<table>
<thead>
<tr>
<th>Quarterly Units</th>
<th>Reading Complex Texts</th>
<th>Writing to Texts</th>
<th>Culminating Tasks (module)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Anchor Texts</td>
<td>Related Texts</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Refer to the scope and sequence document for anchor text choices. Choose a minimum of 1 text for each unit.</td>
<td>Choices should be interdisciplinary in nature and should support/build upon the big idea highlighted in the anchor text.</td>
<td>Refer to the scope and sequence document for anchor text choices. Choose a minimum of 1 text for each unit.</td>
</tr>
<tr>
<td>2</td>
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</tr>
</tbody>
</table>

**READING and WRITING in Each Unit**

*After selecting the standards targeted for instruction, texts and writing tasks with clear opportunities for teaching these selected standards should be chosen.*

<table>
<thead>
<tr>
<th>Cite Evidence (drawn from text)</th>
<th>Analyze Content (text based)</th>
<th>Study &amp; Apply Grammar (within the context of text)</th>
<th>Study &amp; Apply Vocabulary (within the context of text)</th>
<th>Conduct Discussions (surrounding ideas drawn from text)</th>
<th>Report Findings (developed through interaction with text)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL/RI.9.1</td>
<td>RL/RI.9.2-9, SL.11.2-3</td>
<td>L.9.1-3, SL.9.6</td>
<td>L.9.4-6</td>
<td>SL.9.1</td>
<td>SL.9.4-6</td>
</tr>
</tbody>
</table>
Reading Complex Text

Narrative Description: The goal of reading complex text is to build critical literacies. The reader “should consider the sociopolitical and historical context of the text while focusing on what the author actually says.” Readings throughout the course should include a balance of text types and range of genres. As readers, students should assume four roles during the reading process:

1. Code breaker: Understanding the text at a surface level.
2. Meaning making: Comprehending the text at the level intended by the author.
3. Text user: Analyzing the factors that influence the author and the text, including a historical grounding of the context within which it was written.
4. Text critic: Understanding that the text is not neutral and that existing biases inform calls to action.

(Writing Analytically with Readings)

Cognitive skills associated with reading:
- Establishing purpose
- Exhibiting curiosity and open mindedness
- Questioning
- Discovering
- Reflecting
- Speculating
- Activating background knowledge and making connections
- Sorting and categorizing
- Summarizing/synthesizing
- Comparing and contrasting
- Interpreting and analyzing
- Evaluating

Tasks associated with reading
- Take inventory on what you know
- Identification of purpose
- Identification of conversation
- Consider the significance of the conversation
- Identify themes and arguments
- Consider organization of information
- Select and collecting relevant information
- Synthesize information

Strategies associated with reading
- Dialectical journals
- Free writes
- Idea chunks
- Quote analysis
- Conversation description
- Focused summary
- Summarize argument
- Write about relationships between readings
- Develop a rhetorical framework
- Make personal connections
- Write about the reading/meaning making process
- Write a Say/Does of the text/passage

Writing to Texts

Narrative Description: Writing is a way of meaning making and learning. It is essential to the learning process and should be an integral part of unit design and instructional delivery. Writing is also a recursive process, rather than linear, requiring students to engage in writing as meaning making continuously throughout the learning process. While at the student level writing is used to make meaning, at the teacher level writing is used as a means of formative and summative assessment. When assessing student writing, teachers should consider “learning to write well means more than learning to organize information in appropriate forms and construct clear and grammatically correct sentences. Learning to write well means learning ways of using writing in order to think well.”

