

Campbell Union High School District

Ethnic Literature and Studies

A new course proposal for the English (B) subject

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*Dedicated to all of those
who we owe
an educational debt.*

IN LAKECH

Tú eres mi otro yo.

You are my other me.

Si te hago daño a ti,

If I do harm to you,

Me hago daño a mi mismo.

I do harm to myself.

Si te amo y respeto,

If I love and respect you,

Me amo y respeto yo.

I love and respect myself.



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Please Note: The following course plan is a work in progress and thus a version 1 of an on-going and evolving course.

What is Ethnic Literature and Studies?

This 11th and 12th grade English course will continue developing students' analytical skills; reading, writing and speaking skills; and research methods through a critical analysis of a wide variety of historical and contemporary issues regarding race, ethnicity, and identity in the United States by utilizing fiction and non-fiction texts. Students will examine the history, culture, literature, identities, and experiences of Black communities, Asian communities, Latinx communities, Indigenous communities, and other racialized people in the United States from pre-colonized America to present. Utilizing various frameworks such as critical race theory, community cultural wealth, and culturally sustaining pedagogy, this course aims to educate students to be socially and politically conscious at the micro and macro levels while utilizing their skills and knowledge to recognize the power they already wield and use it in their respective communities to address inequities and issues they deem necessary through research-based projects.

As an English subject course, the focus will be on literary analysis and writing. We will read the narratives, folklore, and stories of people who historically have not had their voices heard in educational spaces, especially in core classes such as English. Furthermore, we will be writing in the same essence as these historically marginalized peoples in order to understand the innate power of these unheard voices. Finally, after a year of researching various topics, the year-long course will culminate in a major group research project focused on real issues that the students will identify themselves. While there will naturally be some historical content included, this course is not a replacement for a social science/History-based Ethnic Studies course. In fact, this course was built to be complementary to a social science-based Ethnic Studies course. Therefore, I urge any school who is to adopt this course to also adopt a traditional social science Ethnic Studies course.

Why do we need Ethnic Literature and Studies at CUHSD / BHS?

1. Addressing the disparity of academic success for our students of Color

Research has shown (a few links below) time and again that the so-called “achievement gap” has links between school belonging, identity issues, and academic success. Students who feel connected to the school often do better academically, let alone extracurricularly as well. Furthermore, students of Color often have issues understanding their own identity due to a lack of curriculum that centers their own history and narratives. The problem is that schools struggle to create a sense of belonging, oftentimes resorting to surface-level responses such as outside “equity” programs, student organizations and clubs, and spirit weeks. While there is nothing wrong with these, they do not address the lack of representation of communities of Color in an institutionalized way. Thus, Ethnic Studies as a whole, and here Ethnic Literature and Studies, addresses this severe lack of representation in the school course catalog. Finally, not only do these courses increase academic achievement for students of Color, but White students have shown to benefit from these courses as well.

- <https://scholars.org/contribution/how-ethnic-studies-can-reduce-racial-achievement-gaps>
- [Smokowski, et al, UNC](#)
- <https://kingmakersoakland.org/what-we-do/curriculum/>
- <https://www.theatlantic.com/education/archive/2016/03/the-ongoing-battle-over-ethnic-studies/472422/>

2. Representation of historically marginalized communities in core content is equity

Speaking of representation, CUHSD, and by proxy Branham High School, has been seeking ways to be more equitably vigilant by including more marginalized groups in the core curriculum. By adding a course not as an elective but as a core English class that satisfies the A-G requirement of “B” is a major statement to the students and our community that we are serious about equitable schooling. The curriculum will consist entirely of Black, Indigenous, and People of Color, and will also be intersectional in its representation of the

queer community, women and transgendered communities, low socioeconomic status communities, undocumented communities, and more.

3. More student choice leads to more student buy-in and opportunities

This course offers students the opportunity to do major research-based work before going to college. This may be beneficial in adding to their college applications, and especially helpful for students who struggle to find time or resources to engage in extracurricular projects that can help them get into college since we will be doing these projects in-class. Also, for all students, this class will be the first to offer any type of variety to their English course selection, which can lead to higher engagement because they would have chosen to take this course over others. Some 11th graders may not want to take AP Language and would prefer this research-based course over English 3. Some 12th graders may want to end their high school career doing major research-based work in preparation for college, or may not want to take AP Literature and would prefer this course over ERWC.

