



**REQUEST FOR LITERATURE SELECTION ADOPTION AND LITERATURE EVALUATION**  
**High School**

High School Site	Signature - Principal or Academic AP Designee	Signature - Teacher Leader (enter N/A if no Teacher Leader)	Comments:
American Canyon HS	Theo Dykzeul	Aaron Johnson	
Napa HS	Kate Gauger	Martha Calderon	
Napa Valley Independent Studies	Susan Wilson	na	
New Tech HS	Susan Miller	Nancy Hale	
Valley Oak HS	Maria Cisneros	John Mautner	
Vintage HS	Katelyn Estudillo	Michael Alger	

Request submitted by:	Katelyn Estudillo	School Site:	Vintage High School
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Executive Director, Secondary Education: \_\_\_\_\_

Please review below submission and sign above if you approve or write reason in comment area if you do not.

**NOTE:**

- Approved core materials must be agreed on and used by all high school campuses as the main resource. Approved non-core and supplemental materials must be agreed on by all high schools, but may be used by individual sites to supplement and not "supplant" the core. (core = English, health, mathematics, physical education, sciences, social sciences, and world languages)
- Since NVUSD has moved toward digital usage, we strongly encourage the review and recommendation of new instructional programs that offer online student textbooks and resources rather than printed materials.

COURSE NAME & NUMBER: 9th Grade English EN137 - P English 9

DEPARTMENT: English

TITLE OF LITERATURE SELECTION: *The Poet X*

GRADE(S): 9th

Check one: Basic: \_\_\_\_\_ Supplementary: XXX

Check one: Hardcover: XXX Soft cover: \_\_\_\_\_ Paperback: \_\_\_\_\_

AUTHOR: Elizabeth Acevedo

PUBLISHER: HarperTeen; 1st Edition edition (March 6, 2018)

COPYRIGHT DATE: 2018

ISBN#: 978-0062662804

COST: \$6.40

1. What are the goals/objectives accomplished best through this literary piece?
  - This novel centers around Xiomara, a 15-year-old girl who, struggling with her identity, finds her voice through her discovery of poetry. One of the central questions of our 9th grade CRSH curriculum is: "What do I want to be? What gifts and cultural wealth do I possess and want to cultivate?" The study of this novel will invite students to reflect on Xiomara's journey and then ultimately their development of voice in narratives of their own.
  - The novel will pair nicely with *Long Way Down* and *Poetry Speaks who I am* to develop the study of voice, self-discovery and various forms of poetry, from classic to contemporary.
2. What does this selection contribute to the overall 9 – 12 English/Language Arts Program?
  - The novel, written in verse, presents a character in conflict, coming of age in a complicated world. Like graphic novels, novels written in verse are a relatively new form of literature that have been found to engage reluctant readers and foster a love of reading. Currently, we do not have titles reflecting this widely-popular genre.
  - We want to create a culture of readers and writers at our school. Tomi Adeyemi, the award-winning author of *Children of Blood and Bone*, wrote the following about this book: "I also knew that if I had had books like this or *Long Way Down* by Jason Reynolds as a kid, it wouldn't have taken me until the age of 17 to realize I loved reading and writing." (Goodreads.com) Our hope is that this book will speak to many of our students who don't see themselves in the literature currently in our bookroom.
3. Does this selection replace another title? Yes ☐ No ☒ If Yes, which title and why?
4. How does this selection build upon objectives from the prior year?
  - This study of this book will build upon close reading and literary analysis skills taught in middle school.
5. What professional sources have recommended this title?
  - National Council of Teachers of English: Elizabeth Acevedo was a presenter at their annual convention 2018, Austin, TX
  - Common Sense Media (5 star "expert review" recommendation for age 13+)
  - Winner of the 2018 National Book Award for Young People's Literature, the Globe-Horn Award for Best Fiction of 2018, and the 2018 Pura Belpré Award, which honors Latinx writers whose books "best portray, affirm and celebrate the Latino cultural experience."
6. Appropriate class and/or level:
  - 9th grade

ADDITIONAL COMMENTS:

COMPUTER TITLE: P E N G L I S H 9

COURSE TITLE: P English 9  
COURSE NUMBER: EN137  
GRADE LEVEL: 9  
LENGTH OF COURSE: 1 Year (2 semesters)  
GRAD REQUIREMENT: English (A) – 10 credits  
CSU/UC REQUIREMENT: "b"  
VOCATIONAL ED: No  
CBEDS NUMBER: 2130  
NCLB: Yes, EN  
APPROVAL DATE: January 2001  
REVISED DATE: May 2018, June 2017

