



Gasconade R-2
Objective Course Curriculum Report for: English I -
Ninth Grade

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Name

English I Objective 1

Unit Objective

Develop and apply skills and strategies to aid grade-level reading comprehension.A. FluencyB. AccuracyC. ComprehensionD. Reading rate

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Sequence

1

Assessment Methods

Essential Questions

Course

English I

Unit

1.01 Reading Comprehension

Objective used to assess students

Formative Assessment Activities

The student will identify skills and strategies by completing a teacher-constructed worksheet in which they will match types of text to degrees of fluency, accuracy, comprehension, and reading rate necessary for highest level of understanding. The student will apply skills and strategies through an ongoing assessment of oral reading throughout the year in which the teacher will evaluate the student using a simple rubric.

Depth of Knowledge

80%

Learning Activity

Students will listen to teacher read multiple varying passages of text and analyze and evaluate the particular passages by answering questions concerning the different fluency, expression, and reading rate required for each type. Students will read passages aloud in small groups to monitor and evaluate fluency, accuracy, expression, and reading rate in each other.

Research-based Instructional Strategies

The teacher will model different levels of fluency, expression, and reading rate by examining various passages of text. Possible passages could include a children's story, grade-level short story, an excerpt of Shakespeare, a poem by Charles Dickens, and a newspaper editorial.

Supporting Resources

Various passages of text from Prentice Hall Literature

Correction Exercise

Show how to break down sentences with proper pauses, when to speed up or slow down, how to check phonetic pronunciations, and which words to be emphasised.

Enrichment Exercise for Accelerated Learners

Read Lewis Carroll's "Jabberwocky"

Remediation for Struggling Learners

Select a lower grade level passage of text.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
3	Communication Arts	Grades: K-12	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.10.10	College- and Career-Readiness Standards and K-12 English Language Arts

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 1

Unit Objective

Develop and apply pre-reading strategies to the reading process.A. Access prior knowledgeB. PreviewC. Predict with text support or rationaleD. Determine purpose for reading

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Sequence

2

Assessment Methods

Essential Questions

Course

English I

Unit

1.02 Pre-Reading Strategies

Objective used to assess students

Formative Assessment Activities

Students will complete appropriate sections of a K-W-L chart in order to identify and apply pre-reading strategies such as accessing prior knowledge, previewing the selection, and predicting outcomes.

Depth of Knowledge

80%

Learning Activity

Students will apply pre-reading strategies to a reading selection (The Most Dangerous Game), by making predictions from analyzing the title and illustration, discussing reality t.v., and deciding the author's purpose.

Research-based Instructional Strategies

The teacher will model with an example of a song and music art to demonstrate how to access prior knowledge, make predictions by analyzing the song title and illustrations, and decide the composer's purpose.

Supporting Resources

"The Most Dangerous Game" in PHL

Correction Exercise

Research and correct KWL chart

Enrichment Exercise for Accelerated Learners

Think of people who are stereotyped as big game hunters; ex. Teddy Roosevelt. Reserve the habitats where big game is typically hunted. Find more information about Russian Cossacks and the Bolshevic Revolution.

Remediation for Struggling Learners

Write down the names of each animal mentioned in the story--jaguar, snake, and so on. Draw each animal of one side of a flash card and write down its name on the back.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
3	Communication Arts	Grades: K-12	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RI.10.10	College- and Career-Readiness Standards and K-12 English Language Arts

Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 2

Unit Objective

Identify and apply skills and strategies to the reading process through context clues or references such as dictionaries, thesaurus. A. Determine meaning of unknown words B. Question the text C. Infer D. Visualize

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Assessment Methods

Essential Questions

Course

English I

Unit

1.03 Reading Strategies

Objective used to assess students

Formative Assessment Activities

The student will be given a selection to read in which they will list any questions they have over the text. If these questions include an unknown word(s), the student is responsible for identifying a method to determine the meaning. The student will apply inference skills by formulating what if? questions over the reading selection. To better visualize the text, the student will connect a personal experience or memory to the text and share. The student will use all questions to aid in an oral discussion over the reading.

Depth of Knowledge

80%

Learning Activity

Students will read a short selection from a story and list questions generated by the selection. These will include a list of unknown words and a method of defining each and what if? questions leading to inferences about the reading. Each student will share a personal memory stimulated by the text.

