

District 99 English Curricular Standards

This document is grounded in the [Common Core State Standards](#) (CCSS), and any numbers/letters in parentheses after a target refers to the CCSS.

Reading Standards

Key Ideas and Details:

- Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Standard 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Standard 3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

- Standard 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Standard 5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Standard 6: Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

- Standard 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

- Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.

Writing Targets

*All targets that refer to “counterclaim” apply only to argumentative writing.

**For standards specific to narrative writing, [please click here](#).

Purpose

1. I can recognize the difference between effective and ineffective reasons. (1a8)
2. I can identify a specific subject that has alternative viewpoints.(1a1)
3. I can recognize the difference between a precise claim and a statement of fact. (1a2)
4. I can identify multiple claims and counterclaims related to my topic.(1a7)
5. I can write a focused claim/topic as part of my introduction. (1a10, 2a6)
6. I can write an effective overarching claim that clarifies the relationships among the

counterclaims(s) and my reasons. (1a11)

7. I can develop reasons that support my claim/topic.
8. I can identify different techniques to introduce an argument/explanation. (1a3, 2a2)
9. I can select an appropriate technique to introduce my argument/explanation. (1a4, 2a3)
10. I can identify the intended purpose of the writing task.(2a1)
11. I can provide appropriate context for my argument/explanation.
12. I can explain why my claim is significant. (1a14)

Adapting Language to Context

1. I can explain the difference between informal and formal writing. (1d2, 2e2)
2. I can explain the difference between objectivity and subjectivity.(1d1, 2e1)
3. I can identify my audience's level of expertise. (2b5)
4. I can recognize that different disciplines require different vocabulary.(2d1)
5. I can identify the appropriate vocabulary for my task, purpose, and audience.(2d2)
6. I can write in a tone, style and format that is appropriate to task, purpose, audience and discipline. (1d3, 2e3)
7. I can use content-specific vocabulary appropriate to my discipline. (2d3)
8. I can determine when and how to incorporate figurative language to explain a complex topic. (2d8)
9. I can define values and bias. (1b8)
10. I can adapt my writing based on my audience's values and potential biases. (1b9)

Development: Evidence

1. I can recognize the difference between valid and invalid evidence. (1a9)
2. I can explain what makes evidence significant. (2b1)
3. I can select the type(s) of evidence that is most effective to support my reason(s). (2b2)
4. I can select pieces of evidence to support my reasons and address the counterclaim(s).(1b3)
5. I can identify the audience's level of expertise and select evidence appropriately. (2b5)

Development: Analysis of Evidence

1. I can analyze my evidence to show how it supports my reasons. (1b3, 2b4)
2. I can thoroughly and fairly develop my claim and the counterclaim(s) using purpose-specific analysis.
3. I can link the parts of my argument/explanation so that the claim/topic is clear throughout the paper. (1c9)

Development: Counterclaim

1. I can recognize the difference between and purpose of my claim and a counterclaim. (1a6)
2. I can point out the strengths and limitations in my claims and the counterclaims.(1b2)
3. I can identify and acknowledge the counterclaim. (1b4)
4. I can address the counterclaim by acknowledging, accommodating, or refuting. (1b4)
5. I can select the type(s) of evidence that is most effective to support my reason(s). (2b2)
6. I can select the best pieces of evidence to support my reasons and address the counterclaim(s). (1b3)
7. I can analyze my evidence to show how it addresses the counterclaims. (1b3)
8. I can thoroughly and fairly develop my claim and the counterclaim(s) using purpose-specific reasoning. (1a)

Organization

1. I can identify multiple ways of logically organizing an argument/explanation. (1a12)
2. I can identify transition types writers use for different purposes. (1c1, 2c1)
3. I can identify the relationship that is implied by a transition. (1c2, 2c2)
4. I can define cohesion as it relates to writing. (1c6)

