SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title:** **If Title Change, Previous Title:** English 1	7. **Action** ☐ New Course ✔ Course Revision ☐ Title Change Only
2. **Date Submitted:** **1/21/2021**	8. **Grade Level**(s) ☐ 6 ✔ 9 ☐ 11 ☐ 7 ☐ 10 ☐ 12 ☐ 8
3. **Transcript Title/Abbreviation(s)** English 1	9. **Prerequisites** (Please list.) ☐ Required ☐ Recommended
4. **Transcript Course Code/Course Number :** 1181/1172	10. **Seeking Program Distinction?** ☐ YES (Check one below.) ✔ NO ☐ Honors ☐ AP ☐ Other
5. **Subject Area** English	11. **Is this a CTE course?** ☐ YES ✔ NO **If YES, complete Section C**
6. **Department** English	12. **Previously approved by UC?** ☐ YES ✔ NO ☐ NA for 6th-8th Year approved Year removed
13. **UC ELIGIBILITY** **Already eligible?** ☐ NA for 6th-8th ✔ **YES** ☐ **NO** **a** ☐ **b** ✔ **c** ☐ **d** ☐ **e** ☐ **f** ☐ **g** ☐ **Proposing eligibility?** ☐ NA for 6th-8th ☐ **YES** ☐ **NO** **a** ☐ **b** ☐ **c** ☐ **d** ☐ **e** ☐ **f** ☐ **g** ☐ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ☐ 0.5 (semester or half-year ✔ 1.0 (one year equivalent) ☐ 2.0 (two-year equivalent) ☐ Other
15. **School Contact and Course Developer** Name: Reginald Richardson Phone: 925-787-4469 Email: regrichardson@slusd.us Position: Principal	
16. **Approval Signatures:** **Approval Date:1/21/2021** Department Chair: Principal: Reginald Richardson	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** 1/24/22 **Date approved by Board**

SECTION B. COURSE CONTENT

17. **Course Description**

English 1 is the English Language Arts course for all 9th grade students at San Leandro High School. This course will cover the foundational skills of close reading, analytical writing, and language proficiency that are outlined in the California Common Core Standards, and that students will continue to develop in grades 10-12. Through the reading of longer as well as shorter pieces of literature, poetry, and nonfiction, students will study the components of complex texts and engage in the writing process. The content and activities of this course will reflect and emphasize the multicultural and diverse identities of the students and the global community at large. Through the structure of this course, all students will develop the skills and mindsets required for college and career paths of their choosing. Students will see a path for themselves in the world.

Students will be provided with challenging and engaging content and tasks. They will gain experience analyzing, theorizing, and questioning culturally relevant, rigorous texts as well as responding to year-long, predetermined overarching themes. As they read, students will learn to recognize the elements of plot, character, setting, and theme in stories. A variety of literary devices will be defined and identified. They will also learn the common methods of persuasion through argument writing; nonfiction texts will serve as expert models.

There will be an emphasis on all four of the main genres of writing, including narrative, argument, analytical, and informative. Academic language will be further developed. Consistent strategies to structure and enhance writing will be repeated throughout all units of study. There will also be opportunities for Project Based Learning, a methodology that values student autonomy and authenticity in learning.

The framework of the College Board Pre-AP program will be utilized in English 1. Teachers will be trained and oriented to the following cross-disciplinary principles of the Pre-AP program: Close Observation and Analysis, Higher-order Questioning, Evidence-based Writing, and Academic Conversations. The methodology and units of Pre-AP prioritize reading a wide range of materials; students learn the process of close reading, paying attention to key details in texts. From these details, students will learn to arrive at deeper understandings of the whole and communicate their ideas with supporting evidence. The Pre-AP program also trains students to focus on crafting complex sentences as the foundation for writing to facilitate higher-level, nuanced thinking and clear communication.

Pre-AP includes a variety of targeted assessment models including reading and writing tests as well as longer and shorter essays. Students will understand the writing process including prewriting, drafting, and revision; rubrics will be implemented as well as written feedback to facilitate one-on-one communication between teacher and

student. There will be opportunities for speeches and presentations to promote speaking proficiency and active listening.

18. **Course Goals and/or Major Student Outcomes**

The universal English 1 Pre-AP course invites all students to learn, grow, and succeed through focused content, horizontally and vertically aligned instruction, and targeted assessments for learning. The Pre-AP approach to teaching and learning, as described below, is not overly complex, yet the combined strength results in powerful and lasting benefits for both teachers and students, while preparing our students for both college and career readiness. This is our theory of action.

Overarching goals: Students see themselves as readers and writers, with the skills and knowledge to advocate for themselves and pursue a passionate, joyful, and vibrant life. Students will be able to engage in and think critically about the world around them, while creating innovative solutions to problems they identify. Students will develop effective listening and presenting strategies that pertain to real-life situations. Collaboration that fosters problem-solving, teamwork, and decision making will be a central objective.

Student Outcomes:

Reading

- Read, comprehend, and engage with a variety of culturally relevant and rigorous texts (fiction and nonfiction stories, drama, poetry, and informative texts)
- Practice active reading strategies (e.g., annotating, outlining, summarizing, questioning, rereading)
- Determine a theme or central idea of a text and analyze its development
    - Compare and contrast themes and topics
- Evaluate an argument that includes analyzing stated and implied claims, logical reasoning, supporting evidence, and stylistic elements
- Understand implicit and explicit, literal and figurative meaning of words and texts
- Identify and evaluate evidence to support claims and findings
- Analyze and identify plot structure, character development, and authors' purpose
- Identify and use literary devices, such as symbolism and metaphors

- Analyze impact of word choice
- Evaluate data and research from library resources to determine credibility and prepare a formal research paper

Writing and Composing

- Produce formal and informal writing that communicates effectively to a wide variety of audiences
- Produce writing with structure that addresses the topic by introducing interesting, thought provoking introductions with a thesis statement that maps out the essay, includes logical thought processes and clear, supportive reasoning, and a concluding paragraph
- Synthesize multiple sources in writing
- Practice a uniform approach to formatting, MLA
- Understand the effective and meaningful use of the conventions of English (e.g., simple vs. complex sentences, effective use of semicolon, comma splices, parallel structure)

Speaking and Listening

- Engage in effective speaking to design and deliver presentations according to their subject, purpose, audience, and occasion.
- Engage in active listening and respond to diverse perspectives using academic procedure and language.