4. This course aligns with Equal Opportunity Schools' values and mission

At the local level, Branham has a distinct track of English classes: on-level and honors/AP. While we do have open enrollment, I've personally noticed that students who start in honors classes end up in AP classes, and students who start in the on-level classes leave in on-level classes. Furthermore, many students of Color, particularly Black and Latinx students, take on-level courses in the 9th grade for various reasons, thus making this tracking system one reason for the disparity of students of Color in advanced English courses. With this course being first available at the 11th grade, one goal would be to prepare students for the rigorous work in AP and college courses in the 12th grade, and thus helping to close the gap between Black and Brown students and White and Asian students in AP classes.

5. Proactively anticipating the upcoming Ethnic Studies requirements

While Governor Newsom unfortunately vetoed a recent bill that would have made Ethnic Studies a requirement in high schools in California, the writing is clearly on the wall: Ethnic Studies is coming and it's just a matter of when. Therefore, CUHSD has an opportunity to continue its recent trend of fighting for racial justice by being ahead of the curve and leading other districts in this very important fight by adding not only a traditional social science Ethnic Studies course but an Ethnic Literature course as well.

6. This course was designed to align with the CAASPP and Common Core State Standards

Finally, as I was designing this course I had in mind the CAASPP and ELA Common Core State Standards. Everything we do will be geared towards maximizing our performance on the CAASPP exam, and thus improving our school's and district's numbers. The CAASPP tests mostly on informational texts (70% of the exam is focused on them), and thus the texts we read will mostly be informational. Furthermore, the type of writing and analyzing we do will be aligned with the CAASPP claims 2 and 4.

Frameworks

The following are the theoretical frameworks that I will be utilizing in creating and implementing this course:

- **SCCOE Ethnic Studies Framework**
 - [Click here for more information](#)
- **Culturally Sustaining Pedagogy**
 - [Click here for more information](#)
- **Community Cultural Wealth**
 - [Click here for more information](#)
 - [Click here for more information](#)
- **Critical Race Theory**
 - [Click here for more information](#)

The Ethnic Literature and Studies Course

Trajectory of the year

Everything builds from the students' own inquiries. They will be focusing on what they feel is most pertinent to themselves. The units then spiral until the end of the year where they complete a major research-based group project utilizing everything they've learned thus far.

Learning outcomes

- **By the end of the year, students will be able to**
 - Speak and write self-reflexively about one's own identity and experiences in the United States in a way that acknowledges cultural and historical differences as well as cultural and historical connections.
 - Demonstrate familiarity with selected literary works by United States writers of diverse backgrounds.
 - Explain the importance and significance of those works to American culture and American literary history.
 - Draw on relevant cultural and historical knowledge to analyze and interpret the literary works studied.
 - Communicate in clear and persuasive written prose interpretations of the works studied.
 - Verbally communicate in an effective manner insights, interpretive positions, questions, and information about the literary works studied.
 - Think independently and critically about issues of identity, race, ethnicity, nationality, multiculturalism, difference, discrimination and oppression, language, liberation, and literary style within an American cultural context.
 - Enhance understanding of the formation of ethnic and national identity through literature.
 - Question mechanisms of inclusion and exclusion in American identity, and, thus, explore constructions of power.
 - Build a body of resources that benefits the class as a whole
 - Research self-selected issues of oppression and discrimination in their own communities
 - Collaborate on written and verbal projects in order to create major projects

Year-long Unit Guide and Pacing Plan

First Semester

Unit 1	Who's in the room? Identity and Narratives
Length	6 weeks
Unit Description	In this first unit of the year, we will work as a class community to build a positive class culture through narratives and counternarratives. We will work to understand what our identities are, why we identify the way we do, and how we prefer to share those truths. By using fiction and nonfiction texts as models, the students will lead the class trajectory through their own stories. Once the students have established their identities, they will study the community cultural wealth model and use it to identify their own cultural wealth that they already own and foster joy in the educational classroom. This allows students to recognize that they are not at a deficit, but rather have various and multiple assets that directly translate to their academic and life success. We will utilize a multitude of activities and formative assessments such as personal poetry, an educational journey response, interview assignments, and a blog/vlog in order to prepare for the summative assessment: The "Why I Matter" Project.
Essential Questions	<ul style="list-style-type: none"> ● Why do you identify as you do? ● How does intersectionality play a role in your life? ● Whose culture has wealth and what cultural assets do you own? ● Whose culture do you want to learn more about?
Key texts and resources	<ul style="list-style-type: none"> ● <i>Bad Indians: A Tribal Memoir</i> (ANCHOR TEXT) ● <i>In Lak'ech</i> ● Russell Means' 1989 speech to American congress ● (Excerpts) <i>Critical Race Counterstories along the Chicana/Chicano Educational Pipeline</i> ● (Excerpts) <i>Between the World and Me</i> ● Youth Speaks videos ● <i>Precious Knowledge</i>
Assessment(s)	<ul style="list-style-type: none"> ● Formative Reading Responses ● Class Podcast: Our stories ● "Why I Matter" project <ul style="list-style-type: none"> ○ Various artifacts ○ Educational journey essay ○ Spoken word ○ Testimonios