### Course Description

This course initiates the student into the Freshman/Sophomore English program. It requires regular work in reading a balance of literature and nonfiction texts. This class develops the critical thinking skills necessary to complete that work successfully. Writing instruction concentrates on a variety of writing tasks (both brief and full writes) focusing on the three main writing types (narrative, explanatory/information, and argumentative). Language and vocabulary are taught in the context of the reading and writing tasks. Speaking and listening activities are designed to sharpen the students' facility with language and content knowledge in group activities, classroom discussion, oral readings, and formal presentations.

### Course Prerequisites

None.

### Course Goals

*From: (CA ELA/ELD Framework, 2015)*

A primary goal of this class is to develop students' readiness for college, careers, and civic life. By the end of grade nine the intent is for every student to begin establishing his or her own *literate identity* drawing on the knowledge, skills, and confidence developed over years of prior schooling and to be working toward attaining the second goal- the capacities of literate individuals (demonstrating independence; building strong content knowledge; responding to varying demands of audience, task, purpose, and discipline; comprehending as well as critiquing; valuing evidence; using technology and digital media strategically and capably; and coming to understand other perspectives and cultures). Students' years of schooling also culminate in having accomplished the goal of becoming broadly literate, having read and viewed widely across a range of genres and disciplines for both pleasure and knowledge. So too do students' interaction with a range of technology and digital media, instructional modes (including inquiry based, collaborative, and direct), and global cultures and perspectives prepare them for the goal of successfully navigating life in the 21st century.

### Course Objectives

#### Reading Standards for Literature

##### Key ideas and details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

##### Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

**Integration of knowledge and ideas**

7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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

10. 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.

**Reading Standards Informational Text****Key ideas and details**

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Craft and structure**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Integrating knowledge and ideas**

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

**Range of reading and text complexity**

10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing****Text types and purpose**

1. Write arguments to support claims in an analysis of substantive topics or texts, texts, using valid reasoning and relevant and sufficient evidence.
  - a. 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.
  - b. 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.
  - c. 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 claims and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

### **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, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.
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.

### **Speaking and Listening**

#### **Comprehension and Collaboration**

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - a. 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.
  - b. 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.

- c. 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.
  - d. 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.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
  3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade) CA b. Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Language Standards**

#### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.\*
  - b. 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.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation.
  - c. Spell correctly.

#### **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.
  - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

#### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
  - a. 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.
  - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. 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).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Course Outline

### Reading

- Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. (Claim #1 – CAASPP)
- Students read to gain, modify, or extend knowledge and to learn multiple perspectives across content areas, authors, genres, formats, cultures, and historical time periods. (CA ELA/ELD Framework, 2015)

### Writing “

- Students can produce effective and well-grounded writing for a range of purposes and audiences. (Claim #2 CAASPP)
- Students write to express, refine, and consolidate their understanding of new concepts, through argumentation, analysis, narration, and summary, using structures and language appropriate to the topic and audience. To solve problems and to answer questions generated by themselves or others, they conduct research projects. (CA ELA/ELD Framework, 2015)

### Speaking and Listening

- Students can employ effective speaking and listening skills for a range of purposes and audiences. (Claim #3 CAASPP)
- Students engage with others in conversations to probe ideas, pose questions, investigate issues, consider and integrate multiple perspectives, summarize, evaluate, and elaborate on what they have heard or read, and present and synthesize arguments, ideas, and information. (CA ELA/ELD Framework, 2015)

### Research/Inquiry

- Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information. (Claim #4 CAASPP)
- Students develop projects and presentations collaboratively and independently to express their ideas, interpretations, analyses, evaluations, arguments, and experiences to others. While engaging in all these efforts, they acquire vocabulary, linguistic structures, and written language conventions which they can apply to better understand and use precise and nuanced language appropriate to task, purpose, and audience. (CA ELA/ELD Framework, 2015)

### Texts and \*Supplemental Instructional Materials

*Literature and Language Arts; Holt McDougal (Grade 9)*

\*Novels are not limited to this list.

Other approved novels can be found on the *District Instructional Materials List*

October Sky, Homer Hickam

The Odyssey, Homer

Walkabout, J. Vance Marshall

Seven Daughters of Eve, Bryan Sykes

Romeo and Juliet, W. Shakespeare

The Bean Tree, B. Kingsolver

### Instructional Methods and/or Strategies

Instructional methods for this class include lecture, small group discussion, group activities, inquiry (PBL), assigned and outside readings, group and individual projects, research activities, writing response groups, guided practice, writing as a process, timed writing, speeches, and group and individual oral presentations.