Research-based Instructional Strategies

Teacher will model reading strategies of defining unknown words, and questioning, inferring, and visualizing the text by reading aloud the first chapter of an assigned novel or a well-known story such as *The Wizard of Oz*. The teacher will share methods to determine meaning of unknown words by demonstrating the proper use of a glossary, dictionary, or thesaurus, and how to use roots and affixes and/or context clues. The teacher will share a personal visualization sparked by reading the text.

Supporting Resources

"The Most Dangerous Game" in PHL
Dictionaries

Correction Exercise

Highlight the context clues on a teacher prepared worksheet

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
3	Communication Arts	Grades: K-12	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	Note	RL.10.10
College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 English Language Arts	Reading	Literature	Range of Reading and Level of Text Complexity	Read and comprehend complex literary and informational texts independently and proficiently.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL
College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 English Language Arts	Reading	Literature	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.			RI.10.10

Version

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 3

Unit Objective

Identify and apply skills and strategies of the reading process by monitoring comprehension.A. ParaphraseB. Summarize

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Assessment Methods

Essential Questions

Course

English I

Unit

1.04 Reading

Objective used to assess students

Formative Assessment Activities

Identifying important elements in the text, the student will compose a summary after reading the first chapter of an assigned novel. Applying the techniques they learned, students will paraphrase the last paragraph of the first chapter. Both assignments will be used to monitor reading comprehension.

Depth of Knowledge

80%

Learning Activity

Students will summarize the selected excerpt using the high-lighted details as presented on the SMARTBoard. Using the same passage, students will paraphrase the reading to a classmate with the understanding that the partner who listens will report to the class.

Research-based Instructional Strategies

Teacher will model reading strategies by reading a selected excerpt from the SMARTBoard and high-lighting with class input the important details and/or events as a class. Teacher will define the terms summary and paraphrase, explaining the difference between the two.

Supporting Resources

Any chapter of a novel, such as *To Kill a Mockingbird*

Correction Exercise

Select a short selection from *Adapted Reader's Companion* from PHL.
Read paragraph by paragraph and summarize each one.

Enrichment Exercise for Accelerated Learners

Have advanced readers "coach" less advanced readers with reading strategies used to increase comprehension.

Remediation for Struggling Learners

Use the Adapted Readers Companion to PHL for any selected text to increase comprehension.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
3	Communication Arts	Grades: K-12	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.1.1	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

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Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 4

Unit Objective

Identify and apply post-reading skill to comprehend, interpret, analyze, and evaluate text to monitor comprehension.A. ReflectB. Draw conclusions

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Assessment Methods

Essential Questions

Course

English I

Unit

1.05 Post-Reading

Objective used to assess students

Formative Assessment Activities

Analyzing the graphic organizer, the student will interpret the information and reflect on how the character's portrayal is shaped by culture. The student will draw conclusions by evaluating how a given situation within the passage changes when the character is placed within the American culture. The student will then rewrite the given situation reflecting these changes.

Depth of Knowledge

80%

Learning Activity

The student will read a selection (Rules of the Game). While reading the student will add examples of cultural references to a supplied graphic organizer specifically showing how each character's emotions and actions reflect that culture.

Research-based Instructional Strategies

Teacher will lead discussion over how students would characterize their American culture using such topics as lifestyle, relationships, and education. Introduce parallel information about a foreign culture (Chinese) to emphasize differences. As a class reflect on ways individuals are molded by their culture.

Supporting Resources

"Rules of the Game" by Amy Tan in PHL

Correction Exercise

Watch the Interest Grabber Video titled "San Francisco's Chinatown" and compare what is seen with what is learned about Chinatown from the author's description.

Enrichment Exercise for Accelerated Learners

Have students find The Art of War by philosopher-warrior Sun-Tsu or The Thirty-Six Strategems and report on them to the class.

Remediation for Struggling Learners

Play a recording of "Rules of the Game." After listening to a passage, have them replay the passage and read along with the narrator.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	G
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
3	Communication Arts	Grades: K-12	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	
7	Communication Arts	Grades: K-12	identifying and evaluating relationships between language and culture	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.3.3	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Reading	Literature	Key Ideas and Details	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	RI.3.3	College- and Career-Readiness Standards and K-12 English Language Arts

Version

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Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 5

Unit Objective

Identify and apply skills and strategies to comprehend, analyze, and evaluate the genres of literature from a variety of cultures, both in and outside the U.S. and times by comparing and contrasting text to make connections.A. Text to textB. Text to selfC. Text to world

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Sequence

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Assessment Methods

Essential Questions

Course

English I

Unit

1.06 Making Connections

Objective used to assess students

Formative Assessment Activities

The student will read and analyze two short stories, poems, articles, or other texts to make the three types of connections, writing out the connections on a graphic organizer. The student will evaluate their connections, comparing and contrasting the different information and relationships made evident in their connections.

