

## Tool for Unpacking a Standard into Learning Targets

Standard & (Indicator)	
<p><b>ELA.R.1: Use critical thinking skills to investigate, evaluate, and synthesize a variety of sources to obtain and refine knowledge.</b></p> <p>E4-E1.R.1.1 Conduct short and more sustained research to answer questions or solve problems by:</p> <ul style="list-style-type: none"> <li>a. answering self-generated questions about a topic(s) while using a variety of sources; and</li> <li>b. refining the scope of inquiry as relevant to the topic(s), purpose, and audience.</li> </ul> <hr style="border-top: 1px dashed black;"/> <p>ELA.E4.R.1.2 <b>Evaluate</b> the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.</p> <p>ELA.E3-E1.R.1.2 Analyze the credibility and relevance of sources using only those that are credible and relevant to the topic and the purpose of inquiry.</p> <hr style="border-top: 1px dashed black;"/> <p>ELA.E4.R.1.3 <b>Evaluate</b> findings to determine relevance to the topic(s) and purpose of inquiry.</p> <p>ELA.E3-E1.R.1.3 Analyze findings to determine relevance to the topic(s) and purpose of inquiry.</p> <hr style="border-top: 1px dashed black;"/> <p>ELA.E4-E3.R.1.4 <b>Synthesize</b> and logically organize findings as relevant to the purpose and audience.</p> <p>ELA.E2.R.1.4 Logically organize findings as relevant to the purpose and <b>audience</b>.</p> <p>ELA.E1.R.1.4 Logically organize findings as relevant to the purpose.</p> <hr style="border-top: 1px dashed black;"/> <p>ELA.E4-E1.R.1.5 Follow a standard academic style guide for citation to avoid plagiarism.</p>	
<b>Content (nouns)</b> <b>What students need to know</b>	<b>Skills (verbs)</b> <b>What students need to be able to do</b>
<p><b>9th</b> - critical thinking skills, variety of sources, discernment, relevant information, bias, credibility, sustained research, research question, problem, topic, print &amp; multimedia sources, primary &amp; secondary sources, scope of inquiry, purpose, audience, findings, relevance, standard academic style guide, citation, plagiarism, objective, subjective</p> <p><b>10th</b> - all items listed above</p> <p><b>11th</b> - all items listed above</p>	<p><b>9th</b> - investigate, evaluate, synthesize, obtain, conduct, answer &amp; solve, generate, refine, analyze, determine, logically organize, follow style guide</p> <p><b>10th</b> - analyze credibility &amp; relevance &amp; all items listed above</p> <p><b>11th</b> - analyze findings, synthesize &amp; logically organize findings and all items listed above</p> <p><b>12th</b> - evaluate credibility &amp; relevance, evaluate findings, all items listed above</p>

12th - all items listed above
<b>Standard-based Essential Questions</b>
9th--12th - How do you conduct short, sustained research to answer questions or solve problems? How do you develop self-generated questions about a topic? How do you answer those questions from a variety of sources? How do you decide which sources to use and not use for a specific topic? How do you decide which sources to use and not use for a specific purpose? How do you decide which sources to use and not use for a specific audience?
9th--11th - How do you analyze the credibility and relevance of sources? How do you select and use only credible, relevant sources for a specific topic or purpose?
12th - How do you evaluate the credibility and relevance of sources? How do you select and use only credible, relevant sources for a specific topic or purpose?
9th--11th - How do you analyze findings to determine relevance to topic and purpose?
12th - How do you evaluate findings to determine relevance to topic and purpose?
9th - How do you logically organize findings as relevant to the purpose?
10th - How do you logically organize findings as relevant to the purpose and audience?
11th-12th - How do you synthesize and logically organize findings as relevant to the purpose and audience?
9th-12th - What is plagiarism? How do you properly cite information using a standard academic style guide?

<b>Student Learning Targets</b>		
<b>Expected Learning:</b>	<b>Expected Learning in Student-friendly Language:</b>	<b>Doing Task:</b>
<i>Example: Students will need to understand that poets often use figurative language to create a mood or tone for their poems.</i>	<i>Example: I can explain how writers use figurative language to influence readers' interpretations.</i>	<i>Example: This means that I can look at similes, metaphors, and personification in poems and predict how they might make readers feel.</i>
<b>9th--12th -</b> <ul style="list-style-type: none"> <li>● Students will understand how to conduct both short and sustained research to answer questions or solve problems.</li> <li>● Students will understand how to answer self-generated questions about a topic using</li> </ul>	<b>9th--12th -</b> <ul style="list-style-type: none"> <li>● I can explain how and why I chose a specific topic and create questions to research.</li> <li>● I can explain where to look for information on my topic.</li> <li>● I can explain how to use a variety of sources about my</li> </ul>	<b>9th--12th -</b> <ul style="list-style-type: none"> <li>● This means I can locate information to answer self-generated research questions.</li> <li>● This means I can choose the sources that best support my topic, purpose, and audience.</li> </ul>

<p>a variety of sources.</p> <ul style="list-style-type: none"> <li>Students will understand how to refine the scope of inquiry as relevant to the topic, purpose, and audience.</li> </ul>	<p>topic.</p> <ul style="list-style-type: none"> <li>I can explain why I chose to use certain sources.</li> </ul>	
<p><b>9th--11th -</b></p> <ul style="list-style-type: none"> <li>Students will understand the difference between credibility and relevance.</li> <li>Students will understand how to analyze sources for credibility.</li> <li>Students will understand how to analyze sources for relevance.</li> <li>Students will understand how to use sources that are credible and relevant to topic and purpose.</li> </ul> <p><b>12th -</b></p> <ul style="list-style-type: none"> <li>Students will understand how to evaluate sources for credibility.</li> <li>Students will understand how to evaluate sources for relevance.</li> <li>Students will understand how to use sources that are credible and relevant to topic and purpose.</li> </ul>	<p><b>9th--11th -</b></p> <ul style="list-style-type: none"> <li>I can explain the difference between credibility and relevance.</li> <li>I can explain what makes a source credible and relevant.</li> <li>I can explain how to use credible and relevant sources for my topic and purpose.</li> </ul> <p><b>12th -</b></p> <ul style="list-style-type: none"> <li>I can explain how to choose a source that supports my topic and purpose. All items listed above.</li> </ul>	<p><b>9th--11th -</b></p> <ol style="list-style-type: none"> <li>This means I can write an explanation of credible and relevant sources.</li> <li>This means I can use credible and relevant sources.</li> </ol> <p><b>12th -</b></p> <ul style="list-style-type: none"> <li>This means I can judge which sources will best support my topic and purpose. All items listed above.</li> </ul>
<p><b>9th--11th -</b></p> <ul style="list-style-type: none"> <li>Students will understand how to analyze findings to determine relevance to the topic and purpose.</li> </ul> <p><b>12th -</b></p> <ul style="list-style-type: none"> <li>Students will understand how to evaluate findings to determine relevance to the topic and purpose.</li> </ul>	<p><b>9th--11th -</b></p> <ul style="list-style-type: none"> <li>I can explain how to objectively judge the findings of my research to support my topic and purpose.</li> </ul> <p><b>12th -</b></p> <ul style="list-style-type: none"> <li>I can explain how I determined what evidence was most relevant to my topic and purpose.</li> </ul>	<p><b>9th--11th -</b></p> <ul style="list-style-type: none"> <li>This means I can objectively judge which information is relevant to support my topic and purpose.</li> <li>This means that I can include the relevant information in my writing.</li> </ul> <p><b>12th -</b></p> <ul style="list-style-type: none"> <li>This means I can determine what evidence is most relevant to my topic and purpose. This means I can use my chosen evidence in my writing.</li> </ul>
<p><b>9th -</b></p> <ul style="list-style-type: none"> <li>Students will understand how to logically organize findings as relevant to the purpose.</li> </ul> <p><b>10th -</b></p> <ul style="list-style-type: none"> <li>Students will understand how</li> </ul>	<p><b>9th -</b></p> <ul style="list-style-type: none"> <li>I can explain how to sort, categorize, and find connections in my evidence to suit my purpose. I can explain the patterns in my information. I can explain how to arrange information in an effective order.</li> </ul>	<p><b>9th -</b></p> <ul style="list-style-type: none"> <li>This means I can organize my evidence for my purpose. This means I can write an explanation of the patterns of my evidence.</li> <li>This means I can write an outline of my findings.</li> </ul> <p><b>10th -</b></p>

<p>to logically organize findings as relevant to the purpose and audience.</p> <p><b>11th--12th -</b></p> <ul style="list-style-type: none"> <li>Students will understand how to synthesize and logically organize findings as relevant to the purpose and audience.</li> </ul>	<p><b>10th -</b></p> <ul style="list-style-type: none"> <li>I can explain how to sort, categorize, and find connections in my evidence to suit my purpose and audience. I can explain the patterns in my information. I can explain how to arrange information in an effective order.</li> </ul> <p><b>11th--12th -</b></p> <ul style="list-style-type: none"> <li>I can explain how to sort, categorize, and find connections in my evidence to suit my purpose and audience.</li> <li>I can explain the patterns in my information.</li> <li>I can explain how to arrange information in an effective order.</li> <li>I can draw conclusions about and combine my evidence.</li> </ul>	<ul style="list-style-type: none"> <li>This means I can organize my evidence for my purpose and audience.</li> <li>This means I can write an explanation of the patterns of my evidence.</li> <li>This means I can write an outline of my findings.</li> </ul> <p><b>11th--12th -</b></p> <ul style="list-style-type: none"> <li>This means I can organize my evidence for my purpose and audience.</li> <li>This means I can write an explanation of the patterns of my evidence.</li> <li>This means I can write an outline of my findings.</li> <li>This means I can combine my evidence in writing.</li> </ul>
<p><b>9th--12th -</b></p> <ul style="list-style-type: none"> <li>Students will understand how to follow a standard academic style guide (MLA).</li> <li>Students will understand how to use citations to avoid plagiarism.</li> <li>Students will understand how to use technology to organize sources and create citations and a works cited.</li> </ul>	<p><b>9th--12th -</b></p> <ul style="list-style-type: none"> <li>I can explain what intellectual property and plagiarism are.</li> <li>I can explain what information needs to be cited.</li> <li>I can explain how to create an in-text citation.</li> <li>I can explain how to create a works cited page.</li> <li>I can explain how to use technology to help me organize my sources and create a works cited page.</li> </ul>	<p><b>9th--12th -</b></p> <ul style="list-style-type: none"> <li>This means I know when I need an in-text citation.</li> <li>This means I can write an in-text citation.</li> <li>This means I can create a works cited page</li> </ul>