19. **Course Objectives** (See alignment between objectives and CCSS Standards in Appendix)

Close, critical reading

- Analyze a wide range of texts for multiple meanings.
- Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.
- Use a repertoire of active reading strategies appropriate to the text and task.

Evaluating an argument

- Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency of the evidence.
- Explain how the rhetorical features of an argument contribute to its effect and meaning.

Analyzing literature

- Analyze how literary elements interact to develop the central ideas of a work of literature.
- Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.
- Explain the relationship between a text and its historical or cultural context.

Reading in conversation with other texts

- Explain the relationship between a text and its historical or cultural context.
- Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.

Composing is a recursive process

- Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience
- Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.
- Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.
- Reflect on the writing process and how it shapes one's ongoing development as a writer

Constructing an argument

- Assert a precise central claim.
- Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.
- Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.
- Recognize and address counterclaims effectively
- Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.

Writing an analysis

- Assert a precise central claim that establishes the relationship between a work's features and overall meaning.
- Organize ideas and evidence to effectively develop and support a thesis.
- Select and incorporate relevant and compelling evidence to support a thesis.
- Use an appropriate style and carefully selected language to strengthen an analysis.

Writing a narrative

- Establish a narrative point of view.
- Use a variety of techniques to advance plot, theme, and the evolution of character(s).
- Use carefully selected language to help the reader imagine or share the

experience conveyed in the narrative.

Developing word consciousness

- Use context clues to infer the meaning of multiplemeaning or unfamiliar words.
- Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.
- Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).

Writing with precise language

- Compose or revise language to honor precision and economy in word choice.
- Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.

Use conventions of Standard English

- Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity.
- Compose or revise language to ensure proper agreement and appropriate verb tense.
- Understand the ways in which language choices can be made to achieve intended effects.

Research to gain knowledge, solve problems, make informed decisions, and enhance understanding

- Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.
- Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.
- Determine the credibility, reliability, and relevancy of selected sources.

Synthesizing prior research

- Make an independent claim that addresses the research question or problem and is supported by the findings.
- Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.
- Summarize, paraphrase, or directly quote others' words appropriately and effectively
- Attend to the ethical responsibilities of research, including the presentation of citations and references in a specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.

Engaging in meaningful academic conversations

- Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others
- Cite relevant evidence and evaluate the evidence presented by others.

Effective public speaking and presentation design

- Determine the purpose for communication and select an appropriate format.
- Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect
- Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.

20. **Course Outline**

In addition to the four thematic units following, students will complete Independent Reading Projects as well as personal speeches or oral presentations.

Theme	Focus	*Recommended* Texts	Essential Questions
1st Quarter: Identity through storytelling	1. Identity Project (Window Project); analyze perspective and introduce abstract thinking (i.e., symbolism) through art and personal narrative writing *>Build interpersonal skills and healthy relationships for life >Recognize the value of diversity* 2. Analyze visual texts and short stories; notice details and author's style that create meaning; write complex sentences and a literary analysis paragraph *>Collect, analyze, and evaluate information*	-The danger of a single story | Search Results | TED -Pre-AP visual texts and short stories -"Hairs" and "My Name" by Sandra Cisneros -StudySync: "Manuel and the Magic Fox," "The Girl Who Can," and "Thank You, M'am"	How does frame of reference or perspective contribute to a writer's voice? How do authors use specific details to convey meanings?
2nd Quarter: Finding one's style and voice through creative	1. Creative Writing Portfolio; analyze mentor texts in order to write poetry	-*The House on Mango Street* by Sandra Cisneros -Pre-AP texts	What stylistic choices do writers make? What are the

writing	demonstrating understanding of word choice, mood, tone, figurative language, perspective, etc. *>Adapt knowledge and skills to use in multiple settings* 2. Analyze a poem, song lyrics, or drama excerpt for its elements of style; write a multiparagraph interpretive essay *>Seek to understand and hear multiple perspectives*	-"The Rose that Grew from Concrete" by Tupac -StudySync: "I know why the caged bird sings" -*Romeo and Juliet* by Shakespeare	elements of style used for poetry and dramas? How does a writer use word choice and style to impact the purpose and meaning of the writing? What is the role of revision in the writing process?
3rd Quarter: Activism through argumentation	1. Close read nonfiction texts; understand persuasive writing techniques; writing claims, selecting evidence, and using effective reasoning; distinguish what an author says and does in their writing *>Advocate, teach, inform, clarify* 2. Activism Project (PBL) based on *The Hate U Give*; student-selected research topics with emphasis on collaboration and authentic products: presentation, interview with expert, and business letter or email	-*The Hate U Give* by Angie Thomas -Pre-AP texts -StudySync: "Only Daughter," "The Day I Saved a Life," "How Much Indian Was I? My Fellow Students Asked," and "Looking for Palestine"	What is the rhetorical situation? What are the main methods of persuasion? How does an author use compelling evidence and emotional appeals to support their position and to move their audience? What are the different types of evidence?

	>Use our cultural knowledge to engage in a diverse world and advocate for equity *>Are flexible and able to work with diverse teams in complex settings*		
4th Quarter: Building life-long readers through novel study	1. Close read novel openings; use whole class discussions and literature circles to look at a variety of texts; make comparisons across genres leveraging modern movies *>Ask questions to better understand* 2. Write a literary analysis essay; analyze narrative perspective, characterization, and theme in one novel through a well-structured essay *>Are lifelong learners*	-Film Clips (e.g., *Black Panther* or *Star Wars*) -Pre-AP novel excerpts -Project Lit novels (e.g., *Dear Martin* or *The Poet X*) -Approved books for 9th grade at San Leandro High	How do novels range in introducing setting, characters, and plot to produce various themes? How does metacognition while reading and writing enhance understanding and invite nuanced analysis?