(Writing Analytically with Readings)

Cognitive skills associated with writing:
- Describing
- Identifying
- Analyzing
- Interpreting
- Sorting and categorizing
- Making connections
- Reasoning
- Precision and accuracy
- Problem solving

Tasks associated with writing
- Identify the purpose/context for writing
- Discover and develop ideas
- Identify relationships between ideas
- Make a plan for writing
- Focus rhetorical goals for writing
- Describe and articulate an argument
- Compose a draft
- Assess the significance of ideas
- Consider development and complexity of writing
- Consider progression of ideas/argument
- Check for relevance to the writing task
- Revise writing
- Polish writing

Strategies associated with writing
- Write to discover
- Plan to write
- Draft
- Revise writing
- Write about the writing process
- Evaluate own writing Describe own writing
- Read from the audience’s view
- Write to analyze argument and structure
- List major claims and assess continuity
- Check evidence for relation to claims
- Explain evidence and use of evidence
- Check effectiveness of explanations
- Map the rhetorical structure
- Check persuasiveness

Culminating Tasks (Module)

Narrative Description: Culminating tasks are drawn from texts read and skills developed throughout the course of a unit. Tasks should be curriculum imbedded and should be designed such that instruction leads up to a culminating writing experience assessing students’ acquisition of content and skills. Culminating tasks should be used as both formative and summative assessment considering the following:

1. Formative assessment is used to “gather, interpret, and use information as feedback to change teaching and learning in the short run so that the gap between expected and observed student performance can close.”
2. Summative assessment is used to provide “information about students’ outcomes and performances that gives indicators of or summarizes the degree to which students have mastered the knowledge and skills that represent learning objectives, usually following periods of extensive instruction.”

(“Formative Assessment for ERWC Professional Learning”)

Cognitive skills associated with culminating tasks
- Establishing purpose
- Synthesizing
- Analyzing
- Reasoning
- Interpreting

Tasks associated with culminating tasks
- Identify the purpose
- Interact with texts of complexity
- Summarize/analyze others’ ideas
- Discover and develop ideas
- Engage in intellectual discussion
- Summarize ideas to be as evidence
- Make a plan for writing
- Focus the rhetorical goals for writing
- Develop main point/thesis
- Determine evidence
- Organize information
- Synthesize ideas from several sources
- Write a well-organized, well-developed essay

Strategies associated with culminating tasks:
- Plan to write
- Annotating/marginalia
- Idea chunks
- Quote analysis
- Focused summary/summarize argument
- Write to explain
- Write to analyze argument and structure
- Map the rhetorical structure
- Check persuasiveness
### Unit One
#### Quarter 1
**Big Idea**
**Family/Traditions**
A traditional historical exploration of family defines the term as a social institution functioning to raise children, provide economic support, and give emotional security. Over time, however, the term family has morphed into various iterations of the traditional definition to include aspects of the evolving culture, ideals, and demographics of our global society.

What makes a family? Are you born into a family or is family something you create?

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### Unit Two
#### Quarter 2
**Enduring Understanding**
**Decision-making/Choices**

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### Unit Three
#### Quarter 3
**Essential Questions**
**Personal Expression/Forging an Identity**

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### Unit Four
#### Quarter 4
**Consequences**

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### Scope and Sequence document intent:
- Provides a frame for the common ELA learning experiences for all students at each grade level across the District
- Outlines expectations in reading, writing, speaking, listening, and language by grade level to prepare all students for college and career-ready competencies
- Does not provide specific sequences of instruction within each unit

**Through AC collaboration teachers should understand the big ideas/essential questions, the demands of a curriculum-embedded culminating task, the complexity of the anchor texts, and then design and deliver modules of instruction which:**
- Integrate reading, writing, speaking, listening, and language
- Develop appropriately complex text sets
- Address rigor through the DoK
- Incorporate plans for differentiation and scaffolding
**Unit 1 Overview:**
In this unit students will define and explore the concept of family. Through close reading a variety of texts, students will learn various strategies to deconstruct others’ arguments surrounding the elements that make a family. Subsequently, students will develop a personal definition of family using text-based evidence extracted through individual, collaborative and small group structures, which will be further developed into an informative/explanatory essay exploring the concept of family.