Unit 2	Why are things the way they are? Oppression and Cultural Hegemony
Length	6 weeks
Unit Description	In this unit we will build off of our knowledge of identity and narratives by situating them within systems of oppression: socially, politically, and economically. Students will learn how they personally benefit or are oppressed by these systems and how cultural hegemony is established in order to sustain these oppressive systems. Students will read narratives from Indigenous peoples, enslaved Africans, immigrant peoples such as the Chinese railroad workers, Mexican braceros, and more, in order to trace the lineage of oppression and hegemony in this country. Furthermore, through this journey we will also consider the realities of intergenerational trauma, and how it affects people to this day. By working our way through poems, speeches, short stories, articles, academic journals, personal narratives, and books, students will have multiple sources to pull from for their explanatory essay. Finally, they will end the unit by taking part in a class podcast centered around a “Did you know?” format where they are the experts who I interview in regards to their areas of expertise. They will be expected to make arguments during this interview and back them up with supporting evidence.
Essential Questions	<ul style="list-style-type: none"> • How has oppression and cultural hegemony shaped the U.S.? • How has oppression in any form affected you or your community? • What aspect of oppression and/or cultural hegemony do you want to learn more about?
Key texts, resources, and materials	<ul style="list-style-type: none"> • <i>Homegoing</i> (ANCHOR TEXT) • (Excerpts) <i>The Classic Slave Narratives</i> • Harlem Renaissance poetry • (Excerpts) <i>The New Jim Crow</i> • “The Forgotten History of the Chinese Who Helped Build America’s Railroads” • UCLA Bracero Program archives • (Excerpts) <i>Amplifying the Voices of Indigenous Elders through Community Arts and Narrative Inquiry: Stories of Oppression, Psychosocial Suffering, and Survival</i>
Assessment(s)	<ul style="list-style-type: none"> • Formative reading responses • Continuing podcast interviews • Explanatory essay • Creation of a class social media account. Each student presents their findings.

Unit 3	What can we do about it? Research as Resistance
Length	6 weeks
Unit Description	In this final unit of the first semester, we will be building off of the previous unit by reading about others' resistance to oppression. We will read <i>Zoot Suit</i> as a class in order to have a model of resistance literature. Furthermore, in the spirit of resistance theatre, the students will partake in Theatre of the Oppressed, a form of theatre in which all involved are participants who engage in understanding resistance in all its layered ways. Students will then use their explanatory essays and interviews from the previous unit as launching pads for their own argumentative essay centering the resistance movements that were used to counter the oppressive systems they wrote about previously. Students will practice their research skills from the previous school year by researching ways of resistance to their specific topic, analyzing what resistance tactics have worked before and why, what has failed and why, and what has not been attempted yet. The student will eventually be creating The Resistance Project, which will include their argumentative essay along with a project promoting ways to resist oppressive structures on a local level.
Essential Questions	<ul style="list-style-type: none"> ● How have others been successful or unsuccessful in their attempts to resist oppression? ● Which oppressive structure/system do you want to learn more about in regards to resistance? ● How can we resist these structures today?
Key texts, resources, and materials	<ul style="list-style-type: none"> ● <i>Zoot Suit</i> (ANCHOR TEXT) ● (Excerpts) <i>Research as Resistance</i> ● East Los Angeles Student Walkouts ● Black Panthers ● Standing Rock ● Students for Justice in Palestine ● Asians for Black Lives ● Resistance art and music
Assessment(s)	<ul style="list-style-type: none"> ● Formative reading responses ● Continuing podcast interviews ● Continuing social media presentations ● The Resistance Project <ul style="list-style-type: none"> ○ Argumentative essay ○ Project promoting/enacting ways to resist oppressive structures

