



**VALWOOD**

*GO BEYOND*

**English I Curriculum**

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## English I Course Overview

Course Description	Components of a Valwood Upper School English Language Arts Class										
<p>English I provides a framework for the rigorous study of literature, including short story, drama, poetry, nonfiction, and the novel. Students will read closely; write descriptive, narrative, and analytical essays; develop digital literacy; listen actively and speak clearly; respect various points of view; and demonstrate creative collaborative, and critical thinking skills. Each unit will be anchored by an extended text (a play or book-length work) and feature thematic connections to related poetry, short stories, current events, and the arts (music, design, etc.).</p>	<p><b>Stakeholders understand that Valwood</b></p> <ul style="list-style-type: none"> <li>• Has clear and high expectations for all students</li> <li>• Designs instruction driven by curriculum and student needs</li> <li>• Provides frequent and descriptive feedback that meaningfully guides student effort</li> <li>• Supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension</li> <li>• Offers opportunities for multiple forms of representation (e.g. pictures, words, symbols, diagrams, tables, graphs, audio and video recordings, and movement)</li> </ul>										
<p><b>Assessments</b></p>	<p><b>Students actively engage in learning by:</b></p> <ul style="list-style-type: none"> <li>• Participating in classroom talk (listening, elaborating, clarifying, expanding, questioning, inviting others in)</li> <li>• Applying rigorous, strategic thinking (explanation, interpretation, application, perspective-taking, empathy, self-reflection)</li> <li>• Practicing skills of a 21st century learner (independence, self-advocacy, time management, organization, agency, resilience, inquiry, self-motivation, responsibility)</li> </ul>										
<p><b>Grade Level Expectations</b></p>	<p><b>Teachers design instruction that includes:</b></p> <ul style="list-style-type: none"> <li>• Reading, writing, speaking, and listening every week</li> <li>• Reading and writing in multiple genres</li> <li>• Creating opportunities for students to engage in inquiry-based thinking</li> <li>• Balancing whole group, small group, and individual instruction</li> <li>• Using collaborative learning groups</li> <li>• Opportunities to authentically respond to texts</li> <li>• Finding ways for students to publish their writing to authentic audiences</li> <li>• Opportunities for authentic, meaningful, interactive discussion</li> </ul>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Domains</th> <th style="width: 80%;">9<sup>th</sup> Grade</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">1. Speaking and Listening</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Prepares for and communicates effectively during oral presentations.</li> <li>2. Initiates and participates effectively in a range of collaborative discussions.</li> </ol> </td> </tr> <tr> <td style="vertical-align: top;">2. Reading for All Purposes</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Composes narrative, persuasive, and analytical writing with attention to audience and purpose.</li> <li>2. Analyzes word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases.</li> </ol> </td> </tr> <tr> <td style="vertical-align: top;">3. Writing and Composition</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Composes narrative, persuasive and analytical writing with attention to audience and purpose.</li> <li>2. Use the recursive process of writing to produce well-written documents for specific purposes and audiences.</li> </ol> </td> </tr> <tr> <td style="vertical-align: top;">4. Research and Reasoning</td> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Designs, conducts and shares research by synthesizing information from multiple sources.</li> <li>2. Supports analysis, reflection, and research by using evidence from texts, critical thinking, and logical reasoning.</li> </ol> </td> </tr> </tbody> </table>		Domains	9 <sup>th</sup> Grade	1. Speaking and Listening	<ol style="list-style-type: none"> <li>1. Prepares for and communicates effectively during oral presentations.</li> <li>2. Initiates and participates effectively in a range of collaborative discussions.</li> </ol>	2. Reading for All Purposes	<ol style="list-style-type: none"> <li>1. Composes narrative, persuasive, and analytical writing with attention to audience and purpose.</li> <li>2. Analyzes word relationships within literary, persuasive, and informational texts to learn grade-appropriate conversational, general academic and content-specific words and phrases.</li> </ol>	3. Writing and Composition	<ol style="list-style-type: none"> <li>1. Composes narrative, persuasive and analytical writing with attention to audience and purpose.</li> <li>2. Use the recursive process of writing to produce well-written documents for specific purposes and audiences.</li> </ol>	4. Research and Reasoning	<ol style="list-style-type: none"> <li>1. Designs, conducts and shares research by synthesizing information from multiple sources.</li> <li>2. Supports analysis, reflection, and research by using evidence from texts, critical thinking, and logical reasoning.</li> </ol>
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# English I