Depth of Knowledge

80%

Learning Activity

The student will be given a graphic organizer and will complete it by making connections when reading text in another class or subject area (text to text--information and relationships in various fiction and non-fiction works). The student will read a text of their choice, making self connections and writing them down on a reading response form (text to self--text ideas and own experiences). The student will spend a week reading a daily newspaper to make connections while keeping "journal entries" (text to world--identifying how literature reflects a culture and a historic time frame). At the end of one week, the student will work with a partner to compare and contrast the connections they both made to text.

Research-based Instructional Strategies

The teacher will review the terms compare and contrast. The teacher will then read a selection out loud to the class. After the piece has been read, the teacher will analyze the selection and exemplify how to make a personal connection between the text to another text, between the text to self, and between the text to the world. The teacher can ask a student how they would have made a personal connection to the text, showing contrast and comparison of thought.

Supporting Resources

"The Washwoman" and "On Summer" from PHL

Correction Exercise

Have students compare and contrast the old woman in Maine with the washwoman from Singer's essay. Use a Venn diagram to note similarities and differences between the two women.

Enrichment Exercise for Accelerated Learners

Have students consider which narrative element--plot, character, setting, or theme--is most important to the narrative essay "The Washwoman." Write brief essays in which they identify the most important element, support their answers with evidence from the text, and explain how their answers are linked to Singer's purpose in writing the essay.

Remediation for Struggling Learners

Read the narrative essay as if it were a short story. Use a Story Map to help identify the setting, list the characters, summarize the events of the plot, and state the theme.

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
3	Communication Arts	Grades: K-12	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	
7	Communication Arts	Grades: K-12	identifying and evaluating relationships between language and culture	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.9	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Identify, analyze and compare the institutions, traditions and art forms of past and present societies

3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises
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Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.9.9	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Reading	Literature	Integration of Knowledge and Ideas	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	RI.9.9	College- and Career-Readiness Standards and K-12 English Language Arts

Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 6

Unit Objective

Identify and apply skills and strategies to comprehend, analyze, and evaluate non-fiction from a variety of cultures and times by analyzing and evaluating text feature and text structure. A. Organizational Pattern B. Word Choice C. Point of View D. Author's Purpose

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Sequence

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Assessment Methods

Essential Questions

Course

English I

Unit

1.07 Text Feature and Structure

Objective used to assess students

Formative Assessment Activities

Before reading a novel, the student will research a topic from the novel. The student will apply research skills to comprehend, analyze and evaluate non-fiction articles to find credible, accurate, clear information to use in a writing assignment. The student will then use a citing resource to follow steps to write documentation.

Depth of Knowledge

80%

Learning Activity

The student will read a non-fiction selection on how to cite within the MLA standards. The student will dissect the article, pulling out examples of text feature and text structure and placing those examples on a graphic organizer. The student will be given a worksheet including examples of books, periodicals, websites, etc., in which the student will have to produce the proper citation for each.

Research-based Instructional Strategies

The teacher will display a newspaper article to the class via the SMARTBoard. Together, teacher and students will dissect the article, pulling out examples of text feature and text structure so students can examine organizational pattern, word choice, and point of view. Teacher will lead a discussion over author's purpose and viewpoint held, and whether or not word choice helped support or weaken the article. The teacher will introduce citation methods to the class, showing them the proper way to document the newspaper article.

Supporting Resources

Various newspaper articles from local and/or state publishers

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
3	Communication Arts	Grades: K-12	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
2.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Present perceptions and ideas regarding works of the arts, humanities and sciences
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RI.8.8	College- and Career-Readiness Standards and K-12 English Language Arts

Version

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Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 7

Unit Objective

Develop and apply skills and strategies to comprehend, analyze, and evaluate the genres of literature by identifying, explaining, and analyzing literary techniques.A. IronyB. Connative meaningsC. Figurative LanguageD. Imagery

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Assessment Methods

Essential Questions

Course

English I

Unit

1.08 Literary Techniques

Objective used to assess students

Formative Assessment Activities

The student will analyze an assigned poet and poem in which they will identify a minimum of eight literary techniques. The student will then give a two-minute presentation in which they explain the literary techniques found to the class. The literary techniques found should include, but are not limited to, irony, imagery, connotative meanings, and figurative language.