Second Semester

Unit 4	What are we ultimately working towards? Liberation and Emancipation
Length	6 weeks
Unit Description	In this first unit of the second semester, we will finish our units of study with various readings on liberation in its many forms. As a class we will read Thi Bui's's <i>The Best We Could Do: An Illustrated Memoir</i> , and furthermore, students will read various fictional and nonfictional texts centering various forms of freedom. Students will also engage in <i>freedom-dreaming</i> , a concept based off of Dr. Robin D.G. Kelley's question "What had happened to the dream of liberation that brought many of us to radical movements in the first place?" This will be helpful for students in order to move beyond just explaining facts and spreading awareness. Ultimately the students will be engaging in a group creative project to share their own freedom dreams, and will share them with a wide audience.
Essential Questions	<ul style="list-style-type: none"> ● If you could dream up the perfect society, what would it look like? ● What does liberation mean to you? ● How can we start or continue the process for liberation in our own community?
Key texts, resources, and materials	<ul style="list-style-type: none"> ● <i>The Best We Could Do: An Illustrated Memoir</i> (ANCHOR TEXT) ● (Excerpts) <i>Freedom Dreams</i> ● (Excerpts) <i>Assata: An Autobiography</i> ● "The Pandemic is a Portal" (Roy) ● "Woman Hollering Creek" ● "<i>Sonny's Blues</i>"
Assessment(s)	<ul style="list-style-type: none"> ● Formative reading responses ● Continuing podcast interviews ● Continuing social media presentations ● Group Creative Project: Freedom Dreams <ul style="list-style-type: none"> ○ A visually immersive project that best encapsulates the student's dreams of freedom and liberation

Unit 5	Major Group Research Project (TBD)
Length	12 weeks
Unit Description	In this final unit, we will take the last few months of the year to engage in a major group research project. By combining all of their personal and communal knowledge from the year, students will group and set out to plan, implement, execute, reflect, and write about a complete research study and project. They will be required to do a preliminary literature review, a methods defense, a research study complete with field notes, a finalized group paper that includes all of the research, notes, and conclusions that were gained from the project, and finally a bibliography of sources. The intention of this final project will be to put it on college applications, to actively work to improve our community, and to do these things using the theories and critical analysis we had learned throughout the year. The students will become the experts and propose real solutions for their communities.
Essential Questions	<ul style="list-style-type: none"> ● What issues are most harming your community? ● How can you use all of your knowledge from the year in order to conduct a research project that will affect change in your community?
Key texts, resources, and materials	<ul style="list-style-type: none"> ● Self-selected academic research ● Self-selected literature Circle books
Assessment(s)	<ul style="list-style-type: none"> ● Major Group Research Project <ul style="list-style-type: none"> ○ Identification of research problem ○ Literature review ○ Determining specific research question(s) ○ Choice of a methodology or project ○ Data collection ○ Verifying data ○ Analyzing and interpreting the data ○ Communicating the research findings and recommendations