21. **Instructional Materials:**

Below is a sample of instructional materials that can be used for this course.

Instructional materials below represent the following criteria:

- Alignment with the CA DOE approved texts lists for 9th grade
- Alignment with SLHS list of core texts
- Alignment with Qualitative, Quantitative and Reader/Task measures for gr. 9
- Culturally and Linguistically Diverse Authorship

Additionally, the following list represents a sample of *possible* texts that can be used. Each teacher should select texts that will best support the levels, interests and needs of their sections of 9th grade students.

Selections from *StudySync*

- Manuel and the Magic Fox
- Thank you, Ma'am
- The Scarlet Ibis
- The Girl Who Can
- Civil Peace
- Only Daughter
- The Day I Saved a Life
- How Much Indian Was I? My Fellow Students Asked
- Looking for Palestine
- I Know Why the Caged Bird Sings, Maya Angelou

Additional Selections:

- *Yell-oh Girls*, Vickie Nam
- *Firekeeper's Daughter,* Angeline Bouley
- *Speak*, Laurie Halse Anderson
- *American Born Chinese*, Gene Luen Yang
- Pre-AP recommended texts by unit
- The danger of a single story | Search Results | TED
- *The House on Mango Street,* Sandra Cisneros
- "The Rose that Grew from Concrete" Tupac Shakur
- *Romeo and Juliet,* William Shakespeare
- *The Hate U Give*, Angie Thomas
- Film Clips (e.g., *Black Panther* or *Star Wars*)
- Project Lit novels (e.g., *Dear Martin* or *The Poet X*)
- ERWC recommended texts by unit
- Selections from *Newsela*

22. **Instructional Methods and/or Strategies (Key Assignments)**

Instructional Strategies

CLOSE OBSERVATION AND ANALYSIS Students are provided time to carefully observe one data set, text, image, performance piece, or problem before being asked to explain, analyze, or evaluate. It also encourages students to slow down and capture relevant details with intentionality to support more meaningful analysis.

HIGHER-ORDER QUESTIONING Students engage with questions designed to encourage thinking that is elevated beyond simple memorization and recall. Higher-order questions require students to make predictions, synthesize, evaluate, and compare.

EVIDENCE-BASED WRITING Students frequently engage in writing coherent arguments from relevant and valid sources of evidence with a purposeful and scaffolded approach to writing that begins with a focus on precise and effective sentences before progressing to longer forms of writing.

ACADEMIC CONVERSATION Through peer-to-peer dialogue, students' ideas are explored, challenged, and refined. As students engage in academic conversation, they come to see the value in being open to new ideas and modifying their own ideas based on new information.

Key Assignments by Unit

Unit 1.

- Identity Project (Window Project); analyze perspective and introduce abstract thinking (i.e., symbolism) through art and narrative writing
- Write an analytical paragraph; focus on complex sentence structure

Unit 2.

- Creative Writing Portfolio; analyze mentor texts in order to write poetry demonstrating understanding of word choice, mood, tone, figurative language, perspective, and other literary elements
- Analyze a poem, song lyrics, or drama excerpt for its elements of style
- Write a multiparagraph interpretive essay; focus on literary elements to produce themes

Unit 3.

- Activism Project (PBL) based on *The Hate U Give*; student-selected research topics with emphasis on collaboration and authentic products: presentation, interview with expert, and business letter or email
- Write a multi-paragraph research-based synthesis (annotated bibliography)
- Develop and deliver an argumentative speech or presentation

Unit 4.

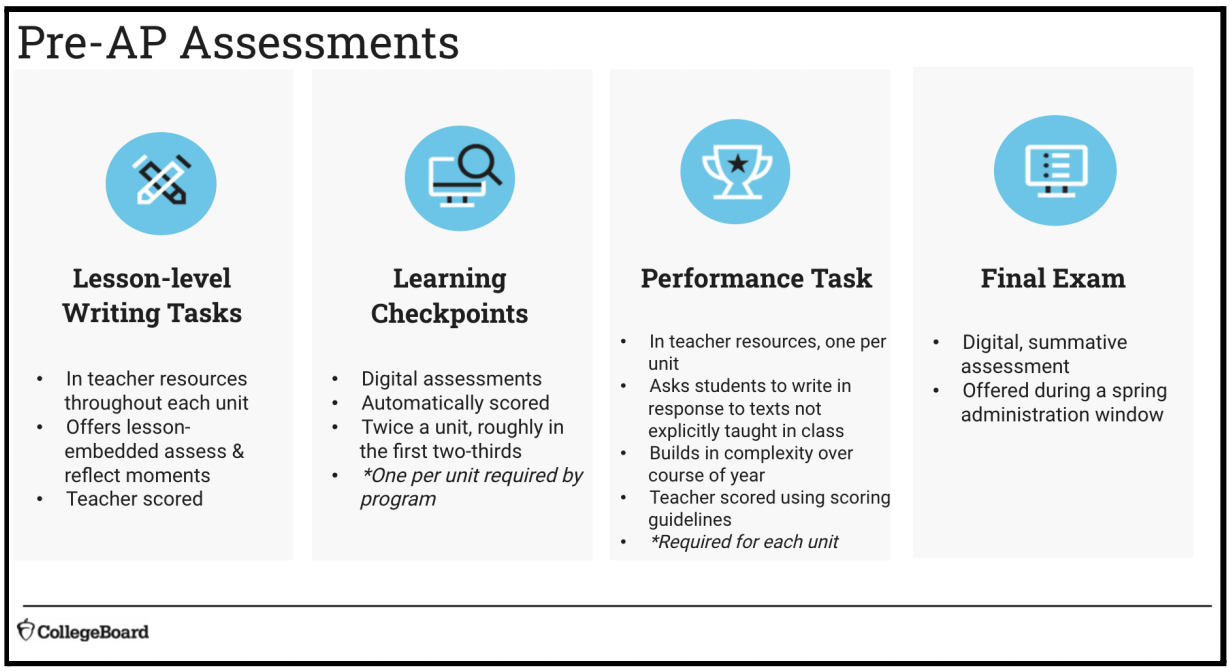
- Write a comprehensive literary analysis essay; analyze narrative perspective, characterization, and theme in one novel through a well-structured essay

23. **Assessment Methods and/or Tools**

Student learning will be assessed through a variety of summative assessments including projects, essays, presentations and/or speeches, and online tests.