Depth of Knowledge

80%

Learning Activity

The student will read several assigned poems. The student will complete a teacher constructed worksheet in which they will have to take an excerpt from the assigned poems to exemplify certain literary technique terms.

Research-based Instructional Strategies

The teacher will present a poem to the class via the SMARTBoard. After the poem has been read out loud, the teacher will lead the class in identifying various literary techniques found in the poem.

Supporting Resources

Various poems such as Poe's The Raven, Wordsworth's I Wandered Lonely As a Cloud, and Houseman's Is My Team Ploughing?

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	RI
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
3	Communication Arts	Grades: K-12	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
2.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Present perceptions and ideas regarding works of the arts, humanities and sciences
3.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.	Reason inductively from a set of specific facts and deductively from general premises

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	RL.4.4	College- and Career-Readiness Standards and K-12 English Language Arts

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 9

Unit Objective

Analyze details from informational text for credibility.A. Accuracy and adequacy of evidenceB. BiasC. Faulty ReasoningD. Copyright Date

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Sequence

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Assessment Methods

Essential Questions

Course

English I

Unit

1.10 Informational Text Validity

Objective used to assess students

Formative Assessment Activities

The student will identify and apply multi-step directions to complete a book cover and book commercial. First the student will pick a popular author from a list of four to five, chosen by the teacher (J.K. Rowling, Jodi Picoult, Sarah Dessen, etc). After they have chosen an author, the student is informed that they will be writing a pitch for that specific author's next novel. The student will research the author to write a short biography on the inside flap of the book cover. The book cover must also have a front with an illustration depicting the main character and a back that summarizes the novel's idea. The student will also create a minute book commercial designed to sell the idea to the author and readers. The commercial must cover the main character, setting, plot, problem, and solution. (incarruate...find new assessment)

Depth of Knowledge

80%

Learning Activity

The student will fill out a teacher-created self-evaluation to find out how they normally go about reading instructions and solving tasks. The student will use their results to identify their strengths and weaknesses, focusing on changes that need to be made. (inaccurate...find new activity)

Research-based Instructional Strategies

The teacher will present a SMARTBoard presentation that shows the student how to break down assignments and/or tasks into smaller chunks in order to process the information in a more simple organized matter. The teacher will review sequencing terms and organizational skills needed to complete work successfully.
(inaccurate...find new method)

Supporting Resources

Articles from the internet, newspapers, magazines, etc.

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

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Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 10

Unit Objective

Apply the pre-writing process for compositions, such as brainstorming, clustering, Venn diagram, etc. Point of view and awareness of audience will be taken into consideration.

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Sequence

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Assessment Methods

Essential Questions

Course

English I

Unit

2.01 Pre-Writing

Objective used to assess students

Formative Assessment Activities

The student will apply a pre-writing process for composition by using strategies such as brainstorming and clustering over an assigned topic.

Depth of Knowledge

80%

Learning Activity

The student will think of a topic of interest such as sports, foods, etc., to practice pre-writing strategies. The student will either brainstorm or make a cluster diagram.

Research-based Instructional Strategies

The teacher will explain to class that pre-writing is a way of organizing thoughts and beginning to put the information collected onto paper. The teacher will lead a classroom discussion on pre-writing strategies and model brainstorming, clustering, free writing, looping, and how to ask the journalists' six questions (who, what, when, where, why, and how). The teacher will provide a passage and point out the author's point of view and the intended audience.

Supporting Resources

Non-fiction article, such as "Earhart Redux" by Alex Chadwick

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

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Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 8

Unit Objective

Identify and apply skills and strategies to comprehend, analyze, and evaluate the genres of literature from a variety of cultures and times by analyzing and evaluating literary elements.A. CharacterB. PlotC. SettingD. ToneD. ThemeE. Point of ViewF. Flashback

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Assessment Methods

Essential Questions

Course

English I

Unit

1.09 Literary Elements

Objective used to assess students

Formative Assessment Activities

The student will apply reading strategies to the reading process by filling out a graphic organizer after studying a reading selection. First, the student will read the selection, then analyze and evaluate the certain elements used documenting them on a story map.