## 1. Speaking and Listening: Flexible communication and collaboration

Speaking and Listening goals require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays to help achieve communicative purposes, and adapt speech to context and task.

### SPEAKING AND LISTENING

#### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners.
2. Build on others' ideas and express their own clearly and persuasively.
3. Integrate and evaluate information presented in diverse media and formats.
4. Evaluate a speaker's point of view, reasoning, and use of evidence to inform, persuade, or motivate an audience.

#### Presentation of Knowledge and Ideas

5. Design organization, development, and style appropriate to task, purpose, and audience.
6. Present information, findings, and supporting evidence so that listeners can follow the line of reasoning.
7. Use digital media and visual displays of data strategically in order to enhance presentations.
8. Adapt speech to a variety of contexts and communicative tasks.

### LANGUAGE

#### Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### Vocabulary Acquisition

2. Acquire a range of academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
3. Demonstrate independence in gathering vocabulary knowledge when encountering new words vital to comprehension or expression.

#### Use of Language

4. Make effective choices of language to demonstrate understanding of how words function in different contexts.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**English I – Speaking and Listening****Students deliver organized and effective oral presentations for diverse audiences and varied purposes.**

<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Presentation of Knowledge and Ideas:</b></p> <ul style="list-style-type: none"><li>a. 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.</li><li>b. 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.</li><li>c. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</li><li>d. Define a position, select evidence to support that position, and develop a well-organized presentation to defend it.</li><li>e. Use effective oral delivery skills, including verbal and nonverbal techniques, to persuade an audience.</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How do different purposes and audiences affect the preparation of content and language of presentation?</li><li>2. How do presenters know if an audience is interested in their topic?</li><li>3. How can nonverbal cues change the intent of a presentation?</li><li>4. How do presenters know when they are ready to deliver a presentation?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Humor, poise, and intuition give society alternative ways to access information.</li><li>2. Politicians seek to persuade voters by offering compelling arguments developed through well-organized speech writing.</li><li>3. Actors research and study the history of their character to present an authentic portrayal.</li><li>4. Media technologies offer opportunities for viewing presentations on a variety of topics and observing various styles.</li><li>5. Electronic presentation tools can be used to enhance oral presentation.</li></ul> <p><b>Nature of Discipline:</b></p> <ul style="list-style-type: none"><li>1. Skilled communicators use nonverbal techniques in their presentations to help them convey a particular message.</li><li>2. Effective communicators understand the necessity for developing presentations with sequential and relevant information for a particular audience.</li></ul>

**English I – Speaking and Listening**

**Students initiate and participate effectively in a range of collaborative discussions.**

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p><b>Comprehension and Collaboration:</b></p> <ul style="list-style-type: none"><li>a. Participates in discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.<ul style="list-style-type: none"><li>i. 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.</li><li>ii. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</li><li>iii. 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.</li><li>iv. 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.</li></ul></li><li>b. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</li><li>c. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</li><li>d. Follow the speaker's arguments, take notes, ask clarifying questions, and give verbal and nonverbal feedback to the speaker as appropriate.</li><li>e. Explain how variables such as background knowledge, experiences, values, and beliefs can affect communication.</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. How does a speaker's personal history affect his point of view?</li><li>2. What is appropriate/inappropriate feedback?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Taking notes when listening to a speaker helps audience members remember what was said.</li><li>2. Providing feedback is an important skill that is used in many professional settings (such as a doctor's office or courtroom, or in construction or engineering environments).</li><li>3. Utilize electronic feedback tools for immediate feedback.</li><li>4. Use library databases to evaluate evidence and arguments.</li><li>5. Advertising and political speeches offer opportunities for evaluation of fallacious reasoning, logic of argument, and author intention.</li></ul> <p><b>Nature of Discipline:</b></p> <ul style="list-style-type: none"><li>1. Skilled listeners understand the context of a presenter's point of view.</li><li>2. Skilled listeners use their own experiences to relate to a speaker's topic.</li></ul>

