/A L / Symbols? I'm Sick of Symbols (Poem) by Fernando Pessoa N/A L, Compare Arguments: The Threat of Inequality (Speech) by Sadiq Khan 920L / The Inequality Bogeyman (Editorial) by Thomas Sowell 1200L
Suggested HMH Novel (Long Read) Alignment	Unit 6: Things Fall Apart (Novel) by Chinua Achebe 890L, Milkman (Novel) by Anna Burns , White Teeth (Novel) by Zadie Smith 960L *Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to the WCSD Supplementary Literature List.
Learning Outcomes	Reading: I can bring together a variety of sources of information, such as texts, media, or other formats, to address a question or solve a problem. Writing: I can write a claim(s) and support it with valid reasons and enough evidence to build an argument that analyzes a topic or a text. Speak & Listening: I can present a clear and distinct perspective, sharing information from my research findings. I can effectively address opposing perspectives. I can present organized and well-developed information that fits a variety of purposes, audiences, and tasks.
Academic Language	claim counter-claim textual evidence anecdotal evidence reasoning: inductive and deductive perspective purpose audience transitions explanatory texts: problem/solution, compare/contrast, cause and effect, time connectives, episodic, semantic, procedural
District-Wide Common Writing Task	HMH Unit 6 Writing Task: Write an Argument Think about the selections in this unit that address problems in British society. Then, write an argumentative essay about a social or political issue that affects your community, such as homelessness, school choice, or the environment.
Unit Reading Assessment	HMH Unit 6 Assessment: Choose one section from HMH's end of unit test for grade-level PLC data discussions. *School sites may choose to add additional assessment items aligned to site instructional goals.
Optional Unit Speaking and Listening Task	HMH Unit Task: Debate an Issue: You will now adapt your argument for a debate with your classmates. You will also listen to other debate teams and prepare to critique their presentations.

WCSD 12th Grade English (ELA) Curriculum Framework

12th Grade ELA Quarter 4: Synthesis/Research

HMH Unit 5 Thematic Question: What is a true benefactor? How do you view the world? What brings our cruelty in people? Which invention has had the greatest impact on your life?

HMH Unit 2 Thematic Question (optional literary analysis unit): What can drive someone to seek revenge? How does time affect our feelings? What’s the difference between love and passion? How do you defy expectations?

Time Frame: 8-9 weeks

Standards (NVACS)

Essential Standards:

Reading:

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

Writing:

W 11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking and Listening:

SL 11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Supporting Standards:

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

<p>Aligned Instructional Materials</p>	<p>HMH Intro to Literature Unit 5 OR 2 (School site will determine and should choose a minimum of TWO common texts per unit.)</p> <p>Unit 5: An Era of Rapid Change - Rising above circumstance <i>from Jane Eyre</i> (Novel) by Charlotte Brontë 890L, Factory Reform (Documentary) by Andrew Chater N/A L, The Lady of Shalott (Narrative Poem) by Alfred, Lord Tennyson N/A L, <i>from Great Expectations</i> (Novel) by Charles Dickens 880L, The Victorians Had the Same Concerns About Technology As We Do (Essay) by Melissa Dickson 1240L, Compare Themes: Dover Beach (Poem) by Matthew Arnold N/A L / The Darkling Thrush (Poem) by Thomas Hardy N/A L, Compare Themes: My Last Duchess (Poem) by Robert Browning N/A L / Blood (Poem) by Natasha Trethewey N/A L</p> <p>-OR-</p> <p>(Optional Literary Analysis) Unit 2: A Celebration of Human Achievement - Examines response to human trauma, experience, and expectations</p> <p>The Tragedy of Hamlet (Drama) by William Shakespeare N/A L, <i>from Hamlet</i> (Film Clips) by BBC Shakespeare N/A L, Sonnet 30 and Sonnet 75 (Poems) by Edmund Spenser N/A L, Hamlet's Dull Revenge (Literary Criticism) by René Girard 1260L, A Valediction: Forbidden Mourning (Poem) by John Donne N/A L, Compare Themes: To His Coy Mistress (Poem) by Andrew Marvell N/A L / Twenty-One Love Poems (Poem III) (Poem) by Adrienne Rich N/A L, Compare Across Genres: <i>from Speech Before the Spanish Armada Invasion</i> (Speech) by Queen Elizabeth I 1310L / For Army Infantry's First Women, Heavy Packs and the Weight of History (Article) by Dave Philipps 1140L</p>
<p>Suggested HMH Novel (Long Read) Alignment</p>	<p>Unit 5: Great Expectations (Novel) by Charles Dickens 1090L, The Eyre Affair (Novel) by Jasper Fforde 780L, While the Locust Slept (Memoir) by Peter Razor N/A L</p> <p>-OR-</p> <p>Unit 2: Bride (Novel) by William Goldman 870L, The Story of Edgar Sawtelle (Novel) by David Wroblewski 900L, Long Way Down (Novel in Verse) by Jason Reynolds 720L</p> <p>*Teachers may choose to select other long reads or novels that align to theme and essential standards and adhere to the WCSD Supplementary Literature List.</p>
<p>Learning Outcomes</p>	<p>Reading: I can bring together a variety of sources of information, such as texts, media, or other formats, to address a question or solve a problem.</p> <p>Writing: I can research short as well as extended projects to solve problems or answer questions, including questions that I create. I can develop and strengthen my writing by planning, revising, editing, and rewriting.</p> <p>Speak & Listening: Unit 5: I can evaluate and incorporate multiple sources of accurate and credible information to make informed decisions and solve problems. I can present a clear and distinct perspective, sharing information from my research findings.</p>