*While CCSS shift the responsibility for literacy development to all content areas, it is the job of the ELA classroom to focus not only on literature but on literary non-fiction and informational text as well.*

<table>
<thead>
<tr>
<th>Anchor Texts</th>
<th>Reading Complex Texts</th>
<th>Suggested Related Texts</th>
<th>Writing to Texts</th>
</tr>
</thead>
</table>
| Site decision- at least one of the following texts will anchor the set: | Suggested literary, informational, and non-print text to provide additional opportunities to read, write, and talk about the enduring understandings and essential questions. In combination with the anchor text, they may add depth, provide a range of ideas, or provide scaffolds for the learning. Additional texts should be selected with attention to the three dimensions of text complexity. | **Novels**
- Living Up The Street, Gary Soto | **Routine writing** such as short constructed-responses to text-dependent questions, note-taking, brainstorming ideas, learning logs, writing-to-learn tasks, or crafting summaries in response to text.  
**Analyses:** Emphasis on using evidence, as well as on crafting works that display some logical integration and coherence. These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting longer responses, allowing you to assess students’ ability to paraphrase, infer, and ultimately integrate the ideas they have gleaned from what they have read.  
**Narratives:** Offer students opportunities to express personal ideas and experiences; craft their own stories and descriptions. Deepen their understandings of literary concepts, structures, and genres through purposeful imitation. Provide additional opportunities for students to reflect on what they read through imaginative writing and |
| **The Pearl, John Steinbeck**  
Lexile: 1010L  
The quantitative Lexile level of 1010 reflects the grade band of 6-8. However, the qualitative review identifies this text as very complex due to meaning and purpose, historical knowledge demands, and language features. Based on these sets of measures, this text is appropriate as an anchor text for English 1. | **Literary Texts**  
**Novels**
- “The Scarlet Ibis”, James Hurst  
- “Lineage”, Margaret Walker  
- “The Courage That My Mother Had”, Edna St. Vincent Millay  
- “My Papa’s Waltz”, Theodore Roethke  
- “Two Kinds”, Amy Tan  
- “In The Family”, Maria Elena Llano  
- “Marine Corps Issue”, David McLean  
- “My Father’s Song”, Simon J. Ortiz  
- “On Only Daughter”, Sandra Cisneros  
- “A Voice”, Pat Mora | **Range of CCSS**  
(BOLD = Suggested Focus Standards)  
**Reading**
- RL.9.1, RL.9.2, RL.9.3, RL.9.4, RL.9.5, RL.9.6, RL.9.7, RL.9.9, RL.9.10  
| **The Color of Water, James McBride**  
Lexile 1240L  
The quantitative Lexile level of 1240 reflects the grade |  |  |  |

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band of 9-10. The qualitative review identifies this text as very complex due to meaning and purpose, historical knowledge demands, and language features. Based on these sets of measures, this text is appropriate as an anchor text for English 1.

**House on Mango Street,** Sandra Cisneros
Lexile: 870L
The quantitative Lexile level of 870 reflects the grade band of 4-5. However, the qualitative review identifies this text as very complex due to meaning and purpose, historical knowledge demands, and language features. Based on these sets of measures, this text is appropriate as an anchor text for English 1.

**The Secret Life of Bees,** Sue Monk Kidd
Lexile: 840L
The quantitative Lexile level of 840 reflects the grade band of 4-5. However, the qualitative review identifies this text as very complex due to meaning and purpose, historical knowledge demands, and language features. Based on these sets of measures, this text is appropriate as an anchor text for English 1.

**Non-Print Texts**
(media, website, film, music, art, graphics)
- [http://www.metmuseum.org/Collections/search-](http://www.metmuseum.org/Collections/search-)

**Expository Selections**
- "Powder", Tobias Wolff
- [http://www.tolerance.org/lesson/what-makes-family](http://www.tolerance.org/lesson/what-makes-family)

**Big Idea/Enduring Understandings & Essential Questions**

**Family Traditions**
A traditional historical exploration of family defines the term as a social institution functioning to raise children, provide economic support, and give emotional security. Over time, however, the term family has morphed into various iterations of the traditional definition to include aspects of the evolving culture, ideals, and demographics of our global society.