<b>Instructional Ideas &amp; DOK:</b>	<b>Assessment Ideas &amp; DOK:</b>
<p>--mini research projects (DOK 2)</p> <p>--Articles of the week &amp; develop questions (DOK 2 &amp; 3)</p> <p>--mini-lessons on citation</p> <p>--</p>	<p>--passion projects (DOK 3 &amp; 4)</p> <p>--research paper (DOK 3 &amp; 4)</p> <p>--pamphlets, brochures, podcasts (DOK 3 &amp; 4)</p>



## Tool for Unpacking a Standard into Learning Targets

### Standard & (Indicator)

**ELA.C.4: Demonstrate command of standard English grammar and conventions when writing.**

ELA.E4.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

- a. apply knowledge of rules for capitalization and punctuation;
- b. apply knowledge of usage to revise sentence fragments and run-on sentences; and
- c. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

ELA.E3.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

- a. apply knowledge of rules for capitalization and **punctuation**;
- b. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and
- c. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

ELA.E2.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

- a. apply knowledge of rules for capitalization;
- b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon or a conjunctive adverb to **connect related independent clauses; use a dash to set off or expand upon information, or to emphasize information**;
- c. select and use verbs with appropriate mood and tone;
- d. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, mood, and parallel structure; and e. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication materials.

ELA.E1.C.4.1 Use the rules of and make intentional decisions about standard English grammar and conventions to write compositions with varied sentence structures. When writing:

- a. apply knowledge of rules for capitalization;
- b. use a colon to introduce a quotation, definition, or to expand on information in a sentence; use a semicolon with a conjunctive adverb; use a hyphen to create a compound modifier;
- c. select and use verbs with appropriate mood and tone;
- d. use appropriate parallel structure in words, phrases, and clauses;
- e. apply knowledge of usage to revise sentence fragments, run-on sentences, and inappropriate shifts in verb tense, number, voice, and mood; and
- f. use print and multimedia resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for a variety of publication media.

<b>Content (nouns)</b> <b>What students need to know</b>	<b>Skills (verbs)</b> <b>What students need to be able to do</b>
<p><b>9th</b> - Conventions, Punctuation, Capitalization, Colon, Quotations, Semi-Colon, Independent Clause, Conjunctive Adverb, Hyphen, Compound Modifier, Verb, Mood (indicative, imperative, and subjunctive), Tone, Parallel Structure, Phrases, Clauses, Sentence Fragments, Run-on, shifts in verb tense, number, voice, Grammar, Usages, Format, and Mechanics (in addition to items listed for 8th-grade pg. 200 of ELA standards)</p> <p><b>10th</b> - Dashes in addition to items listed above</p> <p><b>11th</b> - Punctuation and Rules in addition to items listed above</p> <p><b>12th</b> - All items listed above</p>	<p><b>9th</b> - Apply (Capitalization), Use Colon to introduce a quotation, definition, or expand information, Use a semi-colon with a conjunctive adverb, Use a hyphen to create a compound modifier, Select and use verbs with appropriate mood and tone, Use appropriate parallel structure in words, phrases, and clauses, Revise sentence fragments, run-ons, Apply (shifts in verb tense, number, voice, and mood), (Edit in addition to items listed for 8th-grade pg. 200 of ELA standards)</p> <p><b>10th</b> - Use a dash to set off, expand, or emphasize in addition to items listed above</p> <p><b>11th</b> - Apply (Punctuation Rules) in addition to items listed above</p> <p><b>12th</b> - All items listed above.</p>

### Standards-based Essential Questions

**9th** - What are the rules of capitalization? How do you use a colon to introduce a quotation, definition, or expand on information? How do you use a semi-colon with a conjunctive adverb? How do you use a hyphen to create a compound modifier? How do you select verbs with the appropriate mood and tone? How do you use appropriate parallel structure? How do you correct sentence fragments, run-on sentences, and inappropriate shifts in writing? How do you use resources to edit writing to accurately convey the author's meaning? (Students must be held accountable for demonstrating mastery of 8th-grade skills)

**10th** - How do you use a dash to set off, expand, or emphasize? (Students must be held accountable for demonstrating mastery of 9th-grade skills)

**11th** - What are the rules of punctuation? (Students must be held accountable for demonstrating mastery of 9th and 10th-grade skills)

**12th** - (Students must be held accountable for demonstrating mastery of 9th, 10th, and 11th-grade skills)

### Student Learning Targets

<b>Expected Learning:</b>	<b>Expected Learning in Student-friendly Language:</b>	<b>Doing Task:</b>
<i>Example: Students will need to understand that poets often use</i>	<i>Example: I can explain how writers use figurative language to influence</i>	<i>Example: This means that I can look at similies, metaphors, and</i>

<p><i>figurative language to create a mood or tone for their poems.</i></p>	<p><i>readers' interpretations.</i></p>	<p><i>personification in poems and predict how they might make readers feel.</i></p>
<p><b>9TH GRADE:</b> Students will understand and apply capitalization rules.</p> <p>Students will understand and apply the appropriate use of a colon.</p> <p>Students will understand and apply the appropriate use of a semi-colon with a conjunctive adverb.</p> <p>Students will understand and apply the appropriate use of a hyphen with a compound modifier.</p> <p>Students will understand how to select verbs with the appropriate mood and tone.</p> <p>Students will understand and apply the appropriate use of parallel structure.</p> <p>Students will understand and apply rules for sentence fragments, run-ons, and inappropriate shifts in verb tense, number, voice, and mood.</p> <p>Students will be able to use print and multimedia resources to properly edit writing.</p>	<p><b>9TH GRADE:</b> I can explain and use capitalization correctly.</p> <p>I can explain and use colons correctly.</p> <p>I can explain and use a semi-colon with a conjunctive adverb correctly.</p> <p>I can explain when I need to use a hyphen with a compound modifier correctly. I can use a hyphen with a compound modifier.</p> <p>I can explain and choose why verbs are appropriate for the mood and tone. I can explain the difference between the three verb moods.</p> <p>I can explain and use parallel structure correctly.</p> <p>I can explain and correct sentence fragments, run-ons, and inappropriate shifts.</p> <p>I can use both print and computer resources to correct my writing.</p>	<p><b>9TH GRADE:</b> This means that I can use proper capitalization for proper nouns, the first word in a sentence, most words in titles, when necessary in quotes, and not after the use of a colon.</p> <p>This means that I can use a colon to introduce a quotation, definition, or to expand on information.</p> <p>This means that when I join two independent clauses with a conjunctive adverb, I will use a semi-colon. I will also be able to identify what words are conjunctive adverbs.</p> <p>This means that I can hyphenate two words and use them as an adjective.</p> <p>This means that I can define and identify the three types of verb moods and use them in my writing correctly. I can choose the appropriate verbs to reflect my tone.</p> <p>This means that I can use parallel structure appropriately in words, phrases, and clauses. I can identify parallel structure.</p> <p>This means that I can identify a sentence fragment, run-on, and an inappropriate shift in a sentence. This means that I can revise an incomplete sentence to make it complete.</p> <p>This means that I can use suggested apps or extensions to edit my writing. I can differentiate between a good and bad editing suggestion.</p>
<p><b>10TH GRADE:</b> Students will be able to use a dash to expand, set off, or emphasize.</p>	<p>I can explain when I need to use a dash to set off, expand, or emphasize information.</p>	<p>This means that I can set off, expand, and emphasize information with a dash.</p>
<p><b>11TH GRADE:</b> Students will understand and apply punctuation rules.</p>	<p>I can understand and use punctuation correctly.</p>	<p>This means that I can define the word punctuation. I can follow the basic punctuation rules consisting of:</p>

		comma usage, periods, ending punctuation, colons, quotation marks, parentheses, apostrophes, and ellipses.
<b>12TH GRADE:</b> Students will be held accountable for all of the above.	I can explain the rules of standard English grammar. I can understand and use standard English grammar in my writing.	This means I can demonstrate the commands of standard English grammar.

<b>Instructional Ideas:</b>	<b>Assessment Ideas:</b>
<ul style="list-style-type: none"> <li>- Isolated grammar units</li> <li>- Mini Units during writing units</li> <li>- Bell Ringers</li> <li>- Model Sentences</li> <li>- Demonstrating skills through writing responses literature</li> </ul>	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Multiple Choice</li> <li>- Sentence Corrections</li> </ul>



## Tool for Unpacking a Standard into Learning Targets

### Standard & (Indicator)

**ELA.C.2: Write informative/expository texts to analyze and explain complex ideas and information.**

ELA.E4.C.2.1 Write informative/expository texts to convey complex ideas and concepts while analyzing complex texts. When writing:

- a. introduce a topic and organize complex concepts and information **so that each new element builds on what precedes it;**
- b. develop the topic thoroughly by selecting relevant facts, definitions, details, quotations, statistics, data, and/or other information and examples appropriate to the audience's knowledge of the topic;
- c. use varied transitions and syntax to link the major sections of the text and clarify the relationships between complex ideas and concepts;
- d. use precise language and vocabulary appropriate to the complexity of the topic;
- e. establish and maintain a formal style and objective tone appropriate for the task, purpose, and audience; and
- f. provide a concluding statement or section that supports the information presented.