CAASPP Standards and Common Core State Standards as organized by unit

<p>UNIT 1:</p> <p>CAASPP & ELA Common Core Standards</p>	<p>CAASPP ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <ul style="list-style-type: none"> • Target 2. CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text. <ul style="list-style-type: none"> ○ Gr. 11 – 12 State Standard: RL-1 <ul style="list-style-type: none"> ■ RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • Target 3. WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines. <ul style="list-style-type: none"> ○ Gr. 11 – 12 Standards: RL-1 , RL-4 , L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-6 (DOK 1, DOK 2) <ul style="list-style-type: none"> ■ RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ■ RL-4 Determine the meaning of words and phrases as they are used in the text, analyze the impact of specific word choices on meaning including figurative and connotative meanings; and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. ■ L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. ■ L-4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. ■ L-4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). ■ L-4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ■ L-4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ■ L-5b Analyze nuances in the meaning of words with similar denotations. ■ L-6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <p>CAASPP ELA/Literacy Claim # 2 Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <ul style="list-style-type: none"> • Target 1a. WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introducing narrator’s point of view, or using dialogue when describing an event or to advance action). <ul style="list-style-type: none"> ○ Gr. 11 – 12 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 3) • Target 1 b. REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator’s point of view, or using dialogue when describing an event or to advance action). <ul style="list-style-type: none"> ○ Gr. 11 – 12 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e (DOK 2) <ul style="list-style-type: none"> ■ W-3 <ul style="list-style-type: none"> • a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). • d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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<p>UNIT 2:</p> <p>CAASPP & ELA Common Core Standards</p>	<p>CAASPP ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <ul style="list-style-type: none"> • Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. <ul style="list-style-type: none"> ○ Gr. 11 – 12 Standards: RL-1 (DOK 2) <ul style="list-style-type: none"> ■ RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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- Target 2. CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.
 - Gr. 11 – 12 State Standard: RL-1
 - RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RL-2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Target 4. REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation.
 - Gr. 11 – 12 Standards: RL-1 , RL-3, RL-6, RL-9 *(DOK 3, DOK 4)
 - RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RL-3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
 - RL-6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation.
 - Gr. 11 – 12 Standards: RL-1 , RL-5 (DOK 3, DOK 4)
 - RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RL-5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
 - Gr. 11 – 12 Standards: RI-1, RH-1, RST-1, RH-3 (DOK 2)
 - RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - RST-1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
 - RH-3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze and explain how connections are made within or across texts (individuals, ideas, events), or how information within or across texts reveals the author's point of view or purpose.
 - Gr. 11 – 12 Standards: RI-1, RI-3, RI-6 (DOK 3, DOK4)
 - RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RI-3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 - RI-6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CAASPP ELA/Literacy Claim # 2 Students can produce effective and well-grounded writing for a range of purposes and audiences.

- Target 3a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of explanatory text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implication or the significance of a topic).
 - Gr. 11 – 12 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, and/or W-8, W-9 (DOK 3)
- Target 3b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of

explanatory texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).

- Gr. 11 – 12 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f (DOK 2)
 - W-2
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 - W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Target 4. COMPOSE FULL TEXTS: Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic).
 - Gr. 11 – 12 Standards: W-2a, W-2b, W-2c, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4)
 - W-2
 - a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
 - W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - W-5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.
 - W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CAASPP ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.

- Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.
 - Gr. 11 – 12 Standards: L-1, L-3a, L-6, SL-6 (DOK 1, 2)
 - L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L-3a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
 - L-6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.
 - Gr. 11 – 12 Standards: SL-6 (DOK 1)
 - SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summaries) and longer presentations for different purposes and audiences, drawing from a range of digital media to enhance the message or intent.
 - Gr. 11 – 12 Standards: SL-1, SL-4, SL-5, SL-6 (DOK 3, DOK 4)
 - SL-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - SL-4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 - SL-5 Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
- Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.
 - Gr. 11 – 12 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3)
 - SL-2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 - SL-3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CAASPP ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

- Target 2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
 - Gr. 11 – 12 Standards: RI-1, RI-7, SL-2; W-8, W-9; (DOK 3, 4) (DOK 2)
 - RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RI-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.
 - W-9, W-Literacy-9 Draw evidence from informational texts to support analysis, reflection, and research.
- Target 5. [Not assessed on the Summative Assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience.
 - Gr. 11 – 12 Standards: W-2d, W-3d; L-6 (DOK 1, DOK 2)

	<ul style="list-style-type: none"> ■ W-2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. ■ W-3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ■ L-6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <ul style="list-style-type: none"> ● Target 6. [Not assessed on the Summative Assessment] EDIT: Apply grade-appropriate grammar usage and mechanics to clarify a message (narrative, informational, and opinion/argumentative texts). <ul style="list-style-type: none"> ○ Gr. 11 – 12 Standards: L-1, L-2 (DOK 1) <ul style="list-style-type: none"> ■ L-1 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ■ L-2 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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<p>UNIT 3:</p> <p>CAASPP & ELA Common Core Standards</p>	<p>CAASPP ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <ul style="list-style-type: none"> ● Target 2. CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text. <ul style="list-style-type: none"> ○ Gr. 11 – 12 State Standard: RL-1 <ul style="list-style-type: none"> ■ RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ● Target 5. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of view within or across texts. <ul style="list-style-type: none"> ○ Gr. 11 – 12 Standards: RL-1 , RL-3 , RL-6 (DOK 3, DOK 4) <ul style="list-style-type: none"> ■ RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ■ RL-3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). ■ RL-6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). ● Target 6. TEXT STRUCTURES & FEATURES: Analyze text structures and the impact of those choices on meaning or presentation. <ul style="list-style-type: none"> ○ Gr. 11 – 12 Standards: RL-1 , RL-5 (DOK 3, DOK 4) <ul style="list-style-type: none"> ■ RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. ■ RL-5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. <p>CAASPP ELA/Literacy Claim # 2 Students can produce effective and well-grounded writing for a range of purposes and audiences.</p> <ul style="list-style-type: none"> ● Target 6a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. <ul style="list-style-type: none"> ○ Gr. 11 – 12 Standards: W-1a, W-1b, W-1c, W-1 d, W-1e, and/or W- 8, W-9 (DOK 3) ● Target 6b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
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- Gr. 11 – 12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, (DOK 2)
 - W-1
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
 - W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Target 7. COMPOSE FULL TEXTS: Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
 - Gr. 11 – 12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4)
 - W-1
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
 - W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - W-5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.
 - W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation.
 - W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Target 8. LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.