Teachers will provide detailed rubrics on a 4-0 scale (aligned with Standards Based Grading) as well as written feedback for summative assessments.

Pre-AP provides suggested formative assessment tasks, multiple-choice, computer scored Learning Checkpoints, and formal writing Performance Tasks for each of the four units. There is an optional Final Exam provided as well.



24. **Grading Policy** Grading will follow the San Leandro Unified School District's policy.

It is *recommended* for teachers to utilize the practices from Grading for Equity by Joe Feldman. Grading in English 1 will emphasize the value of summative assessments, or assignments that evidence the sum of the students' learning. There will be opportunities for students to revise or re-do summative assessments based on the teacher's discretion.

In accordance with Standards Based Grading, assignments will be graded on a scale of 4-0:
4=Deep understanding demonstrated, 3=Proficient understanding demonstrated, 2=Emerging understanding demonstrated, 1=Beginning understanding demonstrated, 0= No understanding demonstrated *yet*.

SECTION C

25. **Context for Course**

At San Leandro High School, the difference in student outcomes we observe across CP and Honors courses at the 9th grade level are negligible. From grades to standardized tests, average scores are very similar. In addition, our examination of syllabi from CP and Honors courses reveals unsubstantial curricular differences. In fact, recent conversations from the 2019-2021 school years amongst 9th grade ELA teachers support this notion, that the two courses have little difference beyond "extra" assignments in honors courses. Finally, transcripts recognize no difference between the 9th grade honors and cp course.

Despite being very similar, students still self-select into either the CP or Honors course. What then is the material impact of having these courses? Examination of demographic data reveals racial and cultural stratification across the two courses. Additionally, students tend to stay in these course pathways throughout their high school experience.

The context described above illustrates the need to reimagine the experience students at the 9th grade level should have in ELA classes. Rather than rewrite two courses and maintain stratification at such a formative point in students lives, the English Language Arts teachers of SLHS believe in the need to develop an equitable, solid foundation for all students as an on-ramp towards higher level AP courses. In service of equity, the reimagining of a 9th grade course with clear outcomes, expectations, and a framework for developing the skills that will prepare students for critically engaging with and producing texts aligns with the vision of secondary redesign that began over 6 years ago at SLHS. Our priorities for re-developing the 9th grade ELA course are to:

- Identify a framework of high leverage skills and concepts in alignment with the Common Core Standards that will be built upon and enhanced in 10th-12th grades.
- Contextualize the course using authentic, real-world themes and concepts, and use culturally responsive approaches and a diverse, representative selection of texts.
- Design the course using district wide initiatives and principles, such as Project Based Learning and the SLUSD Graduate Profile, to ensure that students have a holistic language arts experience.

26. **History of Course Development**

A group of 9th grade ELA teachers self-selected to design the 9th grade ELA course. The timelines below illustrate the history of the course development.

Spring 2021

Task	By When	Artifacts
Standards alignment to Learning Objectives and Essential Knowledge	Spring 2021	Course of Study Alignment
Check out the Pre-AP scope and the guiding questions. Do we want to add or change these?	Spring 2021	Notes from PD
Look at the assessments and the rubrics. Interrogate and revise. Identify summative and formative assessments.	Spring 2021	Scope and Sequence Doc
Prepare a draft of text selections for the units. Come ready for the Summer Institute with texts selected	June/Summer	
Revise Unit Scope and Sequence	Fall 2021	Unit 1 Planning
Identify Key Assignments per unit	Fall 2021	
Identify core instructional strategies per unit and the UDL design principles being used in each unit.	Fall 2021	
Break down the common principles for each unit.	Fall 2021	

Fall 2021

September	• Implement Pre-AP Unit 1 • Thursday 9/16 *Dept. Meeting:* Present Update on plans to dept. Wednesday 9/22: • Debrief Pre-AP Unit 1 • Examine AP Lang Course Description

October	Wednesday 10/6: ● Debrief Pre-AP Unit 1 ● Collaboratively Brainstorm Sections of Course Outline Wednesday 10/13: ● Assign sections of the Course Outline to write and do some drafting Wednesday 10/20 ● Give feedback on drafts Thursday 10/21 *Department Meeting:* ● Get feedback on course from Dept Members Wednesday 10/27: ● Plan Revisions based on Dept. Feedback
November	Wednesday 11/3: ● Finalize and submit to Joanne Clark for final revisions *TBD:* Present to and submit to BCC

Appendix: Alignment of CCSS Standards to Pre-AP Enduring Understandings, Learning Objectives, and Outcomes

Enduring Understanding 1.1 Close, critical reading of complex literary and nonfiction texts leads to a deeper understanding of the explicit and implicit meanings of the works.

