

WGSD Curriculum -- Summer School English

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

- [CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
- [CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
- [CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Learning Goal

Students will be able to interpret multiple textual and media treatments of a story or topic for theme or controlling idea.

Proficiency Scales

- 4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.
- 3: Student demonstrates mastery of the learning goal by
 - synthesizing various treatments of a literary story, drama, or poem, recognizing how each version interprets the source text.
 - discovering and integrating multiple sources of information presented in different media or formats, in addition to the primary text(s), in order to address a question or problem.

	<p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none">● recognizing or recalling specific vocabulary, such as: <i>genre, primary source, allusion, theme, style, tone, diction, archetype, media literacy, and perspective.</i>● performing specific processes, such as:<ul style="list-style-type: none">● identifying differences among interpretations of a literary story, drama, or poem to the source text.● identifying information from multiple sources presented in different media or formats, including text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will read and discuss multiple versions of an archetypal story.
- Students will explicitly develop media literacy skills.
- Students will discuss how authorial choice affects or changes meaning.
- Students will compare multimedia (musical, visual art, digital) versions of a story.
- Students will compare multiple sources in order to analyze authorial purpose.

Learning Design

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Citing Evidence

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High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-Literacy.RI.9-10.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Learning Goal

Students will be able to cite textual evidence to support comprehension of a text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing a literary text to draw inferences regarding the author's meaning.
- evaluating inferences drawn from the text.
- citing textual evidence to support understanding of a literary text.

2: The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as: *inference, textual evidence, and citation.*
- performing specific processes, such as:

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| | <ul style="list-style-type: none">● describing what a literary text says explicitly and draw some inferences from it regarding author's meaning.● citing textual evidence to support understanding of a literary text. |
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1: Student demonstrates limited understanding or skill with the learning goal.

<p><u>Learning Targets</u></p> <ul style="list-style-type: none">● Students will cite an example from the text to support their interpretation.● Students will cite multiple examples from the text to support an interpretation.
<p><u>Learning Design</u></p>

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Determining Theme

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.2](#) Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RL.9-10.3](#) Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

[CCSS.ELA-Literacy.RI.9-10.2](#) Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

[CCSS.ELA-Literacy.RI.9-10.3](#) Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

[CCSS.ELA-Literacy.RL.9-10.10](#)

By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Learning Goal

Students will be able to analyze the development of a theme or central idea in a grade-appropriate text.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- analyzing the development of a theme over the course of a single

	<p>literary text.</p> <ul style="list-style-type: none"> ● analyzing the development of a central idea of the course of a work of literary non-fiction. ● evaluating the manner in which these themes or central ideas are communicated to the reader, using specific textual evidence as support. ● providing an objective summary of a text, taking care to note key and specific details from the work. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>characterization, symbolism, moral, allegory, conflict, universality, motif, theme</i>. ● performing specific processes, such as: <ul style="list-style-type: none"> ○ providing textual evidence of teacher-identified themes and their development throughout the work. ○ providing an objective summary of a text. <p>1: The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

- Students will identify textual support for a teacher-identified theme.
- Students will identify one or more themes/central ideas independently.
- Students will analyze the relationship between the theme/central idea and the textual support.
- Students will trace the development of a theme in a literary text, citing textual evidence as support.

- Students will trace the development of a central idea in a work of literary non-fiction.

Learning Design

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Conventions of Standard English

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal

Students will be able to demonstrate command of the conventions of standard English grammar and usage in context when writing.

Proficiency Scale

4: The student demonstrates an in-depth inference, advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- demonstrating mastery of grade-appropriate conventions of grammar and usage in context.
- recognizing and correctly using parts of speech, end-mark punctuation, and comma rules to create informal and formal writing pieces.
- recognizing and correctly using subject, verb/predicate, and object.
- classifying the four sentence types appropriately and accurately.
- using commas correctly with phrases and clauses; using semicolons and colons correctly.

	<ul style="list-style-type: none"> ● differentiating among commonly confused words: it's/its, your/you're, who's/whose, then/than, principal/principle, there/their/they're, through/threw, lose/loose, accept/except, and to/two/too. <p>2: The student demonstrates he/she is nearing the learning goal by</p> <ul style="list-style-type: none"> ● recognizing or recalling specific vocabulary, such as <i>nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, interjections, subject, predicate, object, capitalization rules, end-mark punctuation, simple, compound, complex, compound-complex and pre-determined comma rules.</i> ● performing specific processes, such as: <ul style="list-style-type: none"> ○ using grade-appropriate grammar and usage in isolation. ○ recognizing the sentence types in isolation. ○ differentiating between some commonly confused words. <p>1: The student demonstrates a limited understanding or skill with the learning goal.</p>

Learning Targets

- Students will identify the parts of speech in isolation.
- Students will apply the rules of end punctuation in isolation.
- Students will identify subject, verb/predicate and objects.
- Students will revise their original writing for correct use of end punctuation.
- Students will identify correct use of commas with phrases and clauses in isolation.
- Students will revise their original writing for correct use of commas with phrases and clauses.
- Students will identify correct use of semicolons and colons in isolation.

- Students will revise their original writing for correct use of semicolons and colons.
- Students will identify simple, compound, complex, and compound-complex sentences.
- Students will distinguish between/among commonly confused words.
- Students will revise their original writing for correct use of commonly confused words.

Learning Design

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Writer's Purpose and Craft

DRAFT

High Priority Standard (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.9-10.5](#) Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

[CCSS.ELA-Literacy.RI.9-10.5](#) Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Learning Goal

Students will be able to analyze the author's purpose in using literary and rhetorical techniques.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal by

- analyzing narrative point of view in a literary text to determine its influence on meaning.
- determining the purpose of irony.
- identifying how an author establishes mood and tone.
- recognizing author's structural choices such as a non-linear plot.

2: The student demonstrates he/she is nearing the learning goal by

- recognizing or recalling specific vocabulary, such as: *satire, irony, point of view, understatement, purpose, flashback, in media res, frame narratives, and other rhetorical terms.*

- performing specific processes, such as
 - recognizing or recalling examples irony in a literary text.
 - determining point of view in a literary text.
 - identifying mood, tone, and structural techniques with teacher-provided examples.

1: The student demonstrates a limited understanding or skill with the learning goal.

Learning Targets

- Students learn rhetorical and literary terms.
- Students identify point of view in texts.
- Students identify and discuss structural choices in particular texts and how they emphasize theme and/or message.
- Students examine the forms of irony and evaluate their effectiveness in specific works.

Learning Design

WGSD Curriculum -- 20th Century American Literature

Analysis and Synthesis of Source Material

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-Literacy.RL.11-12.9](#) Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.

[CCSS.ELA-Literacy.RI.11-12.9](#) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Learning Goal

Students will be able to critically evaluate multiple sources of information, including seminal U.S. texts from the 17th century to the present day.

Proficiency Scales

4: Student demonstrates an in-depth inference or advanced application, or innovates with the learning goal.

3: Student demonstrates mastery of the learning goal by