ELA.E3.C.2.1 Write informative/expository texts to convey complex ideas and concepts **while analyzing complex texts.** When writing:

- a. introduce a topic and organize complex concepts and information;
- b. develop the topic by selecting relevant facts, definitions, details, quotations, **statistics**, data, and/or other information and **examples appropriate to the audience's knowledge of the topic;**
- c. use varied transitions and **syntax** to link the major sections of the text and clarify the relationships between **complex** ideas and concepts;
- d. use precise language and vocabulary appropriate to the complexity of the topic;
- e. establish and maintain a **formal** style and objective tone appropriate for the task, purpose, and **audience;** and
- f. provide a concluding statement or section that supports the information presented.

ELA.E2.C.2.1 Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

- a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions;
- b. develop a topic by selecting relevant and sufficient facts, definitions, details, quotes, examples, **data**, and/or other information appropriate for the audience;
- c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
- d. **use precise language and vocabulary appropriate to the complexity of the topic;**
- e. **establish and maintain a style and objective tone appropriate to the task and purpose;** and
- f. provide a concluding statement or section that supports the information presented.

ELA.E1.C.2.1 Write informative texts to examine and convey complex information clearly and accurately through the analysis of multiple sources of information. When writing:

- a. introduce a topic and organize complex ideas and concepts to make important connections and distinctions;

- b. develop a topic with relevant and sufficient facts, definitions, details, quotes, examples, and/or other information appropriate for the audience;
- c. use varied transitions to link major sections of the text and clarify the relationships between ideas and concepts;
- d. use precise language and vocabulary appropriate to the complexity of the topic;
- e. use a tone and style appropriate to the task and audience; and
- f. provide a concluding statement or section that supports the information presented.

<p align="center"><b>Content (nouns)</b> <b>What students need to know</b></p>	<p align="center"><b>Skills (verbs)</b> <b>What students need to be able to do</b></p>
<p><b>9th-</b> Informative, expository, topic(major sections), ideas and concepts, connections, distinctions, evidence(facts, details, definitions, quotes, examples) transitions (between ideas and closing), precise language and appropriate vocabulary, tone, style, audience, concluding statement(Closing Statement and Conclusion)</p> <p><b>10th-</b> Data, Objective Tone(Objective vs Subjective), and All items listed above.</p> <p><b>11th-</b> Statistics, syntax, and formal style(active vs. passive voice), Audience knowledge. All items listed above</p> <p><b>12th-</b> Relevance and Importance of Topics and Information. All items listed above.</p>	<p><b>9th-</b> Write informative/expository texts to examine complex information; through analysis of multiple sources. Introduce and develop a topic. Organize ideas and concepts to form connections/distinctions. Select relevant and sufficient evidence. Use transitions to link major sections for clarity between ideas and concepts Use specific language and vocabulary appropriate for the topic. Use appropriate tone and style to the task and audience. Provide concluding statement or section that supports presented information.</p> <p><b>10th-</b> Select relevant and sufficient evidence, now including data. Maintain a style and objective tone appropriate to the task and purpose. All skills listed above.</p> <p><b>11th-</b>Analyze complex texts for informative/expository writing. Select relevant and specific statistics in conjunction with specific evidence while considering the audience's knowledge of the topic. Use varied syntax to link major sections. Establish and maintain a formal style. All skills listed above.</p> <p><b>12th-</b> Introduce a topic and organize complex concepts and information so that each new element builds on what precedes it. All skills listed above.</p>

**Standards-based Essential Questions**

**9th:**

- How is the analysis of multiple sources beneficial in conveying complex information?
- How are topics used to organize complex ideas and concepts to create connections and distinctions?
- How does sufficient and relevant evidence aid in the development of the topic and audience understanding?
- How does the use of varied transitions to link major sections clarify the relationships between ideas and concepts?
- How does the explanation of evidence clarify the connections between ideas and concepts?
- How is precise and appropriate language, vocabulary, tone and style used to clarify the explanation of the topic?
- How does a concluding statement or section support the presented information?

(Students must be held accountable for demonstrating mastery of 8th grade skills).

**10th:**

- How does relevant, specific and varied evidence aid in the development of the topic and audience understanding?
- How does maintaining a consistent style and objective tone enhance audience understanding and clarity of the task and purpose?

(Students must be held accountable for demonstrating mastery of 9th grade skills).

**11th:**

- How does analyzing multiple complex texts aid in conveying complex ideas and concepts?
- How does relevant, specific and varied evidence aid in the development of the topic?
- How does understanding the audience's knowledge of the topic determine appropriate evidence?
- How does varied syntax impact the link between major sections?
- How does maintaining a formal style and objective tone enhance audience understanding and clarity of the task and purpose?

(Students must be held accountable for demonstrating mastery of 10th grade skills).

**12th:**

- How does the organization of thoughtful and deliberate topics aid in building understanding of one another?

(Students must be held accountable for demonstrating mastery of 11th grade standards).

**Student Learning Targets**

**Expected Learning:**

**Expected Learning in**

**Doing Task:**

	<b>Student-friendly Language:</b>	
<p><i>Example: Students will need to understand that poets often use figurative language to create a mood or tone for their poems.</i></p>	<p><i>Example: I can explain how writers use figurative language to influence readers' interpretations.</i></p>	<p><i>Example: This means that I can look at similes, metaphors, and personification in poems and predict how they might make readers feel.</i></p>
<p><b>9th GRADE:</b></p> <ul style="list-style-type: none"> <li>● Students will demonstrate the ability to write an informative/expository essay to communicate complex ideas and concepts using multiple sources.</li> <li>● Students will need to understand and demonstrate how to introduce a topic and how to organize complex ideas and concepts, establishing how information can be connected through similarities and differences.</li> <li>● Students will need to expand their topics through the use of important and relevant evidence.</li> <li>● Students will demonstrate the ability to use a variety of transitions to link major ideas, sections, and evidence to show relationships between ideas and concepts.</li> <li>● Students will demonstrate the ability to use accurate and specific language and vocabulary that is relevant to the topic</li> <li>● Students will utilize a tone and style that is suitable to the task and audience.</li> <li>● Students will demonstrate how to construct a concluding statement or section that connects all major points/topics.</li> </ul>	<p><b>9th GRADE:</b></p> <ul style="list-style-type: none"> <li>● I can write an informative/expository essay to communicate deeper ideas and concepts using multiple sources of information.</li> <li>● I can introduce a thesis and topic and organize complex ideas to show connections between ideas.</li> <li>● I can select important and relevant evidence to support my ideas.</li> <li>● I can transition between major ideas, paragraphs, and selected evidence to show the relationship between my ideas.</li> <li>● I can use accurate and specific language that is relevant to the topic.</li> <li>● I can utilize tone and style that is closely connected to the task and to my audience.</li> <li>● I can construct a concluding statement that connects all major ideas.</li> </ul>	<p><b>9th GRADE:</b></p> <p>This means that I can write an informative/expository essay that communicates deeper ideas and concepts, using multiple sources of information. To construct this paper, I will introduce my topics to show their similarities and differences; select important and relevant evidence that supports these ideas; transition between major ideas, paragraphs and evidence to strengthen the relationship between my ideas; and write a concluding statement that connects all major ideas. I will have to use accurate and specific language, as well as a consistent tone and style that is suitable to the task and audience.</p>

<p><b>10th GRADE:</b></p> <ul style="list-style-type: none"> <li>• Students will select more specific evidence from a variety of sources, including qualitative research data.</li> <li>• Students will develop and maintain an objective, unbiased tone in their writing.</li> </ul>	<p><b>10th GRADE:</b></p> <ul style="list-style-type: none"> <li>• I can use a variety of evidence, including sources not commonly found in an English classroom setting.</li> <li>• I can be unbiased in my writing, and keep a neutral tone.</li> </ul>	<p><b>10th GRADE:</b> This means I can write as demonstrated in the 9th grade, developing my writing further with more detailed evidence and a neutral, unbiased tone.</p>
<p><b>11th GRADE:</b></p> <ul style="list-style-type: none"> <li>• Students will complete their writing, using more complex and deeper texts.</li> <li>• Students will select more specific evidence from a variety of sources, including non-English specific materials; specifically numerical, quantitative data.</li> <li>• Students will consider the knowledge of their audience to decide and select evidence.</li> <li>• Students will use varied syntax in conjunction with transitions to link ideas.</li> <li>• Students will develop a formal style in their writing.</li> </ul>	<p><b>11th GRADE:</b></p> <ul style="list-style-type: none"> <li>• I can incorporate complex reading materials and data in my writing.</li> <li>• I can use a variety of quantitative(numeric) and qualitative(the one that's not numeric) data to support my ideas.</li> <li>• I can consider the audience's prior knowledge when selecting evidence for my writing.</li> <li>• I can use a variety of words, phrases, and sentence structures to link my ideas.</li> <li>• I can write in an impersonal, objective and precise style.</li> </ul>	<p><b>11th GRADE:</b> This means I can write as demonstrated in the 10th grade, and develop my writing further with more complex reading materials, which will include quantitative and qualitative data that supports my ideas. I can consider and use my audience's prior knowledge to select relevant evidence for my writing. I can use a variety of sentence structures to link ideas and maintain an impersonal, objective, and precise style.</p>
<p><b>12th GRADE:</b></p> <ul style="list-style-type: none"> <li>• Students will develop their ideas in a thoughtful manner, deliberately placing ideas where they can build on each other.</li> </ul>	<p><b>12th GRADE:</b></p> <ul style="list-style-type: none"> <li>• I can organize my writing in a way that allows my ideas to build upon each other.</li> </ul>	<p><b>12th GRADE:</b> This means that I will be able to write as demonstrated in the 11th grade, with the ability to organize my topics and evidence so that they work together, building upon each other to aid in understanding.</p>