## 2. Reading: Text complexity and the growth of comprehension

Reading expectations place equal emphasis on the sophistication of what students read and the skill with which they read. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

### READING

#### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### Craft and Structure

4. Interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific parts of a text relate to each other and to the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### Integration of Knowledge and Ideas

7. Evaluate and integrate the content presented in of print and digital sources.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the authors' approaches.

#### Range of Reading and Level of Text Complexity

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

### LANGUAGE

#### Knowledge of Language

1. Apply knowledge of language to understand how language functions in context and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use

2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
3. Demonstrate independence in gathering vocabulary knowledge when encountering new words vital to comprehension or expression.
4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<b>English I – Reading</b>	
<b>Students read a wide range of literature (American and World Literature) to understand important universal themes and the human experience.</b>	
<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Key Ideas and Details:</b></p> <p>a. 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>b. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>c. 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><b>Craft and Structure:</b></p> <p>d. 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>e. 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>f. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>Integration of Knowledge and ideas:</b></p> <p>g. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment</p> <p>h. Analyze how an author draws on and transforms source material in a specific work</p> <p>i. Identify the characteristics that distinguish literary forms and genres.</p> <p><b>Range of Reading and Level of Text Complexity:</b></p> <p>j. By the end of grade 9, read and comprehend literature of appropriate complexity for grades 9-10, including stories, dramas, and poems, with scaffolding as needed to increase skill level.</p>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does an author use a literary device to demonstrate deeper meaning for the text? Explain your thinking and cite how you came to this conclusion.</li> <li>2. How does the setting that was portrayed by the author impact the text?</li> <li>3. What character traits seemed to be conflicting with one character (or more) in the text? (For example, a character started out as a generous person and then became bitter and selfish after a disaster.)</li> <li>4. What role does character motivation have in driving the plot and how does it affect the outcome of the story?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Reading takes people's minds to places that they may not have personally experienced.</li> <li>2. Reading multiple genres exposes people's thinking beyond their community.</li> <li>3. As people prepare to become members of society, they will encounter multiple perspectives that will require judgment and scrutiny.</li> <li>4. Connecting online with students in locations addressed in readings enhance their understanding of a text.</li> </ol> <p><b>Nature of Discipline:</b></p> <ol style="list-style-type: none"> <li>1. Readers fluently compare and contrast story elements to build a deeper understanding of the ideology or theme of the text.</li> <li>2. Skilled readers study and apply information from Science, Technical Subjects, and History/Social Studies.</li> </ol>

**English I – Reading****Students use textual evidence to support analysis, synthesis, and evaluation of informational and persuasive texts.****Evidence Outcomes****Key Ideas and Details:**

- a. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- b. 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. Analyze how the author unfolds an analysis or series of ideas or events.

**Craft and Structure:**

- c. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- d. Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. 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.

**Integration of Knowledge and Ideas:**

- e. Analyze various accounts of a subject told in different mediums (e.g., a person's story in print and multimedia).
- f. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- g. Analyze seminal U.S. documents of historical and literary significance.
- h. Use flexible reading and note-taking strategies (outlining, mapping systems, skimming, scanning, key word search) to organize information and make connections.
- i. Critique author's choice of expository, narrative, persuasive, or descriptive modes to convey a message.