What makes a family? Are you born into a family or is family something you create?

<table>
<thead>
<tr>
<th>L.9.1a-b, L.9.2a-c, L.9.3a, L.9.4a-d, L.9.5a-b, L.9.6</th>
<th>Collaborative: PI.A.1, PI.A.2, PI.A.3, PI.A.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.9.1a-b, L.9.2a-c, L.9.3a, L.9.4a-d, L.9.5a-b, L.9.6</td>
<td>Interpretive: PI.B.5, PI.B.6 (a,b,c), PI.B.7, PI.B.8</td>
</tr>
<tr>
<td>L.9.1a-b, L.9.2a-c, L.9.3a, L.9.4a-d, L.9.5a-b, L.9.6</td>
<td>Productive: PI.C.9, PI.C.10 (a,b), PI.C.11 (a,b), PI.C.12 (a,b)</td>
</tr>
</tbody>
</table>

**Reading About How English Works**

**Structuring Cohesive Texts**
PII.A.1, PII.A.2 (a,b)

**Expanding and Enriching Ideas**
PII.B.3, PII.B.4, PII.B.5

**Connecting and Condensing Ideas**
PII.C.6, PII.C.7
demands, and language features. Based on these sets of measures, this text is appropriate as an anchor text for English 1.

*Lexile Range: 1080-1305L

the-collections/110001728
http://www.metmuseum.org/Collections/search-the-collections/190037912
http://www.metmuseum.org/Collections/search-the-collections/190053722
http://www.metmuseum.org/Collections/search-the-collections/110001518
http://www.metmuseum.org/Collections/search-the-collections/20011952
**SAMPLE CULMINATING TASK: INFORMATIONAL MODULE**

<table>
<thead>
<tr>
<th>Description/Overview</th>
<th>Sample Prompt Frames</th>
<th>Sample Prompts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each unit should result in a culminating task which:</td>
<td>1. <strong>Evaluation:</strong> After reading _______ (texts) on _______ (content), write a/an _______ (essay or substitute) that discusses _______ (content) and evaluates _______ (content). Be sure to provide evidence from your research.</td>
<td>Considering your readings (both literary and non-fiction) throughout the quarter on the topic of family, write an explanatory essay that defines and explains the term family. Support your findings with evidence from your research.</td>
</tr>
<tr>
<td>- is developed at sites by Accountable Communities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- is not a stand-alone, non-integrated task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- is designed so that unit instruction supports a culminating writing experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- is assessed collaboratively using a standards-aligned rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- reflects the literacy and critical thinking skills emphasized throughout the unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- is text-based either using new text sets, drawing from previous module selections, or a combination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountable Communities may consider the sample prompt frames, or develop their own.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Accountable Communities may consider the following cluster of CCSS for guidance:**

- Reading Literature: 1, 2, 4, 6
- Reading Information: 1, 2, 3, 9
- Writing: 2a-d, 3b, 3d, 4, 5, 8, 9
- Language: 1, 2, 3a, 3b, 4

(Reference SBAC Item Specification, Claim 2, Target 4).
## SAMPLE SECONDARY TASK RUBRIC
(Literacy Design Collaborative)