<b>Instructional Ideas &amp; DOK:</b>	<b>Assessment Ideas &amp; DOK:</b>
<ul style="list-style-type: none"> <li>• Bellringers covering basics(DOK 1)</li> <li>• Reading and annotating passages in relation to a prompt (DOK 2 &amp; 3)</li> <li>• Analyzing passages to find evidence (DOK 2 &amp; 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Essay (DOK 4)</li> <li>• Newsletter (DOK 4)</li> <li>• Multimedia Project (DOK 4)</li> <li>• Podcast (DOK 3 &amp; 4)</li> </ul>



- Webquest/Escape Room (DOK 2 & 3)
- Compare effective vs ineffective information: "Fake News" (DOK 2 & 3)
- Color Activity/Degrees of Emotion (DOK 2 & 3)
- Exhaustive Questioning (DOK 2)
- Graph/Article of the Week(DOT 1 & 2)

## Tool for Unpacking a Standard into Learning Targets

Standard & (Indicator)
<p><b>ELA.C.1: Write arguments to support claims with clear reasons and relevant evidence.</b></p> <p>ELA.E4.C.1.1 Write arguments to support claims in an analysis of topics or texts. When writing:</p> <ol style="list-style-type: none"><li>introduce knowledgeable claims, establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence;</li><li>develop claims and counterclaims <b>fairly and thoroughly</b> by using the most relevant evidence for each and by identifying the strengths and limitations of both; <b>consider the audience's knowledge level and possible biases</b>;</li><li>use varied diction and syntax to link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims;</li><li>use valid reasoning supported by relevant evidence from a variety of credible sources to demonstrate a thorough understanding of the subject;</li><li>establish and maintain a writing style appropriate to the task and audience; and</li><li>provide a concluding statement or section that supports the argument presented.</li></ol> <p>ELA.E3.C.1.1 Write arguments to support claims in an analysis of topics or texts. When writing:</p> <ol style="list-style-type: none"><li>introduce <b>knowledgeable</b> claims, <b>establish the significance of the claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence</b>;</li><li>develop claims and counterclaims <b>by using the most relevant evidence for each and by identifying the strengths and limitations of both</b>;</li><li>use varied diction and syntax to <b>link the major sections of the text and clarify the relationships between claims and reasons, reasons and evidence, and between claims and counterclaims</b>;</li><li>use valid reasoning supported by relevant evidence from a variety of credible sources to <b>demonstrate a thorough understanding of the subject</b>;</li><li><b>establish and maintain a writing style appropriate to the task and audience</b>; and</li><li>provide a concluding statement or section that supports the argument presented.</li></ol> <p>ELA.E2.C.1.1 Write arguments to support claims in an analysis of a topic or texts. When writing:</p> <ol style="list-style-type: none"><li>introduce a precise claim(s) and use valid reasoning supported by relevant and <b>sufficient evidence</b> from a variety of credible sources to demonstrate an understanding of the topic and/or texts;</li><li>acknowledge and refute <b>counterclaims</b> with relevant evidence; create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;</li><li>link the major sections of the text cohesively and <b>clarify the relationships between claims, counterclaims, reasons, and evidence</b>;</li><li>establish a tone and style appropriate to the purpose and <b>audience</b>; and</li><li>provide a concluding statement or section that supports the argument presented.</li></ol> <p>ELA.E1.C.1.1 Write arguments to support claims <b>in an analysis of a topic or texts</b>. When writing:</p> <ol style="list-style-type: none"><li>introduce a <b>precise</b> claim(s) and <b>use valid reasoning</b> supported by relevant evidence <b>from a variety of credible sources</b> to demonstrate an understanding of the topic and/or texts;</li><li>acknowledge and refute at least one counterclaim with relevant evidence;</li><li>create an organizational structure that establishes clear relationships between claims, counterclaim(s), reasons, and evidence;</li></ol>



- d. link the major sections of the text cohesively;
- e. establish a tone and style appropriate to the purpose; and
- f. provide a concluding statement or section that supports the argument presented.

Content (nouns) What students need to know	Skills (verbs) What students need to be able to do
<p><b>9th</b> - precise claim, valid reasoning, style, purpose, and all nouns listed in previous grades</p> <p><b>10th</b> - sufficient evidence, audience and all items listed above</p> <p><b>11th</b> - knowledgeable claims, significant claims, logical sequence, strengths, limitations, diction, syntax, claim and counterclaim relationships, and all items listed above</p> <p><b>12th</b> - fair and thorough claims and counterclaims, audience's knowledge level, bias, and all items listed above</p> <p><b>(Pending Additional State Department Information)</b></p>	<p><b>9th</b> - introduce and support precise claims, analyze topic or text to demonstrate understanding, use valid reasoning from a variety of credible sources, link sections cohesively, establish appropriate tone and style for the purpose, and all verbs listed in previous grades</p> <p><b>10th</b> - clarify relationships between the parts of an argument and all verbs listed above</p> <p><b>11th</b> - introduce knowledgeable claims, establish the significance of claims, logically sequence parts of the argument, select and use the most relevant evidence to develop both claims and counterclaims, identify the strengths and limitations of claims and counterclaims, use varied diction and syntax and all verbs listed above</p> <p><b>12th</b> - develop claims and counterclaims fairly and thoroughly, consider audience's knowledge level and possible biases, and all verbs listed above</p> <p><b>(Pending Additional State Department Information)</b></p>

**Standards-based Essential Questions**

- 9th** - How do you introduce and support precise claims? How do you analyze a topic or text to demonstrate understanding? How do you develop valid reasoning by using a variety of credible sources? How do you link sections of an argument cohesively? How do you establish an appropriate tone and style for the purposes of an argument?
- 10th** - How do you clarify relationships between the parts of an argument?
- 11th** - How do you introduce knowledgeable claims? How do you establish the significance of claims? How do you logically sequence the parts of the argument? How do you select and use the most relevant evidence to develop both claims and counterclaims? How do you identify the strengths and limitations of claims and counterclaims? How do you use varied diction and syntax to link the major sections of the text and clarify relationships between claims and reasons?
- 12th** - How do you develop fair and thorough claims and counterclaims? How do you take an audience's knowledge level and possible biases into consideration?

### Student Learning Targets

Expected Learning:	Expected Learning in Student-friendly Language:	Doing Task:
<p><i>Example: Students will need to understand that poets often use figurative language to create a mood or tone for their poems.</i></p>	<p><i>Example: I can explain how writers use figurative language to influence readers' interpretations.</i></p>	<p><i>Example: This means that I can look at similes, metaphors, and personification in poems and predict how they might make readers feel.</i></p>
<p><b>9TH GRADE:</b></p> <p>Students will introduce and support precise claims.</p> <p>Students will analyze a topic or text to demonstrate understanding.</p> <p>Students will use valid reasoning from a variety of credible sources.</p> <p>Students will link argumentative sections cohesively.</p> <p>Students will establish an appropriate tone and style for the purpose of argumentative writing.</p>	<p><b>9TH GRADE:</b></p> <p>I can introduce exactly what I am trying to prove. I can support my claim.</p> <p>I can fully discuss a topic or text and show my understanding.</p> <p>I can utilize trustworthy sources of information. I can logically develop reasons based on outside information.</p> <p>I can use transitions to show the connections between sections of my argument.</p> <p>I can identify the purpose of and develop my own tone and style in argumentative writing.</p>	<p><b>9TH GRADE:</b></p> <p>This means that I can clearly state exactly what I am trying to prove. I can back my claim up with reasons and evidence to support my argument.</p> <p>This means that I can coherently discuss and present my understanding of a topic or text.</p> <p>This means that I can find and evaluate trustworthy sources. I can create compelling reasons.</p> <p>This means that I can include appropriate and effective transitions within my argument in the right place at the right time.</p> <p>This means that I can use words, phrases and structures to create a unique tone and style that works for my argument.</p>
<p><b>10TH GRADE:</b></p> <p>Students will clarify relationships between the parts of an argument.</p>	<p><b>10TH GRADE:</b></p> <p>I can add clarity to the way the parts of my argument connect and relate to each other.</p>	<p><b>10TH GRADE:</b></p> <p>This means that I can avoid using unclear terms and references within my writing. I can reference the previous idea and also mention the new topic when transitioning between sections of my argument. I can maintain a clear focus on the overall claim of the argument in each section.</p>

<p><b>11TH GRADE:</b></p> <p>Students will introduce knowledgeable claims.</p> <p>Students will establish the significance of the claims, identifying the strengths and limitations of both the claims and the counterclaims.</p> <p>Students will logically sequence parts of the argument.</p> <p>Students will select and use the most relevant evidence to develop both claims and counterclaims.</p> <p>Students will use varied diction and syntax to link the major sections of the text and clarify relationships between claims and reasons, reasons and evidence, and between claims and counterclaims.</p>	<p><b>11TH GRADE:</b></p> <p>I can create an informed argument based on my prior research.</p> <p>I can evaluate the importance of my claims and prioritize the most important claims and counterclaims.</p> <p>I can use my own reasoning and rationale for organizing my argument in a specific way.</p> <p>I can choose only the best evidence to support my claims and my counterclaims.</p> <p>I can choose a variety of words, phrases and structures to make clear connections between the different parts of my argument.</p>	<p><b>11TH GRADE:</b></p> <p>This means that I can conduct research from academic sources prior to formulating my own opinions. I can write a concise thesis statement to present my opinion based on my research.</p> <p>This means that I can collect evidence to justify the most important claims. I can eliminate claims that are ineffective. I can acknowledge the validity and weaknesses of other perspectives.</p> <p>This means that I can evaluate my own structure and place the sections of my argument in a sequential order that supports my purpose.</p> <p>This means that I can collect and sort a substantial amount of evidence. I can evaluate which evidence is the best. I can skillfully incorporate this evidence to support my claims and counterclaims.</p> <p>This means I can use the best transition words, phrases and structures to connect claims and reasons, reasons and evidence, and claims and counterclaims.</p>
<p><b>12TH GRADE:</b></p> <p>Students will develop claims and counterclaims fairly and thoroughly.</p> <p>Students will consider the audience's knowledge level and possible biases.</p>	<p><b>12TH GRADE:</b></p> <p>I can construct my argument with an open mind by considering multiple perspectives and avoiding bias. I can thoroughly evaluate my argument by considering all evidence.</p> <p>I can evaluate the prior knowledge of my audience. I can understand the possible prejudices of my audience.</p>	<p><b>12TH GRADE:</b></p> <p>This means that I can impartially judge the facts and opinions found in my research. I can avoid drawing my own conclusions until I have considered all sides of the argument. I can fully convey my own opinions and address other perspectives in my argument.</p> <p>This means I can take my audience's thoughts and opinions into consideration. I can provide background information when necessary. I can address their concerns and lack of understanding. I can be sensitive to others' perspectives.</p>