**Range of Reading and Level of Text Complexity:**

- j. By the end of grade 9, read and comprehend literature of appropriate complexity for grades 9-10, including stories, dramas, and poems, with scaffolding as needed to increase skill level.

**21st Century Skills and Readiness Competencies****Inquiry Questions:**

1. How does an author work to persuade readers to change their opinions?
2. How does an author alter readers' thoughts as they read a text?
3. What visual imagery does the author create to activate one or more of the readers' emotions?
4. What is the difference between text that is explicitly accurate and text that is explicitly logical?

**Relevance and Application:**

1. Companies and organizations like to use influential people in their advertisements to sell their products.
2. With constant exposure to graphics and multimedia in our world, people need to be conscious of how these images influence thinking.
3. Reading newspaper (or online blogs) editorials can affect the way in which people perceive information (mob mentality or bandwagon effect).
4. Advertising, editorials, and political statements offer opportunities for evaluation of fallacious reasoning, logic of argument, and author intention.



<b>English I - Reading</b>	
<b>Students analyze word relationships within literary, persuasive, and informational texts to learn appropriate conversational, academic, and content-specific words and phrases.</b>	
<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Vocabulary Acquisition and Use:</b></p> <p>a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>i. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>ii. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> <li>iii. Consult general and specialized reference materials (e.g., dictionaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>iv. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</li> </ol> <p>b. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>i. Interpret figures of speech (e.g., oxymoron) in context and analyze their role in the text.</li> <li>ii. Analyze nuances in the meaning of words with similar denotations.</li> </ol> <p>c. Acquire and use accurate academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.</p> <p>d. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does an author work to persuade readers to change their opinions?</li> <li>2. How does an author alter readers' thoughts as they read a text?</li> <li>3. What visual imagery does the author create to activate one or more of the readers' emotions?</li> <li>4. What is the difference between text that is explicitly accurate and text that is explicitly logical?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Companies and organizations like to use influential people in their advertisements to sell their products.</li> <li>2. With constant exposure to graphics and multimedia in our world, people need to be conscious of how these images influence thinking.</li> <li>3. Reading newspaper (or online blogs) editorials can affect the way in which people perceive information (mob mentality or bandwagon effect).</li> <li>4. Advertising, editorials, and political statements offer opportunities for evaluation of fallacious reasoning, logic of argument, and author intention.</li> </ol>

### 3. Writing: Essential skills, responding to reading, and incorporating research

The writing expectations acknowledge the fact that some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Students are required to draw upon and write about evidence from literary and informational texts. Research goals are prominently included in this strand because consulting primary and secondary sources is central to effective inquiry.

#### WRITING

##### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

##### Production and Distribution of Writing

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

##### Research to Build and Present Knowledge

7. Conduct both short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

##### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### LANGUAGE

##### Conventions of Standard English

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

##### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

##### Vocabulary Acquisition and Use

4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level.
6. Demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**English I - Writing**

**Students compose narrative writing with attention to audience and purpose.**

<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Text Types and Purposes:</b></p> <ul style="list-style-type: none"><li>a. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.<ul style="list-style-type: none"><li>i. 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.</li><li>ii. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li><li>iii. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li><li>iv. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li><li>v. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li></ul></li><li>b. Write literary and narrative texts using a range of poetic techniques, figurative language, and graphic elements to engage or entertain the intended audience.</li><li>c. Craft the expression of voice and tone in a text by selecting and using appropriate vocabulary, sentence structure, and sentence organization.</li><li>d. Review and revise ideas and development in substantive ways to improve the depth of ideas and vividness of supporting details.</li><li>e. Explain strengths and weaknesses of own writing and the writing of others using criteria (e.g., checklists, scoring guides).</li></ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"><li>1. Why does descriptive language make writing more appealing to the readers?</li><li>2. Would people want to read texts that have no organizational structure? Why?</li><li>3. Why is it important for authors to be able to develop texts that have an organized theme?</li></ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"><li>1. Consumers enjoy reading books with rich, descriptive language so they can picture what they are reading.</li><li>2. Reporters and columnists at newspapers accept improvements in their writing to improve their work.</li><li>3. Business workers are self-directed and rewarded for their efforts when they refine their writing to engage the reader.</li><li>4. Writers use descriptive language in their texts to make them more appealing to the reader.</li><li>5. Writers know that revision, editing comments, and feedback strengthen a text.</li><li>6. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies</li></ul>