Depth of Knowledge

80%

Learning Activity

The student will complete a teacher-constructed vocabulary worksheet in which they will use the glossary in the literature textbook to define terms. The student will provide an example for each literary term by thinking of an excerpt of a well-known story that exemplifies that term. The student will participate in a classroom discussion and explain to others why they chose certain stories for specific vocabulary terms.

Research-based Instructional Strategies

The teacher will present a SMARTBoard presentation showing how literary elements are used in a well-known story and how those elements can be traced on a story map.

Supporting Resources

Use the short story "The Most Dangerous Game" by Richard E. Connell

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Grade and Course Level Standards

Common Core Standards

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Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 11

Unit Objective

Apply the writing process for compositions by generating a rough draft.A. Strong controlling idea with an effective beginning, middle, and endingB. Relevant specific details in logical order

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Assessment Methods

Essential Questions

Course

English I

Unit

2.02 Drafting Process

Objective used to assess students

Formative Assessment Activities

The student will apply the writing process by generating a rough draft of an essay (such as a narrative) relating to a memorable or vivid life experience. The student draft will include a strong controlling idea with an effective beginning, middle, and ending. The relevant specific details will be in logical order. A rubric will be provided to assess the quality of the rough draft.

Depth of Knowledge

80%

Learning Activity

The student will continue the writing process by putting together a puzzle. The puzzle is a short story or article that has been cut into separate sentences or ideas. The student will paste together the short story or article onto notebook paper in what each believes is the proper order. Once finished, the student will participate in a class discussion and explain the placement of each puzzle piece.

Research-based Instructional Strategies

The teacher will provide examples of rough drafts that have poor, good, and excellent writing techniques via the SMARTBoard. The class will help the teacher high-light specific details that show different degrees of effectiveness, such as a strong controlling idea, the relevant details, and the logical order found within each piece. After reviewing each text, students will rank the rough drafts in order of their effectiveness.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Communication Arts	Grades: K-12	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Review and revise communications to improve accuracy and clarity
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	1.1.d	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	1.1.e	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Provide a concluding statement or section that follows from and supports the argument presented.	1.1.c	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Use words, phrases, and clauses 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.	10.10	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

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Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 12

Unit Objective

Apply the writing process for compositions by revising a rough draft.A. Use cohesive devices in individual paragraphs and the entire draftB. Vary sentence structure with different phrases and clausesC. Show clarity of expressionD. Use complex ideas and freshness of thoughtE. Use precise and vivid language

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Assessment Methods

Essential Questions

Course

English I

Unit

2.03 Revising

Objective used to assess students

Formative Assessment Activities

The student will improve a rough draft by deleting, changing, or adding information that will show unity of paragraphs, variety of sentences, clarity of expressions, complex ideas, freshness of thought, and precise and vivid language. A checklist will be used for this activity.

Depth of Knowledge

80%

Learning Activity

The student will revise the rough draft (memorable or vivid life experience) by making corrections using the revision handout.

Research-based Instructional Strategies

The teacher will provide a handout that shows the steps in the revision process. Following these guidelines, the student will assess his rough draft for sentence structure, clarity of expression, cohesive devices, complex ideas, freshness of thought, precise and vivid language, and logical order.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Communication Arts	Grades: K-12	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Review and revise communications to improve accuracy and clarity
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	1.1.d	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1.1.e	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Provide a concluding statement or section that follows from and supports the argument presented.	1.1.c	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Use words, phrases, and clauses 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.	10.10	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 9-10 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Use parallel structure.	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts

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Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 13

Unit Objective

Apply the writing process for compositions by editing a revised rough draft.A.
Conventions of capitalization and spellingB. Conventions of punctuation such as
semicolon and colonC. Standard Usage

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Assessment Methods

Essential Questions

Course

English I

Unit

2.04 Editing

Objective used to assess students

Formative Assessment Activities

The student will apply the writing process by editing a revised rough draft to show improvement in capitalization, punctuation, and standard usage. A peer editor will examine the revised draft and provide feedback to the student writer.

Depth of Knowledge

80%

Learning Activity

The student will apply editing techniques to the revised rough draft (memorable or vivid life experience).