Instructional Ideas & DOK:	Assessment Ideas & DOK:
<ul style="list-style-type: none"> <li>❖ Bell ringers (DOK 1 &amp; 2)</li> <li>❖ Mini units during writing instruction (DOK 2)</li> <li>❖ Modeling through sample argumentative writing/videos (DOK 2 &amp; 3)</li> <li>❖ Editing strategies (student samples)</li> <li>❖ Peer review stations (DOK 3)</li> <li>❖ Student-teacher conferences (DOK 3 &amp; 4)</li> <li>❖ Rubric analysis (DOK 1)</li> <li>❖ Read and annotate passage (DOK 2 &amp; 3)</li> <li>❖ Model evaluating sample sources for credibility (DOK 2, 3 &amp; 4)</li> <li>❖ Evaluate format and structure (DOK 3)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Write an argumentative essay (DOK 4)</li> <li>❖ Present an argumentative speech (DOK 3 &amp; 4)</li> <li>❖ Record an argumentative video (DOK 3 &amp; 4)</li> <li>❖ Debate (DOK 3 &amp; 4)</li> </ul>

## Tool for Unpacking a Standard into Learning Targets

Standard & (Indicator)	
<p><b>ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.</b></p> <p>ELA.E4.AOR.5.3 <b>Evaluate and critique</b> multiple arguments on the same topic while evaluating the effectiveness of each author’s reasoning, rhetoric, and/or validity of claims in informational text; evaluate and <b>critique</b> each author’s use of information.</p> <p>ELA.E3.AOR.5.3 Compare <b>the development of multiple arguments on the same topic</b> while evaluating the effectiveness of each author’s reasoning, rhetoric, and/or validity of claims in informational texts; <b>evaluate each author’s use of information.</b></p> <p>ELA.E2.AOR.5.3 <b>Compare how two authors with opposing views develop arguments in informational texts; evaluate the effectiveness of each author’s reasoning, rhetoric, and/or validity of claims.</b></p> <p>ELA.E1.AOR.5.3 <b>Analyze</b> an author’s argument while <b>evaluating the effectiveness</b> of the types of reasoning and/or the rhetoric used in an informational text.</p>	
Content (nouns) What students need to know	Skills (verbs) What students need to be able to do
<p><b>9th</b> - effectiveness, rhetoric, <b>and all nouns listed in previous grades</b></p> <p><b>10th</b> - opposing views, author’s reasoning, validity of claims, <b>and all items listed above</b></p> <p><b>11th</b> - multiple arguments, author’s use of information, <b>and all items listed above</b></p> <p><b>12th</b> - <b>All items listed above</b></p> <p>(Pending Additional State Department Information)</p>	<p><b>9th</b> - analyze an author’s argument, evaluate the effectiveness, <b>and all verbs listed in previous grades</b></p> <p><b>10th</b> - compare the development of two arguments, validate claims, <b>and all verbs listed above</b></p> <p><b>11th</b> - compare multiple arguments, evaluate author’s use of information, <b>and all verbs listed above</b></p> <p><b>12th</b> - evaluate and critique multiple arguments, critique author’s use of information, <b>and all verbs listed above</b></p> <p>(Pending Additional State Department Information)</p>

**Standards-based Essential Questions**

**9th** - How do you analyze and evaluate the effectiveness of an author's argument?

**10th** - How do you compare the development of two arguments? How do you validate claims?

**11th** - How do you compare multiple arguments? How do you evaluate an author's use of information?

**12th** - How do you evaluate and critique multiple arguments? How do you critique an author's use of information?

**Student Learning Targets**

**Expected Learning:**

**Expected Learning in Student-friendly Language:**

**Doing Task:**

*Example: Students will need to understand that poets often use figurative language to create a mood or tone for their poems.*

*Example: I can explain how writers use figurative language to influence readers' interpretations.*

*Example: This means that I can look at similes, metaphors, and personification in poems and predict how they might make readers feel.*

**9TH GRADE:**

Students will analyze and evaluate the effectiveness of an author's argument.

**9TH GRADE:**

I can form an opinion about the strength and/or weaknesses of an author's argument.

**9TH GRADE:**

This means that I know the qualities of a strong argument. I can compare and contrast a strong argument and a weaker argument. I can measure the strength of an argument based on the author's information.

**10TH GRADE:**

Students will compare the development of two arguments.

Students will validate claims.

**10TH GRADE:**

I can look for similarities and differences between two arguments.

I can verify that an author's claims are accurate and true.

**10TH GRADE:**

This means that I can look for similarities and differences between two arguments.

This means that I can conduct research and further reading to investigate an author's claims.

<p><b>11TH GRADE:</b></p> <p>Students will compare multiple arguments.</p> <p>Students will evaluate the author's use of information.</p>	<p><b>11TH GRADE:</b></p> <p>I can look for similarities and differences between multiple arguments.</p> <p>I can form an opinion about the quality and/or truthfulness of the information an author chooses to include.</p>	<p><b>11TH GRADE:</b></p> <p>This means that I can look for similarities and differences between multiple arguments.</p> <p>This means that I can conduct research and further reading to investigate the information included in an argument.</p>
<p><b>12TH GRADE:</b></p> <p>Students will evaluate and critique multiple arguments.</p> <p>Students will critique each author's use of information in multiple arguments.</p>	<p><b>12TH GRADE:</b></p> <p>I can form an evaluation about the effectiveness and/or ineffectiveness of a variety of arguments on the same topic.</p> <p>I can examine or evaluate the quality of the information authors choose to include in their arguments.</p>	<p><b>12TH GRADE:</b></p> <p>This means that I can judge the content, quality, and validity of multiple arguments on the same topic.</p> <p>This means that I can conduct research and further reading to investigate the information included in multiple arguments. I can form an evaluation of the quality of the information in each argument.</p>

<b>Instructional Ideas &amp; DOK:</b>	<b>Assessment Ideas &amp; DOK:</b>



## Tool for Unpacking a Standard into Learning Targets

Standard & (Indicator)	
<p><b>ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.</b></p> <p>ELA.E4.AOR.5.2 Evaluate and <b>critique</b> the text structure(s) and features within an informational text and how an author could make the text more effective.</p> <p>ELA.E3.AOR.5.2 <b>Evaluate the text structure(s) and features</b> within an informational text; <b>analyze</b> how an author could make the text more effective.</p> <p>ELA.E2.AOR.5.2 Analyze the impact of multiple text structures and/or the use of text features in an informational text; <b>determine and explain how an author could make the text more effective.</b></p> <p>ELA.E1.AOR.5.2 Analyze how multiple text structures and/or features impact the author's purpose and/or meaning in an informational text.</p>	
<b>Content (nouns)</b> What students need to know	<b>Skills (verbs)</b> What students need to be able to do
9th--cause & effect, compare & contrast, sequential, description, & problem/solution, author's purpose, headings, subheadings, captions, graphs/charts, white space, pull-out quote, color, font  10th-- All content listed above  11th-- All content listed above  12th-- All content listed above	9th--analyze structures  10th-- determine & explain what would make the text more effective All skills listed above  11th--evaluate All skills listed above  12th--critique All skills listed above
Standards-based Essential Questions	
How do text features and structures impact the author's purpose/meaning? How could an author make the text more effective using structures/features? What are the strengths and weaknesses of the text structures/features? How does an author's use of text structure and features create effects that contribute to the overall meaning? How does an author's use of text structures and features improve or distract from the overall meaning?	
Student Learning Targets	



<b>Expected Learning:</b>	<b>Expected Learning in Student-friendly Language:</b>	<b>Doing Task:</b>
<i>Example: Students will need to understand that poets often use figurative language to create a mood or tone for their poems.</i>	<i>Example: I can explain how writers use figurative language to influence readers' interpretations.</i>	<i>Example: This means that I can look at similies, metaphors, and personification in poems and predict how they might make readers feel.</i>
<b>9th:</b> Students will understand how an author's choice in structuring a text impacts an author's meaning.	<b>9th:</b> I can explain how an author's choice in structuring a text impacts the meaning.	<b>9th:</b> This means I can identify the text structure and features in an informational text. I can explain how these text structures create meaning.
<b>10th:</b> Students will understand how an author's choice in structuring a text and text features impacts the meaning.	<b>10th:</b> I can explain how an author's choice in structuring a text and the use of text features impacts the meaning.	<b>10th:</b> This means I can identify text structures and features in an informational text. I can explain how an author's choices create meaning.
<b>11th:</b> Students will understand how the author's use of text structures and features contribute to the meaning of the text.	<b>11th:</b> I can explain how the author uses text structures and features to contribute to the meaning of the text.	<b>11th:</b> This means I can identify examples of text structure and features in informational texts. I can explain, in writing, how an author's choices contribute to the overall meaning of the informational text.
<b>12th:</b> Students will evaluate and critique how the author uses text structures and features to contribute to the overall meaning of an informational text.	<b>12th:</b> I can determine and explain how the author uses text structures and features to contribute to the overall meaning of an information text.  I can choose one aspect of the author's use text structure and features and explain how it improves or distracts from the overall meaning of the informational text.	<b>12th:</b> This means I can choose one aspect of the author's use of text structure/features and explain, in writing, how it improves or distracts from the overall meaning of the informational text .