### Assessment Methods and/or Tools

Students will be evaluated using a variety of formative and summative assessments including:

- rubric evaluation of group and individual oral presentations
- peer and self-evaluations
- teacher evaluation of small group and class participation
- teacher-student conferences
- rubric evaluation of final projects
- site-based formative and summative assessments
- District interim assessments
- Reading Inventory (RI) assessment data



Time  6 weeks	<b>Synthesizing Statement</b> Students will read literature to determine a theme and examine how the author introduces and treats the theme as the text unfolds. Students will cite textual evidence that documents elements an author utilizes to convey a theme. Students will analyze the use of words and phrases in a text and its impact on meaning and tone. Students will write an informational/explanatory essay supporting their interpretation, analyses, and reflections with evidence found in literary texts.		
	<b>Standards</b>	<b>Skills/Competencies (Students will be able to...)</b>	<b>Resources</b>
	<u>Speaking and Listening</u> SL1 SL4 SL2 SL5 SL3 SL6	As a site PLC Team, <b>choose at least one SL standard</b> to teach and assess in each project/unit. Ensure that all standards are taught and assessed at some point in the year.	<u>CA CCSS</u>  <u>Reading &amp; Speaking/Listening Standards on a Page</u>  <u>Writing &amp; Language Standards on a Page</u>  <u>ELD Standards</u>  <u>ELA/ELD Framework</u>
	<u>Reading Literature</u> RL1 RL2 RL4	...make logical inferences and cite strong and thorough textual evidence. ...determine a theme, analyze its development, and summarize. ...interpret meaning of words and phrases in a text.	
	<u>Informational/Explanatory Writing</u> W2a,b,f W4 W5 W9a	...write informative/explanatory texts (thesis, development & conclusion). ...produce clear & coherent writing appropriate to task, purpose, audience. ...develop/strengthen writing by planning, revising, editing, rewriting, etc. ...draw evidence from literary text to support analysis, reflection, research	
	<u>Language</u> L1 L5 L6	...demonstrate command of standard English grammar and usage. ...demonstrate understanding of figurative language, word relationships & nuances. ...acquire & accurately use general academic and domain-specific words and phrases.	
<b>Assessment:</b> <b>Fall Reading Inventory Aug 21-Sept 15</b> <b>Site Determined Common Formative Assessment of standards listed above (IAKT, Interim Assessment Blocks, School City, CRA, PLC developed, performance task, etc)</b>			



Time  6 weeks	<b>Synthesizing Statement</b> Students will read several informational texts on a chosen topic/issue to determine the central idea presented by the author by citing textual evidence that documents the elements an author utilizes to develop a central idea. Students will analyze how the use of words and phrases impact the meaning and tone. Students will write an informational/explanatory essay supporting their interpretation, analyses, and reflections with evidence found in informational texts.		
	<b>Standards</b>	<b>Skills/Competencies (Students will be able to...)</b>	<b>Resources</b>
	<u>Speaking and Listening</u> SL1 SL4 SL2 SL5 SL3 SL6	As a site PLC Team, <b>choose at least one SL standard</b> to teach and assess in each project/unit. Ensure that all standards are taught and assessed at some point in the year.	<u>CA CCSS</u>  <u>Reading &amp; Speaking/Listening Standards on a Page</u>  <u>Writing &amp; Language Standards on a Page</u>  <u>ELD Standards</u>  <u>ELA/ELD Framework</u>
	<u>Reading Informational Text</u> RI1 RI2 RI4	...make logical inferences and cite strong and thorough textual evidence. ...determine a central idea, analyze its development, and summarize. ...interpret meaning of words and phrases in a text.	
	<u>Informational/Explanatory Writing</u> W2 c,d, e W6 W7 W8 W9 b	...write informative/explanatory texts (transitions, language use, & style/tone). ...use technology to produce, publish, update individual or shared writing products. ...conduct short & more sustained research projects to answer a question/solve a problem. ...gather relevant information from multiple sources, using advanced searches. ...draw evidence from informational texts to support analysis, reflection, research.	
	<u>Language</u> L4 L6	...determine meaning of unknown and multiple-meaning words and phrases. ...acquire & accurately use general academic and domain-specific words and phrases.	
<b>Assessment:</b> <b>Site Determined Common Formative Assessment of standards listed above (IAKT, Interim Assessment Blocks, School City, CRA, PLC developed, performance task, etc)</b>			