5. I can organize my ideas to align with the purpose of my writing. (2a,c5,4)
6. I can use a transition appropriately in my text to communicate the relationship between ideas. (1c3, 2c3)
7. I can use appropriate strategies to create cohesion in my writing. (1c7)
8. I can logically connect sentences together to create unity among the ideas within and across paragraphs. (1c4, 2c4)
9. I can effectively use formatting to aid comprehension. (2a7)
10. I can purposefully arrange words and phrases in order to create cohesion and clarify relationships. (2c8)
11. I can purposefully organize ideas so that they build on each other to create unity within and across paragraphs. (2a9)

Style

1. I can explain the connotations and denotations of a word. (2d4)
2. I can define and use figurative languages such as simile, metaphor and analogy. (2d7)
3. I can recognize the value of using figurative language in writing. (2d6)
4. I can use a variety of sStandards Work - Vertical Alignment First sentence structures to link my ideas to communicate my purpose. (1c5)
5. I can write in a tone, style and format that is appropriate to task, purpose, audience and discipline. (1c3)
6. I can determine when and how to incorporate figurative language to explain a complex topic. (2d8)
7. I can use a variety of types of phrases and clauses to express a thought (9-10 1.b)
8. I can use a variety of types of phrases and clauses to add variety and/or interest to my writing. (9-10 1.b)
9. I can define syntax. (1c10)
10. I can use varied syntax to enhance the cohesion of my paper. (1c11)

Conclusion

1. I can write a conclusion that synthesizes the key information and explains how it relates to my argument/explanation. (1e2, 2f2)
2. I can write a conclusion that conveys the significance and/or implications of my argument/explanation without introducing additional evidence or claims. (1e3, 2f3)

Grammar/Mechanics:

1. I can define parallel structure (9-10 1.a)
2. I can write in parallel structure (9-10 1.a)
3. I can define the different types of phrases and clauses (9-10 1.b)
6. I know the purposes of the semicolon (9-10 2. a)
7. I know when and how to apply the semicolon in my writing (9-10 2. a)
8. I know the purposes of the colon (9-10 2.b)
9. I know when and how to apply the colon in my writing (9-10 2.b)
10. I know the purposes of the hyphen (11-12 2a)
11. I know when and how to apply the hyphen in my writing (11-12 2b)
12. I can spell correctly (9-10 2.c & 11-12 2.b)

Writing Process

1. I know that rereading, revising and editing my writing is important to the writing process. (5-1)
2. I can determine which method(s) works best in planning my writing (ie. brainstorming, outlining, researching, etc.) and execute it. (5-2)
3. I can identify strengths and areas for improvement in a written piece based on the purpose

and audience. (5-3)

4. I can develop a revision plan to improve my writing and execute it. (5-4)

5. I can improve my writing by revising or editing. (5-5)

Technology

1. I can select appropriate software and/or web-based application to investigate, organize, and compose my ideas. (6)

2. I can identify different norms and conventions appropriate for different types of digital composition(s). (6)

3. I can select appropriate features (links, videos, graphics, design features, etc.) to improve the clarity and effectiveness of my digital composition (papers, blogs, wikis, social media). (6)

4. I can appropriately publish and/or share my digital composition. (6)

5. I can use technology to collaborate with and/or respond to others using appropriate netiquette. (6)

6. I can update my digital composition considering feedback, new arguments, information, and/or viewpoints. (6)

7. I can effectively use graphics and/or multimedia to aid comprehension. (2a8) (6)

Research

1. I can assess my interest level for research topics by previewing sources related to several topics. (7.1)

2. I can acquire background information about a topic that enables me to understand the history, context, and perspectives related to the topic/issue. (7.3)