<b>Instructional Ideas &amp; DOK:</b>	<b>Assessment Ideas &amp; DOK:</b>
Graphic Organizers (1&2) Modeling (2) Rubrics (1) Scaffolding (3&4) Transition/ signal words (1) Synthesis (3&4)	Create an informational text (3&4) Compare/Contrast/Research Speech (3&4) Chart analysis (2&3) Annotations (2&3) Outline (2) Media Presentation (3&4)

## Tool for Unpacking a Standard into Learning Targets

Standard & (Indicator)	
<p><b>ELA.AOR.5: Evaluate and critique how an author uses words, phrases, and text structures to craft text.</b></p> <p>ELA.E4.AOR.5.1 <b>Evaluate and critique</b> how an author uses diction, syntax, and text structure to create effects and contribute to the overall meaning in a literary text.</p> <p>ELA.E3.AOR.5.1 Analyze how an author <b>uses diction, syntax,</b> and text structure to create effects (e.g., mystery, tension, surprise) and <b>contribute to the overall meaning in a literary text.</b></p> <p>ELA.E2.AOR.5.1 Analyze how an author's choices concerning how to structure a literary text, <b>order events within it,</b> and manipulate time, create effects such as mystery, tension, or <b>surprise.</b></p> <p>ELA.E1.AOR.5.1 Analyze how an author's choices in structuring a text, including the manipulation of time (e.g., flashback and foreshadowing), create effects such as mystery, tension, and/or suspense.</p>	
Content (nouns) What students need to know	Skills (verbs) What students need to be able to do
<p>9th: Author's Choice, Structure, Manipulation, Mystery, Tension, Suspense</p> <p>10th: Order and Surprise and all items listed above</p> <p>11th: Diction and Syntax and all items listed above.</p> <p>12th: Evaluate and Critique and all items listed above.</p>	<p>9th: Analyze author's choice in structure and how they create effects in a literary text</p> <p>10th: Analyze author's choice in structure and how they create effects in a literary text and all items listed above</p> <p>11th: Analyze how an author uses diction, syntax, and text structure to create effect and how the effects contribute to the meaning of the literary text and all items listed above.</p> <p>12th: Evaluate and critique the author's use of diction, syntax, and text structure and how they contribute to the meaning of literary text and all items listed above.</p>

### Standards-based Essential Questions

9th: How does the author structure their text? How does the structure of the text create an effect of mystery, tension and or/suspense? (Students must be held accountable for demonstrating mastery of 8th-grade skills)

10th: How does the author structure their text? How does the structure of the text create an effect of mystery, tension or surprise? (Students must be held accountable for demonstrating mastery of 9th-grade skills)

11th: How does the author use diction, syntax, and text structure to create effects and to contribute to the overall meaning of the literary text? (Students must be held accountable for demonstrating mastery of 10th-grade skills)

12th: How does the authors use of diction, syntax, and text structure create effects that contribute to the overall meaning of the literary text? How does the author's use of diction, syntax, and text structure improve or distract from the overall meaning of the literary text? (Students must be held accountable for demonstrating mastery of 11th-grade skills)

### Student Learning Targets

Expected Learning:	Expected Learning in Student-friendly Language:	Doing Task:
<i>Example: Students will need to understand that poets often use figurative language to create a mood or tone for their poems.</i>	<i>Example: I can explain how writers use figurative language to influence readers' interpretations.</i>	<i>Example: This means that I can look at similes, metaphors, and personification in poems and predict how they might make readers feel.</i>
<b>9th:</b> Students will understand how an author's choice in structuring a text creates an effect such as mystery, tension, and/or suspense.	<b>9th:</b> I can explain how an author's choice in structuring a text and manipulation of time in a literary text create effects of mystery, tension, and/or suspense.	<b>9th:</b> This means I can identify the text structure, including the manipulation of time in a literary text. I can explain how these text structures create effects of mystery, tension, and/or suspense in literary text in writing.
<b>10th:</b> Students will understand how an author's choice in structuring a text, ordering events within it, and manipulating time create an effect such as mystery, tension, or surprise.	<b>10th:</b> I can explain how an author's choice in structuring a text, ordering events within it, and manipulating time in a literary text creates effects of mystery, tension, or surprise.	<b>10th:</b> This means I can identify text structure, the order of events, and the manipulation of time within a literary text. I can explain how these authors' choices create effects of mystery, tension, or surprise in a literary text in writing.
<b>11th:</b> Students will understand how the author's use of diction, syntax, and text structure create effects that contribute to the meaning of the literary text.	<b>11th:</b> I can explain how the author uses diction, syntax, and text structure to create effects that contribute to the meaning of the literary text.	<b>11th:</b> This means I can identify examples of diction, syntax, and text structure in a literary text. I can explain how these authors' choices contribute to the overall meaning of the literary text in writing.

<p><b>12th:</b> Students will evaluate and critique how the author uses diction, syntax, and text structure to create effects and contribute to the overall meaning of a literary text.</p>	<p><b>12th:</b> I can determine and explain how the author uses diction, syntax, and text structure to create effects. I can choose one aspect of the author's use of diction, syntax, or text structure and explain how it improves or distracts from the overall meaning of the literary text.</p>	<p><b>12th:</b> This means I can choose one aspect of the author's use of diction, syntax, or text structure and explain how it improves or distracts from the overall meaning of the literary text in writing.</p>
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<p><b>Instructional Ideas &amp; DOK:</b></p>	<p><b>Assessment Ideas &amp; DOK:</b></p>
<ul style="list-style-type: none"> <li>● Cold passage analysis and written response (DOK 3 and 4)</li> <li>● Madlibs (DOK 2)</li> <li>● Image Grammar (DOK 3 and 4)</li> <li>● Reading and analyzing children's books (DOK 1 and 2)</li> <li>● Poetry - Text Structure and Formal vs. Informal Diction (DOK 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>● Creation of a short story (DOK 4)</li> <li>● Essay</li> </ul>



## Tool for Unpacking a Standard into Learning Targets

Standard & (Indicator)	
<p><b>ELA.AOR.4: Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.</b></p> <p>ELA.E4.AOR.4.1 Evaluate <b>two or more</b> texts on the same topic written by authors with differing perspectives, and <b>critique</b> the effectiveness of the rhetoric used by each author.</p> <p>ELA.E3.AOR.4.1 <b>Evaluate two texts on the same topic written by authors with differing perspectives</b>, and evaluate the effectiveness of the rhetoric used by each author.</p> <p>ELA.E2.AOR.4.1 Analyze an author’s perspective or purpose, and <b>evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.</b></p> <p>ELA.E1.AOR.4.1 Analyze an author’s perspective or purpose in a text, and analyze how the author’s rhetoric contributes to the effectiveness of the text.</p>	
Content (nouns) What students need to know	Skills (verbs) What students need to be able to do
<p><b>9th</b> - Author’s perspective, Author’s purpose, Rhetoric (Logos, Ethos, Pathos), Effect of rhetoric <b>Pending Additional State Department Information</b></p> <p><b>10th</b> - All items listed above</p> <p><b>11th</b> - Differing Perspective and all items listed above</p> <p><b>12th</b> - All items listed above</p>	<p><b>9th</b> - Analyze perspective and/or purpose, analyze how rhetoric contributes to the effectiveness of a text</p> <p><b>10th</b> - Evaluate the effect of author’s use of rhetoric to advance perspective/purpose and all items listed above</p> <p><b>11th</b> - Evaluate 2 texts on the same topic with differing perspectives and all items listed above</p> <p><b>12th</b> - Critique the effectiveness of the rhetoric used by each author and all items listed above</p>
Standards-based Essential Questions	
<p><b>9th</b> - What is the author’s purpose? How does the author’s rhetoric contribute to the effectiveness of the text? (Students must be held accountable for demonstrating mastery of 8th-grade skills)</p> <p><b>10th</b> - How does the author’s use of rhetoric improve or distract from the perspective or purpose of the text? (Students must be held accountable for demonstrating mastery of 9th-grade skills)</p> <p><b>11th</b> - How does the author’s use of rhetoric improve or distract from the perspective or purpose of 2 texts with differing perspectives? (Students must be held accountable for demonstrating mastery</p>	



of 10th-grade skills)

**12th** - How does the author's use of rhetoric improve or distract from the perspective or purpose of 2 or more texts with differing perspectives? Can you choose one aspect of the textual rhetoric by each author and explain how it improves or distracts from the author's purpose? (Students must be held accountable for demonstrating mastery of 12th-grade skills)