<p>Academic Language</p>	<p>perspective line of reasoning direct textual Evidence synthesis of information, inquiry research: credible, authority, authenticity, currency, reliability, purpose, timeliness theme rhetorical analysis: task, purpose, audience</p>
<p>District-Wide Common Writing Task</p>	<p>HMH Unit 5 Writing Task: Write a Research Report: Think about the unit texts that show the impact of technological developments on the lives of Victorians. Then consult outside sources, to write a research report about how one modern invention has changed the way people live today.</p> <p>-OR-</p> <p>(Optional) HMH Unit 2 Writing Task: Write a Literary Analysis Use what you have learned about the theme of revenge in Shakespeare’s Hamlet to write a literary analysis of a scene from the play that shows the hero struggling to overcome an internal or external conflict.</p>
<p>Unit Reading Assessment</p>	<p>HMH Unit 5 Assessment: Choose one section from HMH’s end of unit test for grade-level PLC data discussions.</p> <p>*School sites may choose to add additional assessment items aligned to site instructional goals.</p>
<p>Optional Unit Speaking and Listening Task</p>	<p>Unit 5 Task: Present Your Report You will now adapt your research report as a multimedia presentation for your classmates. You will also watch your classmates’ presentations and help them improve their work.</p> <p>No HMH Unit 2 Aligned Task</p>

Into Literacy Grades 9-12

Instructional Walk: Literacy

Teacher _____

Date _____

Use this guide to record evidence of your classroom visit.

- Mark the teacher & student moves you observe.
- On the scale, indicate the level of instructional impact.
- Use the notes section for anecdotes, action items, & feedback.

Notes

Engaging and Efficacious Learning Environment



TEACHER

- Creates and sustains a respectful, safe, and culturally responsive environment
- Asks questions that promote high-level thinking and text-rich discourse
- Provides opportunities for students to communicate their learning needs and responds accordingly (e.g.: *Spark Your Learning*)
- Supports students in persevering through challenges and developing a *learning mindset*
- Communicates expectations for routines, transitions, and the use of classroom tools

STUDENT

- Perseveres when faced with challenging texts and tasks and demonstrates ownership during independent reading or writing activities
- Actively participates in language-rich, evidence-based conversations around skills, concepts, and texts
- Demonstrates respectful listening and questioning techniques with peers (e.g.: *Collaborate and Compare*)
- Seeks to understand diverse perspectives and cultures through reading and listening