Research-based Instructional Strategies

The teacher will provide the students with a handout that depicts all of the proofreading marks. This handout will help the class use and learn uniform proofreading marks. Then the teacher will provide interactive exercises on the SMARTBoard for students to practice editing.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Communication Arts	Grades: K-12	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Review and revise communications to improve accuracy and clarity
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	10.10	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Writing	Range of Writing	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		2.2.c	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell correctly.	2.2.b	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 9-10 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Use a colon to introduce a list or quotation.	2.2.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Language	Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	5.5	College- and Career-Readiness Standards and K-12 English Language Arts

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Students Self-Reflection About Personal Goals

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Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 14

Unit Objective

Publish writingA. Genre (narrative and expository)B. FormatC. Mode (summary, literary analysis, research or reflective writing,)

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Assessment Methods

Essential Questions

Course

English I

Unit

2.05 Forms/Types/Modes of Writing

Objective used to assess students

Formative Assessment Activities

The student will publish narrative text by composing a letter to the editor of a newspaper offering his opinion about a current event. Letter will be assessed with a rubric that identifies proper letter format and persuasive techniques.

Depth of Knowledge

80%

Learning Activity

The student will choose a topic from a topic bank that is generated from class discussion; then, he will follow the steps of the writing process to compose a letter to the editor of a newspaper. Student will identify the persuasive techniques that were used in the letter.

Research-based Instructional Strategies

The teacher will model proper letter format and persuasive techniques by showing examples via SMARTBoard.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Communication Arts	Grades: K-12	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
2.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Apply communication techniques to the job search and to the workplace
4.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Explore, prepare for and seek educational and job opportunities

Common Core Standards

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Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

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Name

English I Objective 15

Unit Objective

Develop and apply effective listening skills and strategies.A. Purpose (enjoyment, information, directions)B. EffectivenessC. ValidityD. Usage of general academic and domain specific words

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Assessment Methods

Essential Questions

Course

English I

Unit

3.01 Purpose for Listening

Objective used to assess students

Formative Assessment Activities

The student will develop and apply effective listening skills while listening to a partner read them a selected passage that is filled with unfamiliar words and concepts (ex. a passage over a different cultural practice). First, the student will orally determine the purpose of the piece. To demonstrate active listening behaviors the student will orally recall as much of the passage as they can. Next, the student will determine whether or not the piece was effective (students will be inclined to answer that it was ineffective due to unknown words). Last, ask the students if they had to adapt their listening behaviors between listening to the selection in the learning activity and listening to this selection.

Depth of Knowledge

80%

Learning Activity

The students will listen to a portion of the speech "I Have a Dream..." by Dr. Martin Luther King, Jr. Students will listen for purpose, effectiveness, and validity. Then students will decide as a class the purpose of the piece. Next the students will determine whether or not the piece was effective as a persuasive speech and if its content was taken from reliable sources.

Research-based Instructional Strategies

The teacher will explain the purposes for listening. The teacher will lead the class in a discussion over effective listening skills and strategies. The teacher will have the class fill out a graphic organizer comparing and contrasting effective and ineffective listening skills. The teacher will ask the class such questions as "Why do we listen? What knowledge do we gain from listening? How do we tell if what we listened to was valid or invalid? How can we tell if someone is listening to us?"

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
5	Communication Arts	Grades: K-12	comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	
6	Communication Arts	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works
1.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Discover and evaluate patterns and relationships in information, ideas and structures
1.10	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	2.2
College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 English Language Arts	Speaking and Listening	Comprehension and Collaboration	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	3.3
College- and Career-Readiness Standards and K-12 English Language Arts	Grades 9-10 English Language Arts	Speaking and Listening	Comprehension and Collaboration	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	6.6

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Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 16

Unit Objective

Develop and apply active-listening behaviors

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Sequence

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Assessment Methods

Essential Questions

Course

English I

Unit

3.02 Listening Behavior

Objective used to assess students

Formative Assessment Activities

Students will develop and apply active-listening behaviors by rephrasing and repeating the speaker's statements that were read during the learning activity. These will be written down and given to the speaker who will determine whether or not the statements are correct and complete.

Depth of Knowledge

Learning Activity

A pair of students will each read a short selection to the other. As the speaker reads, the other listener will respond with effective body language, facial expressions, and questions to enhance better listening behaviors.