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>1</td>
<td>1.5</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Attempts to address prompt, but lacks focus or is off-task.</td>
<td>Addresses prompt appropriately, but with a weak or uneven focus.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus.</td>
<td>Addresses all aspects of prompt appropriately and maintains a strongly developed focus.</td>
<td></td>
</tr>
<tr>
<td><strong>Controlling Idea</strong></td>
<td>Attempts to establish a controlling idea, but lacks a clear purpose.</td>
<td>Establishes a controlling idea with a general purpose.</td>
<td>Establishes a controlling idea with a clear purpose maintained throughout the response.</td>
<td>Establishes a strong controlling idea with a clear purpose maintained throughout the response.</td>
</tr>
<tr>
<td><strong>Reading/Research</strong></td>
<td>Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.</td>
<td>Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.</td>
<td>Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.</td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.</td>
<td>Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.</td>
<td>Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.</td>
<td>Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Attempts to organize ideas, but lacks control of structure.</td>
<td>Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure</td>
<td>Maintains an appropriate organizational structure to address the specific requirements of the prompt.</td>
<td>Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion. Uses</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few errors. Response</td>
<td>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few</td>
</tr>
<tr>
<td>Content Understanding</td>
<td>of grammar, usage, and mechanics. Sources are used without citation.</td>
<td>language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</td>
<td>includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.</td>
<td>errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inaccurate, or inaccurate.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
<td></td>
</tr>
<tr>
<td>Score</td>
<td>Statement of Purpose/Focus and Organization</td>
<td>Development Language and Elaboration of Evidence</td>
<td>Conventions</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
</tbody>
</table>
| 4     | - The response is fully sustained and consistently and purposefully focused:  
  - controlling idea or main idea of a topic is focused, clearly stated, and strongly maintained  
  - controlling idea or main idea of a topic is introduced and communicated clearly within the context  
  - The response has a clear and effective organizational structure creating unity and completeness:  
  - use of a variety of transitional strategies  
  - logical progression of ideas from beginning to end  
  - effective introduction and conclusion for audience and purpose  
  - strong connections among ideas, with some syntactic variety  
  - The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:  
  - use of evidence from sources is smoothly integrated, comprehensive, and concrete  
  - effective use of a variety of elaborative techniques  
  - The response clearly and effectively expresses ideas, using precise language:  
  - use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose  
  - The response demonstrates a strong command of conventions:  
    - few, if any, errors are present in usage and sentence formation  
    - effective and consistent use of punctuation, capitalization, and spelling |
### Sample Generic 4-point Informative-Explanatory Writing Rubric (Grades 5–11)

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 3     | The response is adequately sustained and generally focused:  
- focus is clear and for the most part maintained, though some loosely related material may be present  
- some context for the controlling idea or main idea of the topic is adequate | The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details:  
- some evidence from sources is integrated, though citations may be general or imprecise  
- adequate use of some elaborative techniques | The response demonstrates an adequate command of conventions:  
- some errors in usage and sentence formation may be present, but no systematic pattern of errors is displayed  
- adequate use of punctuation, capitalization, and spelling |
|       | Organization                                | Elaboration of Evidence                       |             |
|       | The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected:  
- adequate use of transitional strategies with some variety  
- adequate progression of ideas from beginning to end  
- adequate introduction and conclusion  
- adequate, if slightly inconsistent, connection among ideas | | |

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<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
      - may be clearly focused on the controlling or main idea, but is insufficiently sustained  
      - controlling idea or main idea may be unclear and somewhat unfocused.  
      - The response has an inconsistent organizational structure, and flaws are evident:  
      - inconsistent use of transitional strategies with little variety  
      - uneven progression or ideas from beginning to end  
      - conclusion and introduction, if present, are weak  
      - weak connection among ideas  
      - The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes partial or uneven use of sources, facts, and details:  
      - evidence from sources is weakly integrated, and citations, if present, are uneven  
      - weak or uneven use of elaborative techniques  
      - The response expresses ideas unevenly, using simplistic language:  
      - use of domain-specific vocabulary that may at times be inappropriate for the audience and purpose  
      - The response demonstrates a partial command of conventions:  
      - frequent errors in usage may obscure meaning  
      - inconsistent use of punctuation, capitalization, and spelling |
### Sample Generic 4-point Informative-Explanatory Writing Rubric (Grades 5-11)