Knowledge, Language, and Vocabulary



TEACHER

- Facilitates targeted instruction and practice on common errors in grammar, usage, and mechanics (e.g., *Grammar Studio*)
- Uses discussion, comprehension, and writing tasks to assess students' understanding of unfamiliar vocabulary in context
- Activates students' prior knowledge to support making connections to new words, ideas, and concepts
- Fosters development of general knowledge and discipline-specific expertise by providing opportunities for research and study, including *Text X-Ray*

STUDENT

- Applies understanding of standard language conventions and new vocabulary in context during discussions, reading comprehension, and writing tasks (e.g., *Annotation*)
- Use context, parts of speech, morphology and/or etymology to determine the literal, figurative, and connotative meanings of words
- Refines and shares content knowledge in writing and/or speaking, including the precise use of relevant academic vocabulary (e.g., *Word Networks*)
- Draws on prior knowledge and personal experiences to connect new words and concepts

Reading Comprehension and Strategies



TEACHER

- Uses quality, complex, diverse, and authentic texts, including *Mentor Text*, *Classroom* and *On-line Libraries*, or text replacement suggestions to explicitly teach literary structures, genre characteristics, points of view, and text analysis strategies
- Engages students often in shared reading and/or close reading activities to *analyze*, *annotate*, and *apply* interpretations of text
- Uses think-alouds to model and monitor strategies for text comprehension, analysis, and interpretation (e.g., *Notice and Note with Sign Posts*, and *Peer Coach Videos*)
- Provides differentiated practice using resources (e.g., *Graduation Cap Icon*), including adaptive technology and diverse media
- Gathers data from observations, questioning, *analysis of student annotations*, and/or online assessment resources to inform instructional decisions

STUDENT

- Uses text-based evidence to demonstrate comprehension and support ideas about texts, including *annotating text evidence*
- Synthesize information from a text and across texts, including determining one or more themes or central ideas and analyzing their development (e.g., *Notice and Note*)
- Evaluates an author's or speaker's structure, claims, reasoning, and evidence
- Actively participates in text-based discussions that require listening, speaking, reading, and writing skills (e.g., *Text X-Ray*)
- Selects appropriate independent text through *Reader's Choice*

*Notice and Note is a 9th and 10th grade strategy

Writing



TEACHER

- Directly teaches author's craft in a variety of *Writing Modes* using a range of age-appropriate writing models for analysis, including *mentor text*
- Models the writing process as an ongoing cycle, with continuous edits and revisions to apply new skills connected to model texts (e.g., *Writing Rubrics* and *Revision Guides*)
- Uses data (e.g., *Writing Rubrics*, *Unit Scoring Guides*, *Student Response Logs*) to assess students' needs
- Conferences with student to adjust writing instruction for individual students' needs, providing scaffolds such as *Revision Guides* to support grammar and usage

STUDENT

- Conveys complex ideas, concepts, and information in writing, applying characteristics of *Mentor Texts*, including attention to purpose and audience
- Integrates relevant text evidence from multiple print and digital sources
- Produces writing with clear structure, craft, purpose, and adherence to grammar conventions
- Utilizes technology, peer and/or teacher feedback to independently edit and revise writing drafts to apply craft and convention knowledge
- Uses *Writing Rubrics*, *Scoring Guides*, and *Revision Guides* to evaluate their own writing and that of their peers and applies feedback to next steps in the writing process