Research-based Instructional Strategies

The teacher will model effective and ineffective body language and facial expressions to indicate agreement, disagreement or confusion as a student volunteer reads a short selection.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
5	Communication Arts	Grades: K-12	comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)	
6	Communication Arts	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas	
1.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Comprehend and evaluate written, visual and oral presentations and works

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Speaking and Listening	Comprehension and Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	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.	3.3	College- and Career-Readiness Standards and K-12 English Language Arts

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Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 17

Unit Objective

Identify and apply effective speaking skills and strategies for various audiences and purposesA. Create concise presentationsB. Evaluate and integrate credible mediaC. Propel conversations and incorporate others into discussionsD. Demonstrate poise, control, and command of formal EnglishE. Respond to feedback, qualify personal views and make new connectionsF. Make strategic use of digital media in presentations to enhance and add interest.

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Assessment Methods

Essential Questions

Course

English I

Unit

3.03 Speaking

Objective used to assess students

Formative Assessment Activities

To develop and apply effective speaking skills and strategies for various audiences and purposes, students will prepare an outline from the information that was selected as suitable for the two-minute presentation. Then the student will write the speech from this outline.

Depth of Knowledge

80%

Learning Activity

Students will decide on a topic which investigates an idea, process, event, or person. They will research the topic using a variety of sources. Then students will choose only the information that is relevant to the topic and can be incorporated into a two-minute presentation.

Research-based Instructional Strategies

The teacher will explain that there are four main types of speeches: informative, persuasive, entertaining, and extemporaneous. The teacher will prepare a handout which gives the steps needed to create a short presentation. Then the teacher will discuss possible sources for an informational presentation.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
1	Communication Arts	Grades: K-12	speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)	
6	Communication Arts	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.3	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Exchange information, questions and ideas while recognizing the perspectives of others
4.6	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Identify tasks that require a coordinated effort and work with others to complete those tasks

Grade and Course Level Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Speaking and Listening	Comprehension and Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	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.	1.1.c	College- and Career-Readiness Standards and K-12 English Language Arts

<p>Grades 9-10 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>1.1.d</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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<p>Grades 9-10 English Language Arts</p>	<p>Speaking and Listening</p>	<p>Comprehension and Collaboration</p>	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>2.2</p>	<p>College- and Career-Readiness Standards and K-12 English Language Arts</p>
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Grades 9-10 English Language Arts	Speaking and Listening	Comprehension and Collaboration	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.		4.4	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.		5.5	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 9-10 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Speaking and Listening	Presentation of Knowledge and Ideas	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.		6.6	College- and Career-Readiness Standards and K-12 English Language Arts

Version

3

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 20

Unit Objective

Develop and apply effective research process skills to gather, analyze, and evaluate information.A. Develop a research planB. Locate, analyze, select, and evaluate multiple primary and secondary sources

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19

Assessment Methods

Essential Questions

Course

English I

Unit

4.01 Information Literacy

Objective used to assess students

Formative Assessment Activities

To develop and apply effective research process skills to gather, analyze, and evaluate information, the students will give an oral report to the teacher as to the number of sources available for the topic and the actual amount of sources that were selected after narrowing the topic.

Depth of Knowledge

80%

Learning Activity

Students will select a topic and then do preliminary research in the library to determine if the topic is suitable for research or if it needs to be narrowed. Using the guidelines provided for reliability, students will evaluate their primary and secondary sources. They will then choose which sources they would use for a research project.

Research-based Instructional Strategies

The teacher will emphasize the importance of planning for a research project. The steps will include choosing a topic, doing preliminary research to narrow the topic, and analyzing the audience and purpose. The teacher will brainstorm with the students possible primary and secondary sources, which should include books, encyclopedias, magazines, newspapers, and the Internet. Students will be given guidelines as to how to evaluate the reliability of their sources.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
3	Communication Arts	Grades: K-12	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	
4	Communication Arts	Grades: K-12	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	
1.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Develop questions and ideas to initiate and refine research
1.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Conduct research to answer questions and evaluate information and ideas
1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information

1.7	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Evaluate the accuracy of information and the reliability of its sources
4.5	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Develop, monitor and revise plans of action to meet deadlines and accomplish goals

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 21

Unit Objective

To record relevant information from multiple primary and secondary sources and document them in standard citation format.