<table>
<thead>
<tr>
<th>Score</th>
<th>Statement of Purpose/Focus and Organization</th>
<th>Development: Language and Elaboration of Evidence</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Statement of Purpose/Focus</strong></td>
<td><strong>Organization</strong></td>
<td><strong>Elaboration of Evidence</strong></td>
</tr>
</tbody>
</table>
| 1     | The response may be related to the topic but may provide little or no focus:  
|       | • may be very brief  
|       | • may have a major drift  
|       | • focus may be confusing or ambiguous      | The response has little or no discernible organizational structure:  
|       |                                            | • few or no transitional strategies are evident  
|       |                                            | • frequent extraneous ideas may intrude          | The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details:  
|       |                                            | • use of evidence from the source material is minimal, absent, in error, or irrelevant | The response expression of ideas is vague, lacks clarity, or is confusing:  
|       |                                            |                                            | • uses limited language or domain-specific vocabulary  
|       |                                            |                                            | • may have little sense of audience and purpose  
| 0     | A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target]. |                                            | The response demonstrates a lack of command of conventions:  
<p>|       |                                            |                                            | • errors are frequent and severe and meaning is often obscure |</p>
<table>
<thead>
<tr>
<th>College and Career Readiness Anchor Standards for Reading</th>
<th>Grade Level ELA Common Core State Standards: LITERATURE</th>
<th>Grade Level ELA Common Core State Standards: INFORMATIONAL TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Craft and Structure</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
<td>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
</tr>
<tr>
<td>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</td>
<td>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).</td>
<td>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).</td>
</tr>
<tr>
<td>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
<td>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.</td>
<td>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).</td>
</tr>
<tr>
<td>6. Assess how point of view or purpose shapes the content and style of a text.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
<td>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).</td>
<td>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.</td>
</tr>
<tr>
<td>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</td>
<td>8. (Not applicable to literature)</td>
<td>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.</td>
</tr>
</tbody>
</table>
| 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. | 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). | 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
### English Language Arts 9th – 10th Grade

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

<table>
<thead>
<tr>
<th>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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Read and comprehend complex literary and informational texts independently and proficiently.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birmingham Jail&quot;), including how they address related themes and concepts.</td>
</tr>
</tbody>
</table>
### College and Career Readiness Anchor Standards for WRITING

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
<th>Grade Level ELA Common Core State Standards for WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>These broad types of writing include many subgenres. See Appendix A of CCSS for definitions of key writing types.</td>
<td>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
</tbody>
</table>

1. Write arguments to support claims in an analysis of substantive topics or 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 claim(s) 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 and information clearly and accurately through the effective selection, organization, and analysis of content.

   a. Introduce a topic; 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.
<table>
<thead>
<tr>
<th>Production and Distribution of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
</tr>
<tr>
<td>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
</tr>
<tr>
<td>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Range of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
## College and Career Readiness Anchor Standards for SPEAKING and LISTENING

| College and Career Readiness Anchor Standards for SPEAKING and LISTENING |
| Grade Level ELA Common Core State Standards for SPEAKING and LISTENING |

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Grade Level ELA Common Core State Standards for SPEAKING and LISTENING

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.

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
<table>
<thead>
<tr>
<th>College and Career Readiness Anchor Standards for LANGUAGE</th>
<th>Grade Level ELA Common Core State Standards for LANGUAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td></td>
<td>a. Use parallel structure.*</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td></td>
<td>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</td>
</tr>
<tr>
<td></td>
<td>b. Use a colon to introduce a list or quotation.</td>
</tr>
<tr>
<td></td>
<td>c. Spell correctly.</td>
</tr>
<tr>
<td><strong>Knowledge of Language</strong></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
<td></td>
</tr>
<tr>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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).</td>
</tr>
<tr>
<td>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
<td>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</td>
<td>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.</td>
</tr>
</tbody>
</table>