<b>Time</b>  <b>6 weeks</b>	<b>Synthesizing Statement</b> Students will read literature to analyze how characters interact with others and affect the plot or theme and examine how characters evolve and how different, often conflicting motives advance the plot. Students will study the same subject or scene in two different mediums analyzing how one medium emphasizes a detail the other may leave out or downplay. Students will construct arguments to defend claims and provide logical reasons and evidence to show understanding of a topic or text.		
	<b>Standards</b>	<b>Skills/Competencies (Students will be able to...)</b>	<b>Resources</b>
	<u>Speaking and Listening</u> SL1 SL4 SL2 SL5 SL3 SL6	As a site PLC Team, <b>choose at least one SL standard</b> to teach and assess in each project/unit. Ensure that all standards are taught and assessed at some point in the year.	<u>CA CCSS</u>  <u>Reading &amp; Speaking/Listening Standards on a Page</u>
	<u>Reading Literature</u> RL 1 RL 3 RL 7	...make logical inferences and cite strong and thorough textual evidence. ...analyze how complex characters develop over the course of a text. ...analyze the representation of a subject.	<u>Writing &amp; Language Standards on a Page</u>  <u>ELD Standards</u>  <u>ELA/ELD Framework</u>
	<u>Argumentative Writing</u> W1 a,b,e W4 W5 W9a	...write arguments to support claims (introduce, develop, conclusion). ...produce clear & coherent writing appropriate to task, purpose, audience. ...develop/strengthen writing by planning, revising, editing, rewriting, etc. ...draw evidence from literary nonfiction texts to support analysis, reflection, research.	
	<u>Language</u> L2 L5 L6	...demonstrate command of standard English (capitalization, punctuation, spelling). ...demonstrate understanding of figurative language, word relationships & nuances. ...acquire & accurately use general academic and domain-specific words and phrases.	
<b>Assessment:</b> <b>Winter Reading Inventory Jan 9-Jan 26</b> <b>Site Determined Common Formative Assessment of standards listed above (IAKT, Interim Assessment Blocks, School City, CRA, PLC developed, performance task, etc)</b> <b>End of 1st Semester Dec 15</b>			

Time  6 weeks	<b>Synthesizing Statement</b> Students will read informational texts and analyze how the author unfolds ideas or events by citing textual evidence. New learning in this unit includes having students evaluate the argument and claims made in a text and assess the reasoning used by the author. Students will compare how alternative accounts of the same topic or subject differ, comparing and discussing the importance of those details each account emphasizes or ignores. Students will construct arguments to defend claims and provide logical reasons and evidence to show understanding of a topic or text.		
	<b>Standards</b>	<b>Skills/Competencies (Students will be able to...)</b>	<b>Resources</b>
	<u>Speaking and Listening</u> SL1 SL4 SL2 SL5 SL3 SL6	As a site PLC Team, <b>choose at least one SL standard</b> to teach and assess in each project/unit. Ensure that all standards are taught and assessed at some point in the year	<u>CA CCSS</u>  <u>Reading &amp; Speaking/Listening Standards on a Page</u>
	<u>Reading Informational Texts</u> RI1 RI3 RI7 RI8	...make logical inferences and cite strong and thorough textual evidence. ...analyze how author unfolds an analysis or series of ideas/events. ...analyze various accounts of a subject told in different mediums. ...delineate & evaluate the argument and specific claims in a text.	<u>Writing &amp; Language Standards on a Page</u>  <u>ELD Standards</u>  <u>ELA/ELD Framework</u>
	<u>Argumentative Writing</u> W1 c,d W6 W7 W8 W9b	...write arguments to support claims (transitions, style/tone, conclusion). ...use technology to produce, publish, update individual or shared writing products. ...conduct short & more sustained research projects to answer a question/solve a problem. ...gather relevant information from multiple sources, using advanced searches. ...draw evidence from literary nonfiction texts to support analysis, reflection, research.	
	<u>Language</u> L3 L6	...apply knowledge of language to understand its function in different contexts, etc. ...acquire & accurately use general academic and domain-specific words and phrases.	
<b>Assessment:</b> <b>Site Determined Common Formative Assessment of standards listed above (IAKT, Interim Assessment Blocks, School City, CRA, PLC developed, performance task, etc)</b>			