<b>Student Learning Targets</b>		
<b>Expected Learning:</b>	<b>Expected Learning in Student-friendly Language:</b>	<b>Doing Task:</b>
<i>Example: Students will need to understand that poets often use figurative language to create a mood or tone for their poems.</i>	<i>Example: I can explain how writers use figurative language to influence readers' interpretations.</i>	<i>Example: This means that I can look at similes, metaphors, and personification in poems and predict how they might make readers feel.</i>
<b>9TH GRADE:</b> Students will understand author's purpose, author's perspective, rhetoric, and the effect of rhetoric.	<b>9TH GRADE:</b> I can define and explain the difference between perspective and purpose. I can determine the author's purpose and perspective when reading a text. I can define and explain the different types of rhetoric. I can describe the effect of rhetoric in a text.	<b>9TH GRADE:</b> This means that I can write an explanation of the author's purpose and perspective of a text. I can identify the author's use of rhetoric and can write an explanation. I can describe the effect of rhetoric in my writing.
<b>10TH GRADE:</b> Students will analyze the author's use of rhetoric and how it advances the perspective or purpose.	<b>10TH GRADE:</b> I can identify the author's use of rhetoric and judge if it is advancing the author's perspective or purpose.	<b>10TH GRADE:</b> This means that I can write an explanation of the author's use of rhetoric to determine if it has met the author's perspective or purpose.
<b>11TH GRADE:</b> Students will analyze 2 texts with differing perspectives for use of rhetoric and how it advances the perspective or purpose.	<b>11TH GRADE:</b> I can compare the use of rhetoric in two texts with differing perspectives to judge if each is advancing the author's perspective or purpose.	<b>11TH GRADE:</b> This means that I can read 2 texts with differing perspectives and write a comparison of the effectiveness of rhetoric.
<b>12TH GRADE:</b> Students will analyze the author's use of rhetoric in 2 or more texts with differing perspectives and how rhetoric advances the perspective or purpose. Students will choose one aspect of textual rhetoric and explain how it improves or distracts from the author's purpose.	<b>12TH GRADE:</b> I can compare two or more texts with differing perspectives in their use of rhetoric to judge if each is advancing the author's perspective or purpose. I can choose one aspect of textual rhetoric and explain how it improves or distracts from the author's purpose.	<b>12TH GRADE:</b> This means that I can read 2 or more texts with differing perspectives and write a comparison of the effectiveness of rhetoric. I can choose one aspect of textual rhetoric and explain how it improves or distracts from the author's purpose.

<b>Instructional Ideas &amp; DOK:</b>	<b>Assessment Ideas &amp; DOK:</b>
<ul style="list-style-type: none"><li>- Advertisements with journal reflections (DOK 1 and 2)</li><li>- Reading and Annotating cold passages (DOK 2 and 3)</li><li>- Analysis of political speeches/cartoons(DOK 2 and 3)</li><li>- Song lyric analysis (DOK 2 and 3)</li><li>- Compare/Contrast Media Sources (DOK 2)</li></ul>	<ul style="list-style-type: none"><li>- Essay (DOK 3 and 4)</li><li>- Multiple Choice assessment with cold passages (DOK 2 and 3)</li><li>- Advertisement creation project (DOK 3 and 4)</li></ul>

## Tool for Unpacking a Standard into Learning Targets

Standard & (Indicator)	
<p><b>ELA.AOR.4: Evaluate and critique how an author’s perspective and purpose shape style and meaning within and across informational texts.</b></p> <p>ELA.E4.AOR.4.1 Evaluate <b>two or more</b> texts on the same topic written by authors with differing perspectives, and <b>critique</b> the effectiveness of the rhetoric used by each author.</p> <p>ELA.E3.AOR.4.1 <b>Evaluate two texts on the same topic written by authors with differing perspectives</b>, and evaluate the effectiveness of the rhetoric used by each author.</p> <p>ELA.E2.AOR.4.1 Analyze an author’s perspective or purpose, and <b>evaluate the effectiveness of the author’s rhetoric used to advance that perspective or purpose.</b></p> <p>ELA.E1.AOR.4.1 Analyze an author’s perspective or purpose in a text, <b>and analyze how the author’s rhetoric contributes to the effectiveness of the text.</b></p>	
Content (nouns) What students need to know	Skills (verbs) What students need to be able to do
<p><b>9th</b> - Author’s Perspective, Author’s Purpose, Rhetoric (Ethos, Logos, Pathos), Effect of rhetoric <b>Pending Additional State Department Information</b></p> <p><b>10th</b> - All items listed above</p> <p><b>11th</b> - Differing perspective and all items listed above</p> <p><b>12th</b> - All items listed above</p>	<p><b>9th</b> - Analyze perspective or purpose of text, Analyze how rhetoric contributes to the effectiveness of a text</p> <p><b>10th</b> - Evaluate the effect of author’s use of rhetoric to advance perspective/ purpose and all items listed above</p> <p><b>11th</b> - Evaluate 2 texts with differing perspectives and all items listed above</p> <p><b>12th</b> - Critique the effectiveness of the rhetoric used by each author and all items listed above</p>
Standards-based Essential Questions	
<p><b>9th</b> - What is the author’s purpose? How does the author’s rhetoric contribute to the effectiveness of the text? (Students must be held accountable for demonstrating mastery of 8th grade skills)</p> <p><b>10th</b> - How does the author’s use of rhetoric improve or distract from the perspective or purpose of the text?( Students must be held accountable for demonstrating mastery of 9th grade skills)</p> <p><b>11th</b> - How does the author’s use of rhetoric improve or distract from the perspective or purpose of 2 texts with differing perspectives? (Students must be held accountable for demonstrating mastery of 9th &amp; 10th grade skills)</p>	

**12th** - How does the author's use of rhetoric improve or distract from the perspective or purpose of 2 texts with differing perspectives? Can you choose one aspect of the textual rhetoric by each author and explain how it improves or distracts from the author's purpose? (Student must be held accountable for demonstrating mastery of 11th grade skills)

<b>Student Learning Targets</b>		
<b>Expected Learning:</b>	<b>Expected Learning in Student-friendly Language:</b>	<b>Doing Task:</b>
<i>Example: Students will need to understand that poets often use figurative language to create a mood or tone for their poems.</i>	<i>Example: I can explain how writers use figurative language to influence readers' interpretations.</i>	<i>Example: This means that I can look at similes, metaphors, and personification in poems and predict how they might make readers feel.</i>
<b>9TH GRADE:</b> Students will understand author's purpose, author's perspective, and the effect of rhetoric.	<b>9TH GRADE:</b> I can define and explain the difference between perspective and purpose. I can determine the author's purpose and perspective when reading a text. I can define and explain the different types of rhetoric. I can describe the effect of rhetoric in a text.	<b>9TH GRADE:</b> This means that I can write an explanation of the author's purpose and perspective of a text. I can identify the author's use of rhetoric and can write an explanation. I can describe the effect of rhetoric in my writing.
<b>10TH GRADE:</b> Students will analyze the author's use of rhetoric and how it advances the perspective or purpose.	<b>10TH GRADE:</b> I can identify the author's use of rhetoric and judge if it is advancing the author's perspective or purpose.	<b>10TH GRADE:</b> This means that I can write an explanation of the author's use of rhetoric to determine if it has met the author's perspective or purpose.
<b>11TH GRADE:</b> Students will analyze two texts with differing perspectives for use of rhetoric and how it advances the perspective or purpose.	<b>11TH GRADE:</b> I can compare the use of rhetoric in two texts with differing perspectives to judge if each is advancing the author's perspective or purpose.	<b>11TH GRADE:</b> This means that I can read 2 texts with differing perspectives and write a comparison of the effectiveness of rhetoric.
<b>12TH GRADE:</b> Students will analyze two or more texts with differing perspectives for use of rhetoric and how it advances the perspective or purpose. Students will choose one aspect of textual rhetoric and explain how it improves or distracts from the author's purpose.	<b>12TH GRADE:</b> I can compare two or more texts with differing perspectives for use of rhetoric and how it advances the perspective or purpose. I can choose one aspect of textual rhetoric and explain how it improves or distracts from the author's purpose.	<b>12TH GRADE:</b> This means that I can read two or more texts with differing perspectives and write a comparison of the effectiveness of rhetoric. I can choose one aspect of textual rhetoric and explain how it improves or distracts from the author's purpose.

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<b>Instructional Ideas &amp; DOK:</b>	<b>Assessment Ideas &amp; DOK:</b>
<ul style="list-style-type: none"><li>- Advertisements with journal reflections (DOK 1 &amp; 2)</li><li>- Reading and annotating cold passages (DOK 2 &amp; 3)</li><li>- Analysis of political speeches/ cartoons (DOK 2 &amp; 3)</li><li>- Song lyric analysis (DOK 2 &amp; 3)</li><li>- Compare/contrast media sources (DOK 2)</li></ul>	<ul style="list-style-type: none"><li>- Essay (DOK 4)</li><li>- Multiple choice assessment with cold passages (DOK 2 &amp; 3)</li><li>- Debate (DOK 3 &amp; 4)</li><li>- Advertisement creation project (DOK 3 &amp; 4)</li><li>- Speech (DOK 3 &amp; 4)</li></ul>



## Tool for Unpacking a Standard into Learning Targets

Standard & (Indicator)	
<p><b>ELA. AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.</b></p> <p><b>Central Idea</b>            ELA.E4.AOR.2.2 <b>Evaluate and critique</b> the development of similar central ideas across historical speeches or essays from different time periods, places, and/or cultures.</p> <p>ELA.E3.AOR.2.2 Analyze <b>the development of similar central ideas across historical speeches or essays</b> from <b>different time periods, places, and/or cultures.</b></p> <p>ELA.E2.AOR.2.2 <b>Analyze how the author of a historical speech or essay uses supporting details</b> to develop the central idea over the course of a text.</p> <p>ELA.E1.AOR.2.2 Evaluate supporting details an author uses to develop a central idea(s) over the course of an informational text.</p>	
Content (nouns) What students need to know	Skills (verbs) What students need to be able to do
<p><b>9th</b> Evaluate, central idea, informational text</p> <p><b>10th</b> Historical speech/essay, all items listed above.</p> <p><b>11th</b> Cultures, all items listed above.</p> <p><b>12th</b> Critique, all items listed above</p>	<p><b>9th</b> Determine a central idea(s) and explain the effectiveness/ineffectiveness of the supporting details contribution(s) to the development of the informational text.</p> <p><b>10th</b> Analyze how the author of a historical speech or essay uses supporting details to develop the central idea(s) over the course of the text.</p> <p><b>11th</b> Analyze how the author(s) of historical speeches or essays use supporting details to develop similar central idea(s) from different time periods, places, and/or cultures.</p> <p><b>12th</b> Evaluate and critique how the author(s) of historical speeches or essays from different time periods, places, and/or cultures use supporting details to develop similar central idea(s).</p>