KEY TRAITS	4	3	2	1
IDEAS AND EVIDENCE	<ul style="list-style-type: none"> The introduction engages the audience; the claim is precise and clearly states a position on an issue. Logical reasons and relevant, sufficient evidence convincingly support the writer's claim. Opposing claims and counterclaims are developed fairly and thoroughly, and supported with relevant evidence. The conclusion logically follows up on the main ideas of the argument and restates the claim. 	<ul style="list-style-type: none"> The introduction could do more to grab the audience's attention; the claim states a position on an issue but could be more precise. Most reasons and evidence are relevant and support the writer's claim. Opposing claims and counterclaims are developed fairly, but their supporting evidence could be addressed more thoroughly. The concluding section mostly follows up on the main ideas of the argument and restates the claim. 	<ul style="list-style-type: none"> The introduction is not engaging; the claim identifies an issue, but the writer's position is not clearly stated. The reasons and evidence are not always logically connected to the writer's claim. Opposing claims are identified, but counterclaims are not developed fairly or addressed thoroughly. The concluding section includes an incomplete summary of the main ideas and claim, and leaves loose ends for the audience. 	<ul style="list-style-type: none"> The introduction is missing or does not include a claim. Supporting reasons and evidence are missing or are not connected to the claim. Opposing and counterclaims are neither identified nor developed. The concluding section is missing.
ORGANIZATION	<ul style="list-style-type: none"> Reasons and evidence are organized logically and consistently throughout the argument. Transitions create cohesion and logically connect evidence and reasons to the claim. 	<ul style="list-style-type: none"> The organization of reasons and evidence could be clearer in a few places, but it is mostly easy to follow. A few more transitions are needed to connect evidence and reasons to the claim; the text could be more coherent. 	<ul style="list-style-type: none"> The organization of reasons and evidence is weak in several places. More transitions are needed to connect evidence and reasons to the claim; the text is incoherent in some places. 	<ul style="list-style-type: none"> A logical organization is not used; reasons and evidence are presented randomly. Transitions are not used, making the argument incoherent and difficult to understand.
LANGUAGE	<ul style="list-style-type: none"> The writing has an appropriately formal style and an objective tone. Persuasive techniques are used appropriately and effectively throughout the argument. Sentences have a variety of beginnings, lengths, and structures. They flow rhythmically. Spelling, capitalization, and punctuation are correct. Grammar and usage are correct. 	<ul style="list-style-type: none"> The style becomes too informal in a few places, and the tone is uneven. Some effective persuasive techniques are used. Sentences are correctly structured and complete, but could have more variety and flow. Some capitalization and punctuation mistakes occur. Some grammatical and usage errors are repeated in the argument. 	<ul style="list-style-type: none"> The style and tone are inconsistent, and the style becomes too informal in many places. Few effective persuasive techniques are used, or some techniques are used inappropriately. Sentence structures have very little variety, and some fragments or run-on sentences are present. Several spelling and capitalization mistakes occur, and punctuation is inconsistent. Grammar and usage are incorrect in many places, but the writer's meaning is still clear. 	<ul style="list-style-type: none"> The style and tone are inappropriate for the argument. Persuasive techniques are missing or used inappropriately. Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow. Spelling and capitalization are often incorrect, and punctuation is missing. Many grammatical and usage errors change the meaning of ideas and make the writing hard to understand.