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20

Assessment Methods

Essential Questions

Course

English I

Unit

4.02 Information Literacy

Objective used to assess students

Formative Assessment Activities

To record relevant information from multiple primary and secondary sources and document them in standard citation format, students will create a notecard(s) and prepare a citation from an article provided by the teacher.

Depth of Knowledge

Learning Activity

Students will choose previously printed research information from 4.01 and highlight the material that could be transferred to note cards with either direct quotes or paraphrasing. Using the MLA handout, students will cite correctly the highlighted portions of the text.

Research-based Instructional Strategies

The teacher will have the students read note taking procedures from their textbooks. Sample notecards that illustrate proper note taking procedures will be prepared and used in a SmartBoard presentation. Additional notecards will be prepared with information left out so that the students can fill in the blanks. The teacher will give the students a handout showing MLA citation format.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Show-Me Standards

Code	Subject	Grade	Standard	Goal
2	Communication Arts	Grades: K-12	reading and evaluating fiction, poetry and drama	
3	Communication Arts	Grades: K-12	reading and evaluating nonfiction works and material (such as biographies, newspapers, technical manuals)	
4	Communication Arts	Grades: K-12	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	
1.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Conduct research to answer questions and evaluate information and ideas
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.3	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Exchange information, questions and ideas while recognizing the perspectives of others

1.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Use technological tools and other resources to locate, select and organize information
1.7	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Evaluate the accuracy of information and the reliability of its sources
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
4.4	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.	Recognize and practice honesty and integrity in academic work and in the workplace

Grade and Course Level Standards

Common Core Standards

Version

1

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement

Name

English I Objective 11

Unit Objective

Apply the writing process for compositions by generating a rough draft.A. Strong controlling idea with an effective beginning, middle, and endingB. Relevant specific details in logical order

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Sequence

32

Assessment Methods

Essential Questions

Course

English I

Unit

2.02 Drafting Process

Objective used to assess students

Formative Assessment Activities

The student will apply the writing process by generating a rough draft of an essay (such as a narrative) relating to a memorable or vivid life experience. The student draft will include a strong controlling idea with an effective beginning, middle, and ending. The relevant specific details will be in logical order. A rubric will be provided to assess the quality of the rough draft.

Depth of Knowledge

80%

Learning Activity

The student will continue the writing process by putting together a puzzle. The puzzle is a short story or article that has been cut into separate sentences or ideas. The student will paste together the short story or article onto notebook paper in what each believes is the proper order. Once finished, the student will participate in a class discussion and explain the placement of each puzzle piece.

Research-based Instructional Strategies

The teacher will provide examples of rough drafts that have poor, good, and excellent writing techniques via the SMARTBoard. The class will help the teacher high-light specific details that show different degrees of effectiveness, such as a strong controlling idea, the relevant details, and the logical order found within each piece. After reviewing each text, students will rank the rough drafts in order of their effectiveness.

Supporting Resources

Correction Exercise

Enrichment Exercise for Accelerated Learners

Remediation for Struggling Learners

English Language Learner

District Defined

Objective is A+

Missouri School Improvement Program

Code	Subject	Grade	W
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Show-Me Standards

Code	Subject	Grade	Standard	Goal
4	Communication Arts	Grades: K-12	writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)	
2.1	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Plan and make written, oral and visual presentations for a variety of purposes and audiences
2.2	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.	Review and revise communications to improve accuracy and clarity
1.8	Knowledge Standards	Grades: K-12	Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.	Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation

Grade and Course Level Standards

Common Core Standards

Code	Subject	Grade	Strand	Anchor Standard	Grade Level Standard	1.1.b	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	1.1.d	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	1.1.a	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	1.1.e	College- and Career-Readiness Standards and K-12 English Language Arts
Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Provide a concluding statement or section that follows from and supports the argument presented.	1.1.c	College- and Career-Readiness Standards and K-12 English Language Arts

Grades 9-10 English Language Arts	Writing	Text Types and Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Use words, phrases, and clauses 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.	10.10	College- and Career-Readiness Standards and K-12 English Language Arts
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Version

2

Files

Date Range

Other Standards

Other Diverse Learners

Students Self-Reflection About Personal Goals

Use of Technology

Guiding Questions

Guiding Questions Depth of Knowledge

Summative Assessment Activities

Summative Correction Exercise

Family and Community Involvement