CCSS	Learning Objective	Essential Knowledge
RL&RI.9–10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RI.9–10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI.9–10.8 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.	LO 1.1A Analyze a wide range of texts for multiple meanings.	EK 1.1A1 A text may convey both literal and figurative meanings, which in turn can generate a multitude of interpretations. EK 1.1A2 Critical reading requires reading both with and against the ideas presented in a text. EK 1.1A3 An author's purpose may not be stated explicitly and in such cases must be inferred based on textual observations
RL.9–10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g.,	LO 1.1B Understand how structural, stylistic, visual, and graphic elements of a text (e.g., photographs, charts, graphs, illustrations, headings, fonts) contribute to its meaning.	EK 1.1B1 The structural or stylistic elements of a text often follow the conventions of its genre. EK 1.1B2 An informational graphic or visual element can be read as a text in and

pacing, flashbacks) create such effects as mystery, tension, or surprise. RI.9–10.5a 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. CA		of itself and can also contribute to a reader's interpretation of a corresponding text.
RI.9–10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	LO 1.1C Use a repertoire of active reading strategies appropriate to the text and task.	EK 1.1C1 Active reading strategies (e.g., annotating, outlining, summarizing, questioning, rereading) can facilitate reading complex texts independently and proficiently. EK 1.1C2 Metacognitive reflection (thinking about one's thinking) during the reading process can enhance comprehension.

ENDURING UNDERSTANDING 1.2 Evaluating an argument is a complex task that includes analyzing stated and implied claims, logical reasoning, supporting evidence, and stylistic elements.

CCSS	LO	EK
RI.9–10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined	LO 1.2A Analyze the development of an argument, evaluating its central claim(s), the soundness of the reasoning, and the relevance and sufficiency	EK 1.2A1 An argument is developed through logical reasoning and supporting evidence. EK 1.2A2 Informational graphics can serve as a

by specific details; provide an objective summary of the text. RI.9–10.5a 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. CA W.9–10.1a 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 of opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	of the evidence.	source of supporting evidence in an argument. EK 1.2A3 An argument often acknowledges and responds to a counterclaim.
	LO 1.2B Explain how the rhetorical features of an argument contribute to its effect and meaning.	EK 1.2B1 An awareness of the elements of a rhetorical situation (i.e., text, author, audience, purpose[s], and occasion) is critical to the evaluation of an argument. EK 1.2B2 Authors select organizational patterns (e.g., cause and effect, compare and contrast,

		refutation, problem-solution) to contribute to the effectiveness of their arguments. EK 1.2B3 The power of an argument's rhetoric can hinge upon effective word choice and syntax.

ENDURING UNDERSTANDING 1.3 Analyzing literature is a complex task that includes making inferences, examining an author's use of literary and stylistic elements, and drawing conclusions about the meaning of the work as a whole.

CCSS	LO	EK
RL.9–10.2 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. RL.9–10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	LO 1.3A Analyze how literary elements interact to develop the central ideas of a work of literature.	EK 1.3A1 The complexity of literature can result in multiple, varied interpretations of theme. EK 1.3A2 Literary elements (e.g., character, setting, plot, tone, point of view) may shift or evolve throughout a work of literature, and analyzing those changes results in a deeper understanding of the work as a whole.
RL.9–10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;	LO 1.3B Analyze how the writer's use of stylistic elements contributes to a work of literature's effects and meaning.	EK 1.3B1 An awareness of stylistic features (e.g., figurative language, imagery, syntax, diction) is critical to the appreciation of a work of literature.

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).		EK 1.3B2 Objects, settings, and even characters can have symbolic meaning, and that meaning can develop or shift as the work unfolds. EK 1.3B3 A particular literary genre may privilege certain structural and stylistic elements.

ENDURING UNDERSTANDING 1.4 A text may be read in conversation with other texts or in the broader context in which it was written or read.

CCSS	LO	EK
RL.9–10.6 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.	LO 1.4A Explain the relationship between a text and its historical or cultural context.	EK 1.4A1 Texts often reflect or address the historical or cultural contexts in which they were written. EK 1.4A2 Authors consciously or unconsciously convey or question the cultural values of the time and place in which they are writing. EK 1.4A3 A reader's interpretation of a text may be shaped by their own experiences.
	LO 1.4B Synthesize ideas from multiple texts and explain how the texts may convey different perspectives on a common theme or idea.	EK 1.4B1 Texts may build on or challenge the ideas of previously written texts. EK 1.4B2 Reading multiple texts that address the same idea, subject, or theme may heighten a reader's awareness of divergent perspectives.

Big Idea: Constructing Texts

An effective piece of writing has the power to take its reader on a journey of ideas, making the reader aware of both the final destination and the interesting stops along the way. In an argument or analysis, the final destination is usually announced at the outset in the form of a claim, and the writer then supports the claim by explicitly guiding the reader through a logical progression of reasoning and evidence. The writer of a narrative, by contrast, constructs a plot to chart the reader's course. Instead of providing explicit signposts for the reader, the narrative may be intentionally cryptic or surprising, with multiple twists, turns, and thematic destinations. Regardless of genre, a writer rarely arrives at an effective final draft without first mapping out the journey through a combination of outlining, false starts, and maybe even U-turns. This big idea spotlights the recursive nature of composing, the multiple reasons for writing, and the importance of helping each writer forge their own unique path to expression.

ENDURING UNDERSTANDING 2.1
Composing is a recursive process that can be used to explore ideas and illuminate concepts for both the writer and the reader.

CCSS	LO	EK
W.9–10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	LO 2.1A Establish a purpose for the composition and make deliberate choices about genre, organization, and language according to the purpose and intended audience	EK 2.1A1 Purpose drives writing; it is what a writer wants their reader to witness, believe, or do. EK 2.1A2 The audience is the intended reader. Although teachers read student writing, they are not the sole audience. EK 2.1A3 Effective writers are skillful in composing in multiple genres and knowing when to blend genres to achieve intended purposes.
W.9–10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when	LO 2.1B Gather and generate a variety of ideas, and select the most appropriate based on the purpose of the composition.	EK 2.1B1 There are a variety of ways to generate ideas (e.g., free writing, graphic organizers, academic discussions, research, text readings). EK 2.1B2 An important part of the writing process is

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.9–10.8 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.		determining the most relevant and compelling ideas to pursue. EK 2.1B3 Writing facilitates thinking.
W.9–10.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) SL.9–10.4a Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact,	LO 2.1C Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.	LO 2.1C Compose, revise, edit, and eventually share written work to ensure communication is clear and the intended rhetorical purpose and effect are achieved.