KEY TRAITS	4	3	2	1
EVALUATING FOR USEFULNESS	<ul style="list-style-type: none"> Evaluates sources critically to determine whether they answer research questions and add to an understanding of the topic. Correctly identifies sources that are clearly written and easy to navigate. Correctly identifies sources that are written at the appropriate level. Chooses only the most useful and valuable sources out of a range of available sources. 	<ul style="list-style-type: none"> Evaluates sources critically, and mostly determines whether they answer research questions and add to an understanding of the topic. Correctly identifies sources that are clearly written and easy to navigate, most of the time. Correctly identifies sources that are written at the appropriate level, most of the time. Chooses mainly useful and valuable sources out of a range of available sources. 	<ul style="list-style-type: none"> Has difficulty evaluating sources critically and determining whether they answer research questions. Sometimes identifies sources that are clearly written and easy to navigate, but includes poorly written sources as well. Sometimes identifies sources that are written at the appropriate level, but may also include inappropriate sources. Does not reliably choose useful or valuable sources out of a range of available sources. 	<ul style="list-style-type: none"> Does not evaluate sources critically; sources do not answer research questions or add to an understanding of the topic. Does not recognize when sources are poorly written or difficult to navigate. Does not recognize when sources are not written at the appropriate level. Chooses primarily non-useful and low-value sources out of a range of available sources.
EVALUATING FOR RELIABILITY	<ul style="list-style-type: none"> Correctly recognizes sources that come from credible authors. Checks information against other sources to verify its accuracy. Recognizes when the currency of a source is important to the topic, and identifies sources that are up-to-date. Looks for and recognizes bias in possible sources; understands what makes a source objective. 	<ul style="list-style-type: none"> Mostly recognizes when sources come from credible authors. Checks most information against other sources to verify its accuracy, but leaves one or two facts unchecked. Usually recognizes when the currency of a source is important, and identifies sources that are up-to-date. Nearly always recognizes bias versus objectivity in sources. 	<ul style="list-style-type: none"> May have difficulty distinguishing between sources that do and do not come from credible authors. Checks some information against other sources to verify accuracy, but leaves many facts unchecked. May incorrectly identify sources as current or up-to-date. May incorrectly identify some biased sources as objective sources. 	<ul style="list-style-type: none"> Does not try to determine whether authors of sources are credible. Does not check information against other sources to verify accuracy. Incorrectly identifies many sources as current or up-to-date, or does not check for currency. Does not check sources for objectivity; incorrectly identifies biased sources as objective sources.
CHOOSING SOURCES	<ul style="list-style-type: none"> Sources chosen are written by credible authors and checked for accuracy. Sources chosen are current and up-to-date, when currency is important to the topic. Sources chosen have a high quality of presentation. Sources chosen are objective, presenting multiple points of view and avoiding bias. 	<ul style="list-style-type: none"> Most sources chosen are written by credible authors and checked for accuracy. Most sources chosen are current and up-to-date, when currency is important to the topic, but one or two could be replaced by more current sources. Most sources chosen are presented in a professional way. Most sources chosen are objective, but one or two may contain loaded language or other evidence of bias. 	<ul style="list-style-type: none"> Some sources chosen are written by credible authors and checked for accuracy, but many are not. Many sources could and should be replaced by more current and up-to-date sources. Many of the sources chosen have a low quality of presentation. Many of the sources chosen show some degree of bias or loaded language. 	<ul style="list-style-type: none"> Few or no sources chosen are written by credible authors, or checked for accuracy. Most or all sources could and should be replaced by more current and up-to-date sources. Most or all sources have a low, unprofessional quality of presentation. Most or all of the sources chosen show some bias.

Rubric: Giving a Presentation (Before You Speak)

KEY TRAITS	4	3	2	1
IDEAS AND EVIDENCE	<ul style="list-style-type: none"> • Presentation delivers information that is appropriate to the task, purpose, and audience. • The speaker's claim states a clear position; the presentation has a strong controlling idea. • Logical reasons and relevant evidence convincingly support the speaker's claim. • Listeners' questions are anticipated and effectively addressed 	<ul style="list-style-type: none"> • Presentation mostly delivers information that is appropriate to the task, purpose, and audience. • The presentation takes a position and has a controlling idea, but they could be clearer. • Most reasons and evidence support the speaker's claim, but they could be more convincing. • Listeners' questions are mostly anticipated and addressed. 	<ul style="list-style-type: none"> • Presentation weakly addresses the task, purpose, and audience. • The speaker's claim does not state a clear position; the controlling idea is unfocused. • The reasons and evidence are not always logical or relevant. • Listeners' questions are often not anticipated or addressed. 	<ul style="list-style-type: none"> • The presentation does not identify or address a task, audience, or purpose. • The presentation does not make a claim or establish a controlling idea. • Supporting reasons and evidence are missing. • Listeners' questions are neither anticipated nor addressed.
ORGANIZATION	<ul style="list-style-type: none"> • The presentation is cohesive and structured according to an organizational pattern. • Reasons and evidence are organized logically and consistently throughout the presentation. • The introduction has an interesting "hook" that grabs the audience's attention. • Transitions logically connect reasons and evidence to the speaker's claim or idea. • The conclusion includes an engaging restatement of the claim or controlling idea. 	<ul style="list-style-type: none"> • The presentation follows an organizational pattern, but it could be more cohesive. • The organization of reasons and evidence is confusing in a few places. • The introduction could do more to grab the audience's attention. • A few more transitions are needed to connect reasons and evidence to the speaker's claim or idea. • The conclusion restates the claim or controlling idea. 	<ul style="list-style-type: none"> • The presentation is inconsistent in its organization; it is often incoherent. • The organization of reasons and evidence is logical in some places, but not in many others. • The introduction is ordinary; it lacks a hook for the audience. • Many more transitions are needed to connect reasons and evidence to the speaker's claim or idea. • The conclusion does not completely or accurately restate the claim or controlling idea 	<ul style="list-style-type: none"> • The presentation does not have an organized structure. • Reasons and evidence are presented randomly, or are missing. • The introduction is confusing or missing. • Transitions are not used, making the presentation difficult to understand. • The conclusion is missing.
LANGUAGE	<ul style="list-style-type: none"> • The style and tone are appropriate for the presentation's purpose and audience. • Language is precise and descriptive throughout the presentation. Rhetorical devices enhance the message. • Sentences have a variety of beginnings, lengths, and structures. • Grammar and usage are appropriate to the audience, task, and purpose. 	<ul style="list-style-type: none"> • The style and tone become inappropriate in one or two places. • Language could be more precise and descriptive. Rhetorical devices are used, but could be used more effectively. • Sentences are correctly structured and complete, but could have more variety. • Grammar and usage are mostly appropriate to the audience, task, and purpose. 	<ul style="list-style-type: none"> • The style and tone are inconsistent, and become inappropriate in many places. • Language is often vague or imprecise. Rhetorical devices are used ineffectively. • Sentence structures have very little variety; some fragments or run-on sentences appear. • Grammar and usage are often inappropriate to task, purpose, and audience, but the speaker's meaning is still clear. 	<ul style="list-style-type: none"> • The style and tone are inappropriate. • The language is vague and imprecise. Rhetorical devices are not used. • Repetitive sentence structure, fragments, and run-on sentences make the speaker hard to follow. • Inappropriate grammar and usage make it hard to understand the speaker's meaning.