3. I can create a central research question related to my topic to be investigated. (7.4)

4. I can explain how the topic chosen is significant and worthy of investigation. (7.2)

5. I can investigate, select, and develop focus questions and search terms that will guide my research. (7.5)

6. I can execute an advanced search using keywords, subjects or limiters. (7.6, 8.2)

7. I can define what an authoritative source is. (8.1)

8. I can gather relevant information from multiple authoritative print and digital sources. (8.3,9.1)

9. I can evaluate the credibility of each source.(8.4)

10. I can assess the strengths and limitations of each source. (8.5)

11. I can explain how I will use each source to address my research question. (8.6)

12. I can synthesize research from multiple sources to avoid over-reliance on any one source. (8.8)

13. I can make connections and/or form new ideas based on information from multiple sources. (7.7,8.7,9.2)

14. I can define and give specific examples of plagiarism. (8.9)

15. I can identify when it is appropriate to quote or paraphrase information from a source. (8.10)

16. I can correctly paraphrase and/ or quote information from sources and cite appropriately both in the text and at the end of the document. (8.11)

Discussion Targets

Preparation

1. I can form my own ideas on a given topic prior to a discussion. (1a)

2. I can prepare for a discussion by identifying evidence in sources. (1a)

3. I can prepare for a discussion by connecting evidence from a source(s) to draw conclusions or form arguments. (1a)

4. I can predict other viewpoints, ideas or counterarguments that may be presented in the discussion so that I can respond to them. (1a)
5. I can develop questions to better understand the sources in order to contribute to a discussion. (1a)
6. I can organize my ideas, evidence and questions prior to the discussion so that I can easily refer to them during a discussion. (1a)

Use of Evidence

1. I can support an idea or argument during a discussion using evidence from a source(s). (1a)
2. I can offer evidence to support a particular point of view. (1d)
3. I can appropriately cite the source of information that I use during a discussion. (1a)
4. I can synthesize key elements of the discussion in order to arrive at deeper understandings (English, 11th grade, 1st semester).
5. I can determine when/what additional information or research is required to enrich the discussion

Making Connections

1. I can make and defend connections between the content of the discussion and broader themes or larger ideas. (1c)

Behaviors (Contributions and Interactions with others)

1. I can define what perspective is. (1d)
2. I can express the value of multiple perspectives in a discussion. (1d)
3. I can recognize the challenges and value of being open-minded. (1d)
4. I can follow the established norms and protocols for a discussion. (1b)
5. I recognize the value of inviting others into a discussion. (1c)
6. I can identify and apply a strategy to get other classmates involved. (1c)
7. I can identify the points in a conversation in which I need to listen more and talk less and act accordingly. (1c)
8. I can listen in order to expand upon the contribution of others. (1c)
9. I can clarify, support, or challenge ideas and conclusions in a non-threatening manner. (1c)
10. I can evaluate the relevance of connections in discussion and can redirect the conversation back to the topic when needed. (1c)
11. I can recognize, listen to and respectfully respond to perspectives different than my own. (1d)
12. I can summarize key points of agreement and disagreement in a discussion. (1d)
13. I can reflect upon and reconsider my views in the context of evidence and opinions presented by others. (1d)
14. I can cooperate with others to establish norms and protocols to ensure that all participants feel ownership of the discussion (English, 11th grade, Q1)
15. I can identify behaviors required to foster a civil discussion.
16. I can identify and apply strategies that help to resolve contradictions within a discussion.

Questioning: Starting and Propelling Discussion

1. I can ask questions that will stimulate discussion. (1c)
2. I can check my understanding of others by asking appropriate questions during a discussion. (1c)
3. I can identify when points in a discussion are factual and when they are not and respond accordingly. (1c)
4. I can develop questions to better understand the sources in order to contribute to a discussion. (1a)
5. I can ask follow-up questions of other participants that help them expand on their contributions.

6. I can identify and share counter-arguments or perspectives that have not been discussed.
7. I can ask questions that will generate divergent and creative perspectives.

Listening Targets

Evaluate Credibility and Accuracy

1. I can identify and evaluate the authority of a source. (2)
2. I can define and evaluate the credibility of a source. (2)
3. I can recognize and evaluate the biases of a source. (2)
4. I can identify and evaluate the accuracy of a source. (2)
5. I can identify any discrepancies among sources
6. I can use information presented to make informed decisions and solve problems.