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 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		
W.9–10.5 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)	LO 2.1D Reflect on the writing process and how it shapes one's ongoing development as a writer	EK 2.1D1 Metacognitive reflection (thinking about one's thinking) guides writers to identify the practices that work and do not work for them as writers. EK 2.1D2 A writer's identity develops over time and is shaped by many factors beyond grades (e.g., finding one's own voice, receiving and responding to feedback).

ENDURING UNDERSTANDING 2.2
Constructing an argument is a crucial skill with importance in academic, civic, social, and workplace settings.

CCSS	LO	EK
W.9–10.1a 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 of opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	LO 2.2A Assert a precise central claim.	EK 2.2A1 A central claim expresses the writer's belief or point of view about a topic. EK 2.2A2 Academic writing requires engaging with the ideas of others while recognizing one's own opinions and biases. EK 2.2A3 There are ethical considerations (e.g., civic responsibilities, accuracy of facts) associated with influencing an audience's opinions or actions.
W.9–10.1c 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.	LO 2.2B Develop a line of sound reasoning and choose an organizing structure to convey that reasoning to the reader.	EK 2.2B1 An effective argument contains a compelling lead-in and closing that are relevant to the purpose and audience. EK 2.2B2 Reasoning is the glue that holds an argument together and connects ideas in a logical sequence. EK 2.2B3 Arguments often follow organizational patterns that a writer may emulate.
W.9–10.1b 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,	LO 2.2C Support a claim by selecting and incorporating evidence that is relevant, sufficient, and convincing.	EK 2.2C1 Evidence can take many forms, including facts, quotations, examples, anecdotes, quantitative evidence, and summaries of others' ideas. EK 2.2C2 Evidence must be cited appropriately to acknowledge others' ideas.

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.		
W.9–10.1b 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	LO 2.2D Recognize and address counterclaims effectively	EK 2.2D1 Anticipating and acknowledging conflicting points of view can add credibility to an argument. EK 2.2D2 Addressing a counterclaim often includes providing compelling evidence to support and refute it.
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.	LO 2.2E Use carefully selected language, syntax, and stylistic and persuasive elements to strengthen an argument.	EK 2.2E1 Rhetorical appeals to logos, ethos, and pathos are often used to enhance an argument. EK 2.2E2 Precise word choice and sentence types and length help writers capture the attention of readers, convey an intended mood or tone, and present a convincing argument. EK 2.2E3 Writers use a variety of rhetorical devices (e.g., repetition, metaphor, irony) to help the reader understand and affirm the writer's position.

ENDURING UNDERSTANDING 2.3
Writing an analysis requires interpreting the relevant details and features of a work and explaining their relationship to the meaning of the work as a whole.

CCSS	LO	EK
W.9–10.2a 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. 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. CA	LO 2.3A Assert a precise central claim that establishes the relationship between a work's features and overall meaning.	EK 2.3A1 A thesis statement expresses a precise claim that will require analytical support and not mere summary to further develop. EK 2.3A2 Many writers first develop a working thesis that may be replaced, revised, or tweaked during the writing process. EK 2.3A3 A well-written thesis statement acts as a lens through which the reader can interpret the analysis.
W.9–10.2c 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	LO 2.3B Organize ideas and evidence to effectively develop and support a thesis.	EK 2.3B1 The presentation of textual evidence in an analysis does not necessarily mirror the chronology or order of the original text. EK 2.3B2 A writer should make explicit connections between evidence and thesis.
W.9–10.2b Write informative/explanatory texts to examine and	LO 2.3C Select and incorporate relevant and compelling evidence to support a thesis.	EK 2.3C1 The nature of the evidence in a textual analysis will depend on the genre of the text. EK 2.3C2 Rhetorical analysis focuses

convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 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.		on how a writer has crafted an argument and how its relevant features (e.g., rhetorical appeals, word choice, use of evidence and reasoning) contribute to its overall effect. EK 2.3C3 Literary analysis focuses on how narrative elements and/or stylistic features interact to convey meaning. EK 2.3C4 Citations distinguish the writer's ideas and words from those of the work being analyzed and from those of additional sources.
W.9–10.2c 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9–10.2e 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.	LO 2.3D Use an appropriate style and carefully selected language to strengthen an analysis.	EK 2.3D1 Precise word choice and sentence variety can focus the reader's attention, convey an intended tone, and present a convincing analysis. EK 2.3D2 Smooth and meaningful transitions are vital to create a logical and cohesive progression of ideas. EK 2.3D3 The writer's own position, voice, and style should be supported but not overshadowed by textual 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.		

ENDURING UNDERSTANDING 2.4 Writing a narrative allows a writer to convey experience, share perspective, or deepen their own understanding.

CCSS	LO	EK
W.9–10.3a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 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.	LO 2.4A Establish a narrative point of view.	EK 2.4A1 A narrator provides the lens through which a real or imagined story is told. EK 2.4A2 Consistent first-person or third-person points of view are the most common narrative perspectives; however, some authors prefer to establish multiple or shifting points of view. EK 2.4A3 Third-person narration can be objective and/or omniscient, but a first-person narrator can also be a central figure in the story, so reliability and perspective must be evaluated.
W.9–10.3b Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	LO 2.4B Use a variety of techniques to advance plot, theme, and the evolution of character(s).	EK 2.4B1 Whereas plot forms the storyline (the events, conflicts, and actions of the characters), themes are those meaningful ideas that surface through the telling of the story. EK 2.4B2 Characters and events are developed through the use of techniques such as description, dialogue, pacing, and reflection. EK 2.4B3 Meaning can be

W.9–10.3c Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		enhanced when objects, settings, or characters are used symbolically to represent larger ideas.
W.9–10.3d Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	LO 2.4C Use carefully selected language to help the reader imagine or share the experience conveyed in the narrative.	EK 2.4C1 Vivid descriptions, imagery, and figurative language draw the reader into the narrative. EK 2.4C2 Writers can use language to directly or indirectly indicate shifts in time and setting. EK 2.4C3 Word choice helps convey a particular voice with its own syntax, diction, and tone.