KEY TRAITS	4	3	2	1
IDEAS AND EVIDENCE	<ul style="list-style-type: none"> The introduction engages the audience and introduces a clear topic and thesis statement. The topic is thoroughly developed with relevant facts, concrete details, quotations, and examples from reliable sources. Graphic and multimedia elements are clear, relevant, and aid in understanding. The conclusion clearly follows from and supports the information presented. 	<ul style="list-style-type: none"> The introduction could do more to engage the audience, but it introduces a clear topic and thesis statement. The topic is mostly developed, but one or two key points could use more elaboration. Graphic and multimedia elements are relevant to the topic, but could be clearer and more helpful. The conclusion mostly follows from and supports the information presented. 	<ul style="list-style-type: none"> The introduction is dull; the topic and thesis are not clearly expressed. Most key points need more elaboration; some facts, details, quotations or examples are not relevant to the controlling idea. Graphic and multimedia elements are distracting and do not aid in understanding. The conclusion partially follows from the information presented but leaves loose ends for the reader. 	<ul style="list-style-type: none"> The introduction is missing. Facts, details, quotations, and examples are from unreliable sources, are irrelevant to the controlling idea, or are missing. Graphic and multimedia elements are missing or not related to the topic. The conclusion is missing or does not follow from the information presented.
ORGANIZATION	<ul style="list-style-type: none"> The organization follows an effective and logical pattern throughout the text. Appropriate and varied signal words and transitions clearly show connections between related ideas. 	<ul style="list-style-type: none"> The organization is confusing in a few places but mostly follows a pattern. A few more signal words and transitions are needed to connect related ideas; signal words and transitions could be more varied. 	<ul style="list-style-type: none"> The organization is logical in some places but often doesn't follow a pattern. Signal words and transitions are repetitive; they do not effectively connect related ideas. 	<ul style="list-style-type: none"> A logical organization strategy is not used; information is presented randomly. Transitions and signal words are not used, making the text difficult to understand.
LANGUAGE	<ul style="list-style-type: none"> The writing reflects a formal style and objective tone. Language is precise, vivid, and appropriate to the topic's complexity. Sentence beginnings, lengths, and structures vary; the writing has a rhythmic flow. Spelling, capitalization, and punctuation are correct. Grammar and usage are correct. 	<ul style="list-style-type: none"> The style becomes informal in a few places, and the tone is not consistent. Language could be more vivid or precise, but still expresses the writer's meaning and fits the topic. Sentence beginnings, lengths, and structures have some variety. Several spelling, capitalization, and punctuation mistakes occur. Some grammatical and usage errors appear. 	<ul style="list-style-type: none"> The style becomes informal in many places, and the tone often loses objectivity. Overly general language is used in many places; some descriptions are vague. Sentence structures barely vary, and some fragments or run-on sentences are present. Spelling, capitalization, and punctuation are often incorrect but do not make reading the text difficult. Grammar and usage are incorrect in many places, but the writer's ideas are still clear. 	<ul style="list-style-type: none"> The style is inappropriate, and the tone is disrespectful or offensive. Language is too general and vague to convey the information. Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow. Spelling, capitalization, and punctuation are incorrect throughout. Many grammatical and usage errors change the meaning of the writer's ideas.