- Gr. 11 – 12 Standards: W-2d, W-3d, L-6 (DOK 1, DOK 2)
 - W-2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - W-3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - L-6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory, and argumentative texts.
 - Gr. 11 – 12 Standards: L-1, L-2 (DOK 1, DOK 2)
 - L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CAASPP ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.

- Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.
 - Gr. 11 – 12 Standards: L-1, L-3a, L-6, SL-6 (DOK 1, 2)
 - L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L-3a Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
 - L-6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.
 - Gr. 11 – 12 Standards: SL-6 (DOK 1)
 - SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summaries) and longer presentations for different purposes and audiences, drawing from a range of digital media to enhance the message or intent.
 - Gr. 11 – 12 Standards: SL-1, SL-4, SL-5, SL-6 (DOK 3, DOK 4)
 - SL-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - SL-4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 - SL-5 Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
- Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.
 - Gr. 11 – 12 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3)
 - SL-2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 - SL-3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CAASPP ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze,

integrate, and present information.

- Target 1. [Not assessed on the Summative Assessment] PLAN/RESEARCH: Devise an approach and conduct short, focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.
 - Gr. 11 – 12 Standards: SL-1, SL-2, SL-4, SL-5, W-6, W-7, WLiteracy-7 (DOK 3, DOK 4)
 - SL-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - SL-2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 - SL-4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 - SL-5 Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Target 2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
 - Gr. 11 – 12 Standards: RI-1, RI-7, SL-2; W-8, W-9; (DOK 3, 4) (DOK 2)
 - RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RI-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.
 - W-9, WLiteracy-9 Draw evidence from informational texts to support analysis, reflection, and research.
- Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.
 - Gr. 11 – 12 Standards: RLiteracy-1 and 7, 8, 9, W-1b, W-8, W-9; WLiteracy-8, WLiteracy-9 (PT: DOK 3, 4) (CAT: DOK 2)
 - W-1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - W-8, WLiteracy-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - W-9, WLiteracy-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Target 5. [Not assessed on the Summative Assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience.
 - Gr. 11 – 12 Standards: W-2d, W-3d; L-6 (DOK 1, DOK 2)
 - W-2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - W-3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - L-6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 4:

CAASPP & ELA Common Core Standards

CAASPP ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

- Target 1. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
 - Gr. 11 – 12 Standards: RL-1 (DOK 2)
 - RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- Target 2. CENTRAL IDEAS: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.
 - Gr. 11 – 12 State Standard: RL-1
 - RL-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RL-2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
 - Gr. 11 – 12 Standards: RI-1, RH-1, RST-1, RH-3 (DOK 2)
 - RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - RST-1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
 - RH-3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Target 9. CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.
 - Gr. 11 – 12 Standards: RI-1, RI-2, RH-2, RST-2 (DOK 2, DOK 3)
 - RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RI-2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
 - RH-2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - RST-2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CAASPP ELA/Literacy Claim # 2 Students can produce effective and well-grounded writing for a range of purposes and audiences.

- Target 6a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
 - Gr. 11 – 12 Standards: W-1a, W-1b, W-1c, W-1 d, W-1e, and/or W- 8, W-9 (DOK 3)
- Target 6b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
 - Gr. 11 – 12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, (DOK 2)
 - W-1
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and

evidence.

- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
- W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
 - W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CAASPP ELA/Literacy Claim # 3 Students can employ effective speaking and listening skills for a range of purposes and audiences.

- Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.
 - Gr. 11 – 12 Standards: L-1, L-3a, L-6, SL-6 (DOK 1, 2)
 - L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L-3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
 - L-6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE: Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.
 - Gr. 11 – 12 Standards: SL-6 (DOK 1)
 - SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT: Gather and organize information, compose, and orally deliver short (e.g., summaries) and longer presentations for different purposes and audiences, drawing from a range of digital media to enhance the message or intent.
 - Gr. 11 – 12 Standards: SL-1, SL-4, SL-5, SL-6 (DOK 3, DOK 4)
 - SL-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - SL-4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 - SL-5 Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - SL-6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
- Target 4. LISTEN/INTERPRET: Analyze, interpret, and use information delivered orally.
 - Gr. 11 – 12 Standards: SL-2, SL-3 (DOK 1, DOK 2, DOK 3)
 - SL-2 Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each

source and noting any discrepancies among the data.

- SL-3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

UNIT 5:

CAASPP & ELA Common Core Standards

CAASPP ELA/Literacy Claim # 1 Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

- Target 8. KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.
 - Gr. 11 – 12 Standards: RI-1, RH-1, RST-1, RH-3 (DOK 2)
 - RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RH-1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
 - RST-1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
 - RH-3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Target 12. ANALYSIS WITHIN OR ACROSS TEXTS: Analyze and explain how connections are made within or across texts (individuals, ideas, events), or how information within or across texts reveals the author's point of view or purpose.
 - Gr. 11 – 12 Standards: RI-1, RI-3, RI-6 (DOK 3, DOK4)
 - RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RI-3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
 - RI-6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

CAASPP ELA/Literacy Claim # 2 Students can produce effective and well-grounded writing for a range of purposes and audiences.

- Target 6a. WRITE BRIEF TEXTS: Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
 - Gr. 11 – 12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, and/or W-8, W-9 (DOK 3)
- Target 6b. REVISE BRIEF TEXTS: Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.
 - Gr. 11 – 12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, (DOK 2)
 - W-1
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s)

and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- W-8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CAASPP ELA/Literacy Claim # 4 Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

- Target 1. [Not assessed on the Summative Assessment] PLAN/RESEARCH: Devise an approach and conduct short, focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.
 - Gr. 11 – 12 Standards: SL-1, SL-2, SL-4, SL-5, W-6, W-7, WLiteracy-7 (DOK 3, DOK 4)
 - SL-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - SL-2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 - SL-4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
 - SL-5 Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - W-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Target 2. ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.
 - Gr. 11 – 12 Standards: RI-1, RI-7, SL-2; W-8, W-9; (DOK 3, 4) (DOK 2)
 - RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - RI-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.
 - W-9, WLiteracy-9 Draw evidence from informational texts to support analysis, reflection, and research.
- Target 3. EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.
 - Gr. 11 – 12 Standards: W-8, WLiteracy-8 (PT: DOK 3, 4) (CAT: DOK 2)
 - W-8, WLiteracy 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- Target 4. USE EVIDENCE: Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures.
 - Gr. 11 – 12 Standards: RLiteracy-1 and 7, 8, 9, W-1b, W-8, W-9; WLiteracy-8, WLiteracy-9 (PT: DOK 3, 4) (CAT: DOK 2)
 - W-1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
 - W-8, WLiteracy-8 Gather relevant information from multiple authoritative print and digital

sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- W-9, WLiteracy-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Target 5. [Not assessed on the Summative Assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience.
 - Gr. 11 – 12 Standards: W-2d, W-3d; L-6 (DOK 1, DOK 2)
 - W-2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - W-3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - L-6 Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Target 6. [Not assessed on the Summative Assessment] EDIT: Apply grade-appropriate grammar usage and mechanics to clarify a message (narrative, informational, and opinion/argumentative texts).
 - Gr. 11 – 12 Standards: L-1, L-2 (DOK 1)
 - L-1 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Target 7. [Not assessed on the Summative Assessment] TECHNOLOGY: Use tools of technology to gather information, make revisions, or produce texts/presentations.
 - Gr. 11 – 12 Standards: W-6; WLiteracy-6 (DOK 1, DOK 2)
 - W-6, WLiteracy-6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Please Note: The above course plan is a work in progress and thus a version 1 of an on-going and evolving course.