Big Idea: Focusing on Language
Words do not live in isolation. They are chameleon-like in their ability to blend their inherent meanings into the textual environments in which they live. Therefore, students benefit from encountering words in authentic contexts rather than in isolated lists. Students can be inspired to develop a sense of word consciousness as they read, appreciating the nuances a word expresses within particular contexts. In turn, students can be guided to make conscious choices about the most precise word or combination of words to express their thoughts in their writing and their speech. Like a musical composer who may configure notes together in a song with a melody and rhythm capable of evoking the feelings and movements of his audience, a writer brings words together in verse and in prose to stir the thoughts, emotions, and actions of readers. This big idea focuses on helping students develop an awareness of how words work together to achieve effects and to then use that awareness to craft their own powerful expressions.

ENDURING UNDERSTANDING 3.1 Critical readers develop a sense of word consciousness that motivates them to investigate word meanings.

CCSS	LO	EK
RL.9–10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). L.9–10.4a 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. 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.	LO 3.1A Use context clues to infer the meaning of multiplemeaning or unfamiliar words.	EK 3.1A1 A word's nuanced meaning is often dependent on the context in which it is used. EK 3.1A2 Words with similar denotations can have significantly different connotations. EK 3.1A3 A word's literal and figurative meanings can influence meaning simultaneously, enabling the reader to interpret the word in multiple ways.
L.9–10.4b 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical;	LO 3.1B Analyze a word based on its parts (base word and affixes), and relate its morphology to its meaning.	EK 3.1B1 Applying knowledge of roots and affixes (prefixes and suffixes) can help a reader deduce the meanings of unfamiliar words. EK 3.1B2 Recognizing patterns in word endings (e.g., -ly, -tion, -ify) can contribute to a reader's understanding of a word's part of speech. EK 3.1B3 Recognizing patterns in morphology can help

advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. CA		readers see how words are related to one another.
L.9–10.4c 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. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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. CA	LO 3.1C Research a word's various meanings by consulting online and print reference sources (e.g., dictionaries, thesauri, usage guides).	EK 3.1C1 Online dictionaries can provide definitions as well as a multitude of authentic sentence examples that can guide usage of unfamiliar or multiple-meaning words. EK 3.1C2 A thesaurus can help a writer choose the most appropriate word for a particular usage. EK 3.1C3 Usage guides can offer guidelines for addressing grammar and frequently misused words and phrases.

ENDURING UNDERSTANDING 3.2 Precise word choice and compelling language patterns can stir the thoughts, emotions, and actions of readers.

CCSS	LO	EK
	LO 3.2A Compose or revise language to honor precision and economy in word choice.	EK 3.2A1 Related words may appear synonymous or interchangeable, but there is value in choosing the best word to achieve a particular rhetorical effect. EK 3.2A2 Concise writing avoids wordiness and instead relies on the use of the strongest and most effective words. EK 3.2A3 Although writers may use repetition as a rhetorical strategy, redundancy

		should be avoided.
L.9–10.3a Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	LO 3.2B Compose or revise language to ensure that word choice and language patterns are consistent with the intended style, voice, register, and tone of a text or presentation.	EK 3.2B1 Varying sentence structures can maintain the reader's interest, enhance voice, and contribute to fluency. EK 3.2B2 Word choice and language patterns should be appropriate for the subject, audience, occasion, and purpose of the writing or presentation. EK 3.2B3 Linguistic diversity across dialects and registers contributes to the power and richness of language.

ENDURING UNDERSTANDING 3.3 Conventions of Standard English are used to aid the reader's understanding, and authors may use or defy these conventions to achieve different stylistic effects.

CCSS	LO	EK
L.9–10.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. L.9–10.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial)	LO 3.3A Compose or revise language to ensure sentences are grammatically correct and that their internal structures provide clarity	EK 3.3A1 Capitalization and punctuation can indicate sentence boundaries and clarify the relationships between and among words, phrases, and clauses within a sentence. EK 3.3A2 Complex sentences require the use of appropriate punctuation, parallel structure, and coordinating and subordinating conjunctions. EK 3.3A3 Modifying phrases need to be appropriately placed within a sentence so that readers can clearly understand what they are modifying.

to convey specific meanings and add variety and interest to writing or presentations. L.9–10.2a 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.		
L.9–10.1b Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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.	LO 3.3B Compose or revise language to ensure proper agreement and appropriate verb tense.	EK 3.3B1 To ensure clarity, there should be agreement between subjects and verbs and between pronouns and their antecedents. EK 3.3B2 Inappropriate shifts in verb tense can disorient a reader.
L.9–10.3a Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	LO 3.3C Understand the ways in which language choices can be made to achieve intended effects.	EK 3.3C1 Writers consider the flexibility of the genre (e.g., poetry, dramatic dialogue) as they make decisions about adhering to conventions. EK 3.3C2 Deliberately defying conventions of Standard English may influence voice, tone, and rhetorical effect.

Big Idea: Investigating Through Research
Since today's students are likely to consult their smartphones before consulting a traditional periodical or encyclopedia, we need an appropriately broad approach to teaching research. As students encounter a text with an unfamiliar context or unfamiliar allusions, they need to be encouraged to take advantage of online resources that allow them to get immediate, real-time answers to their questions. In addition to undertaking such informal research, students must also have opportunities to conduct longer, more sustained research that attempts to solve problems and propose solutions that are informed by credible sources. This big idea guides students to achieve the delicate balance between the synthesis and analysis of outside sources and the assertion of their own voices and opinions, and to present their findings in both informal and formal settings.