KEY TRAITS	4	3	2	1
IDEAS AND EVIDENCE	<ul style="list-style-type: none"> The introduction establishes a strong narrative context: it clearly establishes an engaging problem, situation, and setting. Characters are compelling, with fully developed traits and motivations. Telling details, helpful background, realistic dialogue, and reflection bring the narrative to life for the reader. Conclusion is satisfying, follows naturally from the story, and reflects on the narrative's events or ideas. 	<ul style="list-style-type: none"> The introduction establishes some context but could do more to engage the reader with the problem, situation, or setting. Most characters are compelling, but one or two could be more fully developed. Telling details and dialogue generally create a strong mental picture for the reader; more background is needed in one or two places. Conclusion follows naturally from the story, but could be more satisfying or reflect more clearly on the narrative. 	<ul style="list-style-type: none"> The introduction establishes a weak context; it only hints at a situation, problem or setting. Many characters are in need of more development. A few telling details create lively scenes, but most details are ordinary; dialogue is lacking, more background is needed. Conclusion does not follow naturally from the narrative or reflect on its events or ideas. 	<ul style="list-style-type: none"> The introduction does not establish a narrative context for the reader. Characters are undeveloped; they have no clear descriptions or motivations. Details and dialogue are unrelated to the narrative; background information is missing. Conclusion is missing.
ORGANIZATION	<ul style="list-style-type: none"> Each of the plot stages (exposition, rising action, climax, falling action, and resolution) is fully developed. The organization is effective; events follow a sequence and build to a coherent whole. The narrative's pace is effective throughout. Transitions successfully connect ideas and show the sequence of events. 	<ul style="list-style-type: none"> Most of the plot stages (exposition, rising action, climax, falling action, and resolution) are developed, but one or two could be improved. The organization of ideas generally is logical; the sequence of events is confusing in a few places. At times, the pace is too slow or too fast. A few more transitions are needed to clarify the sequence of events. 	<ul style="list-style-type: none"> Several of the plot stages (exposition, rising action, climax, falling action, and resolution) are weak. The organization of ideas often doesn't follow a pattern, and the sequence of events is confusing in several places. The pace overall is either too slow or too fast. More transitions are needed throughout to clarify the sequence of events. 	<ul style="list-style-type: none"> The plot does not have clear stages of exposition, rising action, climax, falling action, or resolution. The narrative is not organized; events and details are presented incoherently. The pace is ineffective throughout. Transitions are not used, making the narrative difficult to understand.
LANGUAGE	<ul style="list-style-type: none"> One or multiple points of view are used creatively and consistently throughout the narrative. Precise words, imagery, and figurative language create vivid descriptions of people, places, and events. Sentence beginnings, lengths, and structures vary and have a rhythmic flow. Spelling, capitalization, and punctuation are correct. Grammar and usage are correct. 	<ul style="list-style-type: none"> The narrative point of view shifts in one or two places without reason. More precise words, imagery, or figurative language are needed to describe some people, places, and events. Sentence beginnings, lengths, and structures vary somewhat. Several spelling, capitalization, and punctuation mistakes occur. Some grammatical and usage errors are repeated in the narrative. 	<ul style="list-style-type: none"> The narrative point of view shifts in many places without reason. More figurative language and imagery are needed many key parts. Sentence structures barely vary, and some fragments or run-on sentences are present. Spelling, capitalization, and punctuation are often incorrect but do not interfere with reading the narrative. Grammar and usage are incorrect in many places. 	<ul style="list-style-type: none"> The narrative lacks a consistent point of view. Figurative language and imagery are not used. Repetitive sentence structure, fragments, and run-on sentences make the writing hard to follow. Spelling, capitalization, and punctuation are incorrect throughout. Many grammatical and usage errors change the meaning of the writer's ideas.