**English I - Writing****Students compose persuasive and informational writing with attention to audience and purpose.****Evidence Outcomes****Text Types and Purposes:**

- a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - i. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization establishing clear relationships among claim(s), counterclaims, and evidence.
  - ii. Develop claim(s) and counterclaims, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's concerns.
  - iii. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships.
  - iv. Establish and maintain a formal style and objective tone.
  - v. Provide a concluding statement that supports the argument.
  - vi. Use appropriate rhetorical appeals to engage the audience.
  - vii. Anticipate and address readers' biases and expectations
  - viii. Revise ideas and structure to improve depth of information and logic of organization
  - ix. Explain and imitate emotional, logical, and ethical appeals used by writers who are trying to persuade an audience.
- b. 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.
  - i. Introduce a topic; organize ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia to aid comprehension.
  - ii. Develop the topic with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - iii. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - iv. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - v. Establish and maintain a formal style and objective tone.
  - vi. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- c. Revise writing by evaluating relationship of central idea, evidence, and organizational pattern.

**21st Century Skills and Readiness Competencies****Inquiry Questions:**

1. Why should an author plan with clarity what the reader is expecting in the piece?
2. How does an author monitor his/her work if the author is biased? What clues make the reader sense bias?
3. What makes a descriptive text appeal to certain audiences?
4. Why is it essential to explain technical terms and notations in writing?
5. Do all audiences need this type of explanation? Why or why not?

**Relevance and Application:**

1. Authors share ideas with a wider audience through writing.
2. Researchers often submit an article stating their opinion about a current topic.
3. Legal representatives prepare an argument by researching both sides and persuading an audience to one point of view by controlling one main idea.
4. Rhetoric and ethical texts explain information with relevant supporting ideas.
5. Writers anticipate how biases play a role in the writing process. They try to think about readers and how they may perceive what the author is writing.
6. Writers use different techniques to effectively support their arguments.
7. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies.

<b>English I - Writing</b>	
<b>Students use the recursive process to produce well-written documents for specific purposes and audiences.</b>	
<b>Evidence Outcomes</b>	<b>21st Century Skills and Readiness Competencies</b>
<p><b>Production and Distribution of Writing:</b></p> <ol style="list-style-type: none"> <li>a. Produce coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>b. 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.</li> <li>c. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</li> </ol> <p><b>Conventions of Standard English:</b></p> <ol style="list-style-type: none"> <li>d. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>i. Use parallel structure.</li> <li>ii. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ol> </li> <li>e. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>i. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>ii. Use a colon to introduce a list or quotation.</li> <li>iii. Spell correctly.</li> <li>iv. Identify comma splices and fused sentences in writing and revise to eliminate them</li> <li>v. Distinguish between phrases and clauses and use this knowledge to write varied, strong, correct, complete sentences.</li> </ol> </li> <li>f. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <ol style="list-style-type: none"> <li>i. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type.</li> </ol> </li> <li>g. 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.</li> </ol>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. What message does an author give a reader if there are flaws and errors in grammar and punctuation?</li> <li>2. What are the benefits of using computer-based tools for grammar support? What are the cautions of using these tools?</li> <li>3. What is meant by an obscure or oblique reference?</li> <li>4. Why should the writer beware when using a reference that may be obscure?</li> <li>5. When a writer has text at an adequate phase, is it necessary to keep tweaking it? Why or why not?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Learning to rewrite with improvements creates a thoughtful, thorough writer.</li> <li>2. Artificial intelligence software is sophisticated enough to correct and complete unfinished sentences.</li> <li>3. Writers review work for clarity and the match it has to their audience.</li> <li>4. Good writers are always highly valued.</li> </ol>