ENDURING UNDERSTANDING 4.1 Research is a powerful, recursive process used to gain knowledge, solve problems, make informed decisions, and enhance understanding

CCSS	LO	EK
W.9–10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	LO 4.1A Identify a problem, idea, or central question and complete preliminary readings to determine the purpose, scope, and process of the research.	EK 4.1A1 Research can be formal or informal, sustained or on the spot. EK 4.1A2 Preliminary research can confirm, challenge, or expand the initial problem, question, or idea.
W.9–10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the	LO 4.1B Gather, evaluate, and synthesize evidence from multiple authoritative sources (e.g., print, digital, multimedia) to address the research question or problem.	EK 4.1B1 Researchers may rely on a wide variety of primary and other sources (e.g., collected data, books, journal articles, websites, video footage, historical documents). EK 4.1B2 Effective research requires integrating the findings of multiple sources accurately and strategically

subject under investigation.		
W.9–10.8 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. CA I don't know that there is a standard for "evaluating sources." Seems like a skill to cover, but doesn't have a specific standard	LO 4.1C Determine the credibility, reliability, and relevancy of selected sources.	EK 4.1C1 Sources must be evaluated based on established criteria (e.g., authenticity, accuracy, merit, fact or opinion, direct relationship to the topic). EK 4.1C2 Source bias must be considered within the research process

ENDURING UNDERSTANDING 4.2 Research presentations and reports include new findings as well as a synthesis of the prior research of others.

CCSS	LO	EK
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 of opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	LO 4.2A Make an independent claim that addresses the research question or problem and is supported by the findings.	EK 4.2A1 A claim is the researcher's own answer to the research question or problem, and it is grounded in credible evidence found during the process.

Introducing a claim is not the same as making a claim.		
SL.9–10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (4.2 B3)	LO 4.2B Communicate findings and their significance, incorporating written, spoken, and multimedia approaches according to task, purpose, and audience.	EK 4.2B1 Research findings can be conveyed through a variety of methods (e.g., reports, data tables, social media, videos, spreadsheets). EK 4.2B2 It is important to distinguish the researcher's point of view from that of experts in the field. EK 4.2B3 Sharing research goes beyond simply restating findings to include interpretation, significance, and implications for additional research.
I don't think there is anything specific to these skills?	LO 4.2C Summarize, paraphrase, or directly quote others' words appropriately and effectively	EK 4.2C1 Whether summarizing, paraphrasing, or quoting, researchers must acknowledge the sources of words and ideas. EK 4.2C2 Direct quotations can add credibility, but they should be used judiciously to ensure that the researcher provides sufficient analysis of a quotation and how it relates to their central claim.
W.9–10.8 Gather relevant information from multiple authoritative print and digital sources, using	LO 4.2D Attend to the ethical responsibilities of research, including the presentation of citations and references in a	EK 4.2D1 Evidence must be cited appropriately to acknowledge others' words and ideas.

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. CA	specified, standard format (e.g., APA, MLA) and the use of appropriate and legal sources for texts, images, and sound.	EK 4.2D2 Writers must also properly credit sources and ideas that exist in formats other than traditional print (e.g., images, video clips, music, personal interviews). EK 4.2D3 Standard citation formats assist readers and provide a means for fact checking and conducting additional research.

Big Idea: Entering the Conversation
Academic conversation requires the open exchange of ideas among students who aim to assert their evidence-based views on a topic or text while actively listening to and elaborating on others' ideas, whether in agreement with those ideas or not. In addition to academic discussions, students must also learn to express their formulated ideas through oral presentations. This big idea prepares students with the verbal skills necessary for confident participation in college, the workplace, and a democratic society, ensuring that they can engage fully in the wider conversations surrounding the issues and events of importance to academic and civic life.

CCSS	LO	EK
SL.9–10.1a 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	LO 5.1A Extend the conversation around an idea, topic, or text by formulating questions and recognizing the claims and perspectives of others.	EK 5.1A1 Preparing for academic conversations requires considering topics and/or texts and developing a point of view. EK 5.1A2 Creating talking points prior to a discussion helps the speaker stay focused and present ideas clearly. EK 5.1A3 Listening to others' opinions requires attending carefully, responding appropriately, reflecting on what was shared, and weighing others' ideas against one's own position.

stimulate a thoughtful, well-reasoned exchange of ideas. SL.9–10.1b 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. SL.9–10.1c 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.		
SL.9–10.1d 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.	LO 5.1B Cite relevant evidence and evaluate the evidence presented by others.	EK 5.1B1 Effective academic discussions include substantial evidence that adds to the credibility of the speaker and the significance of the discussion. EK 5.1B2 When considering positions presented by others, the listener should assess the soundness of others' reasoning and the strength of evidence presented.

ENDURING UNDERSTANDING 5.2 Effective speakers design and deliver presentations according to their subject, purpose, audience, and occasion.

CCSS	LO	EK
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.	LO 5.2A Determine the purpose for communication and select an appropriate format.	EK 5.2A1 The formality, length, and overall style of a presentation are influenced by the speaker's subject and purpose, the audience's background, and the occasion that prompted the presentation
SL.9–10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	LO 5.2B Incorporate effective visual and multimedia tools to enhance the presentation and achieve the intended effect	EK 5.2B1 Visual and multimedia aids require purposeful selection in order to engage listeners and clarify information without creating a distraction or communication barrier.
SL.9–10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.) L.9–10.3a Apply knowledge of language to understand how language functions indifferent contexts, to	LO 5.2C Demonstrate an awareness of the audience during both the planning and delivery of a presentation, and make adjustments based on the audience's responses.	EK 5.2C1 Effective speakers consider the audience's likely reaction to the topic and develop a presentation that engages the audience without compromising the message. EK 5.2C2 Audiences provide verbal and nonverbal cues, and effective speakers use those cues to adjust elements such as pacing, volume, and tone

make effective choices for meaning or style, and to comprehend more fully when reading or listening.		throughout a presentation.
	LO 5.2D Communicate clearly and effectively, using appropriate verbal and nonverbal techniques.	EK 5.2D1 A speaker's vocal delivery (e.g., volume, rate, enunciation) and physical actions (e.g., posture, gestures, movement) can enhance or undermine a presentation.