KEY TRAITS	4	3	2	1
PLANNING RESEARCH	<ul style="list-style-type: none"> • Demonstrates strong understanding of the purpose and goals of the research process. • Develops a clear topic and correctly identifies information that will require further research. • Self-generates or develops well-designed, relevant, and significant research questions. • Understands the difference between academic and informal research questions. 	<ul style="list-style-type: none"> • Demonstrates understanding of the purpose and most goals of the research process. • Develops a topic and identifies most information that will require further research. • Research questions are mostly well designed; one or two may be too general/specific, or lack available sources. • Mostly understands the difference between academic and informal or personal research questions. 	<ul style="list-style-type: none"> • Demonstrates weak understanding of the purpose and goals of the research process. • Develops a topic but has difficulty identifying information that will require further research. • Many research questions are irrelevant, too general/specific, or lacking in available sources. • Often confuses academic and informal research questions. 	<ul style="list-style-type: none"> • Does not understand the purpose and goals of the research process. • Does not develop a clear topic; does not identify information requiring further research. • Research questions are irrelevant, too general/specific, or missing. • Does not distinguish between academic and informal research questions.
CONDUCTING RESEARCH	<ul style="list-style-type: none"> • Matches sources to research questions effectively. • Gathers a variety of authoritative primary and secondary sources: print, digital, and people. • Uses libraries and library resources effectively when locating sources. • Uses advanced search strategies, effective search terms, and keywords when conducting Internet research. • Identifies a need for field research, and chooses the most appropriate method. 	<ul style="list-style-type: none"> • Generally matches appropriate sources to research questions. • Identifies and uses a few different types of primary and secondary sources, but could add more variety. • Uses libraries and library resources when locating sources, but could use them more effectively. • Mostly chooses effective search terms, keywords, and search strategies when using the Internet for research, but could improve. • Recognizes when field research is needed, and chooses a mostly appropriate method. 	<ul style="list-style-type: none"> • Several sources may not match research questions. • Uses mostly one type of source (print, digital, or people), does not have a balance of primary and secondary sources. • Does not use libraries and library resources effectively when locating sources, may need help using these resources. • Broad or unhelpful search terms, keywords, and strategies sometimes lead to poor search results on the Internet. • Has difficulty identifying when field research may be needed. 	<ul style="list-style-type: none"> • Most sources do not match research questions. • Uses few or no sources of any type. • Does not use libraries or library resources to locate sources. • Chooses broad or irrelevant search terms and keywords when doing Internet research; search results are irrelevant or unhelpful. • Does not perform field research of any type or identify when it is needed.
TAKING NOTES	<ul style="list-style-type: none"> • Identifies key information (main idea, relevant supporting details, direct quotations) from sources. • Chooses a note-taking method that fits the research goals. • Notes are relevant, organized, and include source information. • Analyzes and refines research; refocuses or does further research when required. 	<ul style="list-style-type: none"> • Identifies most key information from sources, but may miss one or two details. • The note-taking method fits most research goals, but may not be the best method. • Notes are mostly organized and relevant, but may be missing some source information or one or two key details. • Analyzes and refines research, but could do more to refocus or add to the research. 	<ul style="list-style-type: none"> • Identifies some key information, but misses many relevant details (or includes unrelated details and ideas). • The note-taking method does not fit the research goals. • Notes are disorganized and may be missing source information or several key details. • Does not refocus research or do more effective research when needed. 	<ul style="list-style-type: none"> • Does not correctly identify key information from sources. • Does not use a method for note taking. • Notes are disorganized, irrelevant, or missing. • Does not identify when it is necessary to refocus or do more research.