Time  6 weeks	<b>Synthesizing Statement</b> Students will read literature to determine a theme, analyzing the development through the course of the text by looking closely at the plot and how the development of a character over the course of a text advances the plot or theme. Students will cite textual evidence that documents how an author utilizes elements of a story and the characters to convey a theme and its development. New learning includes examining how authors from outside the US treat a particular culture, experience, or perspective in a wide range of literary works. Students will construct narrative—fictional, biographical, or autobiographical—that describe real or imagined experiences or events.		
	<b>Standards</b>	<b>Skills/Competencies (Students will be able to ...)</b>	<b>Resources</b>
	<u>Speaking and Listening</u> SL1    SL4 SL2    SL5 SL3    SL6	As a site PLC Team, <b>choose at least one SL standard</b> to teach and assess in each project/unit. Ensure that all standards are taught and assessed at some point in the year.	<u>CA CCSS</u>  <u>Reading &amp; Speaking/Listening Standards on a Page</u>  <u>Writing &amp; Language Standards on a Page</u>  <u>ELD Standards</u>  <u>ELA/ELD Framework</u>
	<u>Reading Literature</u> RL 1 RL 2 RL 3 RL 6	...make logical inferences and cite strong and thorough textual evidence. ...determine a theme or central idea of a text. ...analyze how complex characters develop over the course of a text. ...analyze a point of view or cultural experience reflected in a work of literature from outside the US	
	<u>Narrative Writing</u> W3 a, b, e W4 W5 W9a	...write fiction/nonfiction narratives (engage reader, narrative techniques & conclusion). ...produce clear & coherent writing appropriate to task, purpose, audience. ...develop/strengthen writing by planning, revising, editing, rewriting, etc. ...draw evidence from literary nonfiction texts to support analysis, reflection, research	
	<u>Language</u> L1 L3 L6	...demonstrate command of standard English grammar and usage. ...apply knowledge of language to understand its function in different contexts, etc. ...acquire & accurately use general academic and domain-specific words and phrases.	
<b>Assessment:</b> <b>Spring Reading Inventory April 16-May 25</b> <b>Site Determined Common Formative Assessment of standards listed above (IAKT, Interim Assessment Blocks, School City, CRA, PLC developed, performance task, etc)</b>			

<b>Time</b>  <b>6 weeks</b>	<b>Synthesizing Statement</b> Students will read informational texts to draw conclusions about the author's perspective, analyzing the author's purpose and the rhetorical choices the author uses to achieve that purpose or promote a certain perspective. Students will examine the claims or arguments of the text, focusing on the rationale, credibility, and adequacy of the evidence presented by the author. Students will
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construct narrative—fictional, biographical, or autobiographical—that describe real or imagined experiences or events.

Standards	Skills/Competencies (Students will be able to...)	Resources
<u>Speaking and Listening</u> SL1 SL4 SL2 SL5 SL3 SL6	As a site PLC Team, <b>choose at least one SL standard</b> to teach and assess in each project/unit. Ensure that all standards are taught and assessed at some point in the year.	<u>CA CCSS</u>  <u>Reading &amp; Speaking/Listening Standards on a Page</u>  <u>Writing &amp; Language Standards on a Page</u>  <u>ELD Standards</u>  <u>ELA/ELD Framework</u>
<u>Reading Informational Texts</u> RI1 RI6 RI8	...make logical inferences and cite strong and thorough textual evidence. ...determine the author's point of view or purpose in a text. ...delineate & evaluate the argument and specific claims in a text.	
<u>Narrative Writing</u> W3 c, d W6 W7 W8 W9a	...write fiction/nonfiction narratives (sequencing events & precise language/details). ...use technology to produce, publish, update individual or shared writing products. ...conduct short & more sustained research projects to answer a question/solve a problem. ...gather relevant information from multiple sources, using advanced searches. ...draw evidence from literary text to support analysis, reflection, research.	
<u>Language</u> L2 L4 L6	...demonstrate command of standard English (capitalization, punctuation, spelling). ...determine meaning of unknown and multiple-meaning words and phrases. ...acquire & accurately use general academic and domain-specific words and phrases.	

**Assessment:**

**Spring Reading Inventory April 16-May 25**

**Site Determined Common Formative Assessment of standards listed above (IAKT, Interim Assessment Blocks, School City, CRA, PLC developed, performance task, etc)**

**End of 2nd Semester June 7**