**ELA Unit Standards and Rubric**

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| **ELA Quarterly Unit** | **Writing Standards** | **Rubric** |
| **Unit 1**  Grades 9-12 | RI1,RI2,RI4, W2, W3, W4, W9, SL1, L 4 | Informational-Explanatory |
| **Unit 2**  Grades 9-12 | RI1, RI3, RI5, W1, W5, W7, SL4, L5 | Argument |
| **Unit 3**  Grades 9-11 | RI1, RI6, RI 8, W1, W6, W8, SL 3, L3 | Argument |
| **Unit 4**  Grades 9-11 | RI1, RI7, RI 9, W1 or W 2, W5, W7, SL2, SL5, L 6 | Argument |
| To align with senior paper expectations, standards for units 3 and 4 are switched for grade 12. For unit three, both the informational and argument rubrics are used. | | |

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| *Note: the following standards denote overarching year-end mastery of foundational skills and are embedded in each unit.*   * *RI/RL.10: Read and comprehend grade level complex literary and informational texts independently and proficiently* * *W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.* * *L.1, L2: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking, and command of the conventions of standard English capitalization, punctuation, and spelling when writing.* |

**Literacy Standards for History/Social Studies**

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| **Reading Standards 9-10** | **Reading Standards 11–12** |
| **Key Ideas and Details** | |
| 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (9-10.RH.1) 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. (9-10.RH.2) 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (9-10.RH.3) | 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. (11-12.RH.1) 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. (11-12.RH.2) 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. (11-12.RH.3) |
| **Craft and Structure** | |
| 1. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. (9-10.RH.4) 2. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (9-10.RH.5) 3. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (9-10.RH.6) | 1. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (11-12.RH.4) 2. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (11-12.RH.5) 3. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. (11-12.RH.6) |
| **Integration of Knowledge and Ideas** | |
| 1. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (9-10.RH.7) 2. Assess the extent to which the reasoning and evidence in a text support the author’s claims. (9-10.RH.8) 3. Compare and contrast treatments of the same topic in several primary and secondary sources. (9-10.RH.9) | 1. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (11-12.RH.7) 2. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. (11-12.RH.8) 3. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. (11-12.RH.9) |
| **Range of Reading and Level of Text Complexity** | |
| 1. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (9-10.RH.10) | 1. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (11-12.RH.10) |
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| Writing Standards 9-10 | Writing Standards 11-12 |
| **Text Types and Purposes** | |
| 1. Write arguments focused on *discipline-specific content.*    1. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.    2. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.    3. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.    4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.    5. Provide a concluding statement or section that follows from or supports the argument presented. (9-10.WHST.1) 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.    1. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.    2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.    3. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.    4. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.    5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.    6. 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).  (9-10.WHST.2)   3. (See note; not applicable as a separate requirement) (9-10.WHST.3)  *Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.* | 1. Write arguments focused on discipline-specific content.    1. 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 the claim(s), counterclaims, reasons, and evidence.    2. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.    3. 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.    4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.    5. Provide a concluding statement or section that follows from or supports the argument presented. (11-12.WHST.1) 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.    1. Introduce a topic and 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.    2. 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.    3. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.    4. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.    5. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (11-12.WHST.2) 3. (See note; not applicable as a separate requirement) (11-12.WHST.3)   *Note: Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.* |
| **Production and Distribution of Writing** | |
| 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (9-10.WHST.4)    1. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience. (AZ.9-10.WHST.4) 2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (9-10.WHST.5) 3. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. (9-10.WHST.6) | 1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (11-12.WHST.4)    1. Produce clear and coherent functional writing (e.g., formal letters, envelopes, procedures, labels, timelines, graphs/tables, experiments, maps, caption, charts, diagrams) in which the development, organization, and style are appropriate to task, purpose, and audience. (AZ.11-12.WHST.4) 2. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (11-12.WHST.5) 3. 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. (11-12.WHST.6) |
| **Research to Build and Present Knowledge** | |
| 1. Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (9-10.WHST.7) 2. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (9-10.WHST.8) 3. Draw evidence from informational texts to support analysis, reflection, and research. (9-10.WHST.9) | 1. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (11-12.WHST.7) 2. 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 specific 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. (11-12.WHST.8) 3. Draw evidence from informational texts to support analysis, reflection, and research. (11-12.WHST.9) |
| **Range of Writing** | |
| 1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  (9-10.WHST.10) | 1. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (11-12.WHST.10) |