## Standards-based Essential Questions

**9th:** What is the central idea(s) of the informational text? How does the author develop the central idea(s) throughout the informational text? (Students must be held accountable for demonstrating mastery of 8th-grade skills)

**10th:** How are supporting details used to develop central idea(s) across historical speeches or essays? How are supporting details of a historical speech or essay used to develop the central idea(s) across different time periods, places, and/or cultures? (Students must be held accountable for demonstrating mastery of 9th-grade skills)

**11th:** How are similar central idea(s) developed across historical speeches or essays developed effectively? How are these similar central idea(s) within historical speeches or essays developed across different time periods, places, and/or cultures? (Students must be held accountable for demonstrating mastery of 10th-grade skills)

**12th:** How are similar central idea(s) developed across historical speeches or essays and are they developed effectively? How are these similar central idea(s) developed across different time periods, places, and/or cultures? What about the development of similar central idea(s) in the historical speeches or essays are effective or ineffective and why? (Students must be held accountable for demonstrating mastery of 11th-grade skills)

## Student Learning Targets

Expected Learning:	Expected Learning in Student-friendly Language:	Doing Task:
<i>Example: Students will need to understand that poets often use figurative language to create a mood or tone for their poems.</i>	<i>Example: I can explain how writers use figurative language to influence readers' interpretations.</i>	<i>Example: This means that I can look at similes, metaphors, and personification in poems and predict how they might make readers feel.</i>
<b>9th:</b> Students will understand the central idea and how supporting details contribute to their development within an informational texts.	<b>9th:</b> I can explain the central idea of an informational text. I can explain how the supporting details of an informational text contribute to the development of the central idea.	<b>9th:</b> This means that I can write an explanation of the central idea of an informational text. I can identify the supporting details of an informational text and write an explanation of how they contribute to the development of the central idea.
<b>10th:</b> Students will analyze how the author of the historical speech or essay uses supporting details to develop the central idea over the course of the text.	<b>10th:</b> I can examine in detail the development of the central idea over the course of the historical speech or essay based on the supporting details.	<b>10th:</b> This means I can determine what details are important to the development of central idea in a historical speech or essay.
<b>11th:</b> Students will analyze the development of similar central idea(s) across historical speeches or essays from different time periods, places, and/or cultures.	<b>11th:</b> I can determine the effectiveness of the development of similar central idea(s) across historical speeches or essays from different time periods, places, and/or cultures.	<b>11th:</b> This means I can identify relevant details and form an opinion about the effectiveness of the development of similar central idea across historical speeches or essays from different time periods, places, and/or cultures.

<p><b>12th:</b> Students will evaluate and critique the development of similar central idea(s) across historical speeches or essays from different time periods, places, and/or cultures.</p>	<p><b>12th:</b> I can determine and explain why the development of similar central idea(s) across historical speeches or essays from different time periods, places, and/or cultures are effective or ineffective.</p>	<p><b>12th:</b> This means I can identify relevant details about the similar central idea(s) and explain why their development across historical speeches or essays from different time periods, places, and/or cultures are effective or ineffective.</p>
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<p><b>Instructional Ideas &amp; DOK:</b></p>	<p><b>Assessment Ideas &amp; DOK:</b></p>
<ul style="list-style-type: none"> <li>● Chart main idea and supporting details that prove the main idea (DOK 2)</li> <li>● Write a newspaper article (Students are journalists who witnessed a given speech, writing the central idea &amp; supporting details of the speech/essay) (DOK 4)</li> <li>● Whole class: Determine central idea, annotate supporting details. (DOK 3 &amp; 4)</li> <li>● "Does It Belong": Students create the "detail statements". After reading a historical speech or essay, students write down a sentence on a strip of paper. This sentence is either a detail or not.</li> </ul> <p>There are a variety of ways you can finish this activity. You can play "Musical Partners", where students pair up with various classmates, read their statement and have the partner decide if it's a detail or not. Or, you can have a T-chart with the headings "Detail" and "Does Not Belong". Students place their statements in the appropriate columns and as a class you double check for correctness. (DOK 3)</p>	<ul style="list-style-type: none"> <li>● Essay (DOK 4)</li> <li>● Cold Read with multiple choice "test": As a group, students have different speeches and list of different central ideas, students have to discuss and decide on which central idea goes with which speech. (DOK3)</li> <li>● Written analysis of the effectiveness of George H.W. Bush's war strategies in the Persian Gulf with the war strategies of George W. Bush in Iraq based on historical speeches each President gave. (DOK 4)</li> </ul>

## Tool for Unpacking a Standard into Learning Targets

Standard & (Indicator)	
<p><b>ELA. AOR.2: Evaluate and critique the development of themes and central ideas within and across texts.</b></p> <p><b>Theme</b>            ELA.E4.AOR.2.1 Evaluate and <b>critique</b> the development of universal themes across literary texts from different time periods, places, and/or cultures.</p> <p>ELA.E3.AOR.2.1 <b>Evaluate</b> the development of universal themes across literary texts from different time periods, places, and/or cultures.</p> <p>ELA.E2.AOR.2.1 <b>Analyze the development of universal themes</b> across literary texts <b>from different time periods, places, and/or cultures.</b></p> <p>ELA.E1.AOR.2.1 Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.</p>	
Content (nouns) What students need to know	Skills (verbs) What students need to be able to do
<p><b>9th</b> Universal theme, development over the course of a literary text.</p> <p><b>10th</b> Analyze the development of universal themes, cultures.</p> <p><b>11th</b> Evaluate, all items listed above.</p> <p><b>12th</b> Critique, all items listed above.</p>	<p><b>9th</b> Determine a universal theme(s) and explain how key details contribute to its development over the course of a literary text.</p> <p><b>10th</b> Analyze the development of universal themes across literary texts from different time periods, places, and/or cultures, and all items listed above.</p> <p><b>11th</b> Evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures, and all items listed above.</p> <p><b>12th</b> Evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures, and all items listed above.</p>



### Standard-based Essential Questions

**9th** What is the universal theme of the text? How does the author develop the universal theme throughout the text? (Students must be held accountable for demonstrating mastery of 8th-grade skills)

**10th** How are universal themes developed across different literary texts? How are these themes developed across different times periods, places, and/or cultures? (Students must be held accountable for demonstrating mastery of 9th-grade skills)

**11th** How are universal themes developed across literary texts and are they developed effectively? How are these themes developed across different time periods, places, and/or cultures? (Students must be held accountable for demonstrating mastery of 10th-grade skills)

**12th** How are universal themes developed across literary texts and are they developed effectively? How are these themes developed across different time periods, places, and/or cultures? What about the development of the universal theme(s) in the literature is effective or ineffective and why? (Students must be held accountable for demonstrating mastery of 11th-grade skills)

### Student Learning Targets

Expected Learning:	Expected Learning in Student-friendly Language:	Doing Task:
<i>Example: Students will need to understand that poets often use figurative language to create a mood or tone for their poems.</i>	<i>Example: I can explain how writers use figurative language to influence readers' interpretations.</i>	<i>Example: This means that I can look at similies, metaphors, and personification in poems and predict how they might make readers feel.</i>
<b>9th:</b> Students will understand universal themes and how key details contribute to their development within texts.	<b>9th:</b> I can explain the universal theme(s). I can explain how the key details of a text contribute to the development of those universal theme(s).	<b>9th:</b> This means that I can write an explanation of the universal theme(s) of a text. I can identify the key details of a text and write an explanation of how they contribute to the development of the universal theme(s).
<b>10th:</b> Students will analyze the development of universal themes across literary texts from different time periods, places, and/or cultures.	<b>10th:</b> I can examine in detail the development of universal themes across literary texts from different time periods, places, and/or cultures.	<b>10th:</b> This means I can determine what details are important to the development of universal themes across literary texts from different time periods, places, and/or cultures.
<b>11th:</b> Students will evaluate the development of universal themes across literary texts from different time periods, places, and/or cultures.	<b>11th:</b> I can determine the effectiveness of the development of universal themes across literary texts from different time periods, places, and/or cultures.	<b>11th:</b> This means I can identify relevant details and form an opinion about the effectiveness of the development of universal themes across literary texts from different time periods, places, and/or cultures.



<p><b>12th:</b> Students will evaluate and critique the development of universal themes across literary texts from different time periods, places, and/or cultures.</p>	<p><b>12th:</b> I can determine and explain why the development of universal themes across literary texts from different time periods, places, and/or cultures is effective or ineffective.</p>	<p><b>12th:</b> This means I can identify relevant details about the universal theme(s) and explain why their development across literary texts from different time periods, places, and/or cultures is effective or ineffective.</p>
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Instructional Ideas & DOK:	Assessment Ideas & DOK:
<ul style="list-style-type: none"> <li>● Use Pixar/Disney Shorts (DOK 1)</li> <li>● Use Mentor Texts to compare themes (DOK 2 &amp; 3)</li> <li>● Trace universal themes from texts across different time periods, places, and/or cultures (using Google Slides: timeline) Could use songs, trace from current pop songs to oldies, rap &amp; country. (DOK 4)</li> <li>● Page-long passages from short stories that have an obvious theme, have students identify the theme. (DOK 4)</li> <li>● Gimkit or Blooket (DOK 2)</li> </ul>	<ul style="list-style-type: none"> <li>● Synthesis essay (DOK 4)</li> <li>● Multiple choice assessment with cold passage (DOK 2 &amp; 3)</li> <li>● <a href="#">Text theme park project (DOK 4)</a></li> </ul>