## 4. Research and Reasoning

Research and Reasoning skills are pertinent for success in postsecondary and workforce settings. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

### WRITING

#### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Production and Distribution of Writing

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

#### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### LANGUAGE

#### Conventions of Standard English

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

#### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### Vocabulary Acquisition and Use

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**English I – Research and Reasoning****Students gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions.****Evidence Outcomes****Research to Build and Present Knowledge:**

- a. 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.
- b. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- c. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- d. Analyze how an author draws on and transforms source material in a specific work.
- e. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- f. Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., library databases, print and electronic encyclopedia and other reference materials, pamphlets, book excerpts, online and print newspaper and magazine articles, letters to an editor, digital forums, oral records, research summaries, scientific and trade journals).
- g. Use in-text parenthetical citations to document sources of quotations, paraphrases and information.

**21st Century Skills and Readiness Competencies****Inquiry Questions:**

1. When a researcher is “reflecting” on information to use in a project, what is actually happening in the thought pattern?
2. When are multiple resources NOT HELPFUL?
3. How do researchers plan for such challenges as little to no primary information?
4. What was your most unusual source for a personal research project? What resource was the least useful and why?
5. How do you know a source is legitimate and credible? How can you find out?

**Relevance and Application:**

1. Information from a variety sources is needed to conduct accurate, clear, and coherent research.
2. Looking at multiple perspectives expands people’s thinking and adds clarity to their own thoughts and words.
3. Using information from many sources helps broaden ability to locate and use information.
4. In the global society, multiple perspectives and a wide range of information are within easy reach and importantly applicable. Global perspectives can be obtained through participating in online social media networks.
5. Global perspectives can be obtained through participating in online social media networks.
6. Researchers are attentive to bias in resources and monitor their own writing and speaking for biases to assess and maintain their own credibility. Skilled writers apply their knowledge when writing in Science, Technical Subjects, and History/Social Studies

**English I – Research and Reasoning**

**Students support their own analysis, reflection, and research by using evidence from texts, critical thinking, and logical reasoning. Students persist when engaging with complex problems or difficult texts.**

Evidence Outcomes	21st Century Skills and Readiness Competencies
<p>a. Judge the usefulness of information based on relevance to purpose, source, objectivity, copyright date, cultural and world perspective (such as editorials), and support the decision.</p> <p>b. Assess strengths and weaknesses of own thinking and thinking of others by using criteria including relevance, clarity, accuracy, fairness, significance, depth, breadth, logic and precision.</p> <p>c. Recognize and question the implications of language and image use that reflect bias and assumption in one's own and others' research.</p> <p>d. Integrate information from different sources to form conclusions about an author's assumptions, biases, credibility, cultural and social perspectives, or world views.</p>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"><li>1. How is reasoning used in problem solving?</li><li>2. Why is it important to state the problem with clarity before beginning a research project?</li><li>3. How do you monitor what you are reading for fairness and accuracy?</li><li>4. What assumptions need to be asked about "relevant and irrelevant" information when solving a problem?</li></ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"><li>1. Problem-solving strategies are used in all content areas.</li><li>2. Problem solving is a daily expectation.</li><li>3. Learning to reason supports relationships and the ability to solve problems that arise at home or at work.</li><li>4. Everyone benefits from finding new ways to solve problems.</li><li>5. Recognition of multiple perspectives is important in this global society.</li><li>6. Online social networking tools allow access to global perspectives</li><li>7. An increased clarity of language helps people become better communicators both in speaking and writing.</li><li>8. Researchers know that there are biases that can influence their thinking. They monitor how they approach problem solving to keep these external influences in check.</li><li>9. Researchers acknowledge the perspectives of others, which helps them be clear and precise in their language and writing.</li></ol>