Evaluate Point of View

1. I can identify a speaker's purpose. (3)
2. I can evaluate background information about a speaker and or the context of a presentation. (3)
3. I can identify a speaker's premises (assumptions)
4. I can identify a speaker's stance (position)

Evaluate Use of Evidence and Reasoning

1. I can identify the components of a logical argument. (3)
2. I can identify a speaker's use of language and argument. (3)
3. I can identify a speaker's use of evidence. (3)
4. I can identify misleading or manipulative arguments, reasoning, and evidence. (3)
5. I can evaluate a speaker's argument. (3)

Evaluate Use of Media

1. I can synthesize information from multiple sources. (2)
2. I can synthesize information presented in a variety of formats. (2)
3. I can evaluate the use of diverse media in a presentation. (2)

Evaluate Use of Language and Delivery

1. I can identify a speaker's use of language and argument. (3)
2. I can identify a speaker's tone.
3. I can evaluate a speaker's use of language: word choice and tone.
4. I can evaluate how stance, premises, links among ideas and points of emphasis impact the effectiveness of the speaker's argument.

Presentation Targets

Content

1. I can effectively integrate information in a presentation. (4)
2. I can select evidence to use in my presentation based on my purpose and audience. (4)
3. I can effectively integrate information in a presentation. (4)
4. I can present a clear and distinct perspective.
5. I can address alternative and opposing perspectives in a presentation.

Organization

1. I can effectively integrate information in a presentation. (4)
2. I can present important information in a concise manner. (4)
3. I can develop and deliver a well-organized presentation. (4)

Knowledge of Audience and Context

1. I can select evidence to use in my presentation based on my purpose and audience. (4)
2. I can use a style appropriate to my presentation based on my purpose and audience. (4)
3. I can explain the importance of adapting speaking tasks to a variety of situations. (6)
4. I can identify the context and occasion for speaking. (6)
5. I can identify the purpose for speaking. (6)
6. I can identify the audience's background knowledge of and attitudes toward the topic. (6)
7. I can distinguish between informal and formal language. (6)
8. I can choose when informal or formal language is appropriate. (6)
9. I can use appropriate grammar when speaking. (6)

Design of Digital Media

1. I can recognize the purpose of utilizing different digital media. (5)
2. I can identify types of digital media. (5)
3. I can evaluate the benefits and drawbacks of a particular format of digital media. (5)
4. I can select the most effective form of digital media to present information for my purpose and intended audience. (5)
5. I can design a presentation that utilizes digital media to demonstrate my knowledge and/or reasoning about the topic. (5)
6. I can use features of digital media that add interest without distraction. (5)

Delivery

1. I can present information using the appropriate verbal and non-verbal behaviors. (4)
2. I can speak effectively while using digital media. (5)

Equity, Inclusion, and Teaching Practices in D99

Equity Vision:

Community High School District 99 is a community that fosters belonging through valuing all members.

Statement of Values:

District 99 cares about, accepts and respects all people regardless of race, color, national origin, sex or disability and seeks to understand their unique ideas and perspectives so that they can be successful.

From the District's Equity and Inclusion Statement:

School is just one source of information for students, and we are committed to teaching accurate history that includes multiple perspectives.

From the DGEA & District 99 Collective Bargaining Agreement dated 4/6/20:

The teacher shall present materials on opposing sides of controversial issues in a scholarly and objective manner within the limits of appropriate pedagogical discretion and propriety.

Community High School District 99 Board of Education Policy 6.80:

Teaching About Controversial Issues - The Superintendent shall ensure that all school-sponsored presentations and discussions of controversial or sensitive topics in the instructional program, including those made by guest speakers, are:

- Age-appropriate. Proper decorum, considering the students' ages, should be followed.
- Consistent with the curriculum and serve an educational purpose.
- Informative and present a balanced view.
- Respectful of the rights and opinions of everyone. Emotional criticisms and hurtful sarcasm should be avoided.
- Not tolerant of profanity or slander.

The District specifically reserves its right to stop any school-sponsored activity that it determines violates this policy, is harmful to the District or the students, or violates State or federal law