

Freshman English Framework

This framework is designed to provide teacher flexibility and discretion in texts, support, and scaffolding, while also providing district-wide common writing assessments. This is not a complete curriculum, and we expect supplemental materials will be added at the site or classroom level.

Text choices are flexible to allow for teacher and site discretion; however, culminating assessments are intended to be common across the district. Culminating assessments have been taken from the [Literacy Design Collaborative Template Task Collection 2.0](#). Task numbers have been left in place for your reference.

The first semester contains two culminating assessments: an Informational or Explanatory/Procedural-Sequential and a Narrative/Sequential. The second semester an Argumentation/Analysis during the third quarter at the district-level. The fourth quarter assessment is decided at the site-level. The standard have been selected, and we encourage a multi-modal digital composition in the last quarter. Teachers are expected to use either the Common Assessments in the Curriculum Framework or the simplified Culminating Tasks in the ES and CA document. CAs may be collaboratively assessed at the district level.

Big Ideas	Essential Standards	Culminating Tasks and Assessments	Examples
1st Quarter Informational Text and Research	Essential Standards: W.9-10.2 W.9-10.4 RI./L.9-10.1 RI/RL.9-10.2 Supporting Standards: L.9-10.1 L.9-10.2 L9-10..3 RI.9-10.7 W.9-10.5 W.9-10.9 SL.9-10.1	Task 15: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you discuss and evaluate how _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Procedural-Sequential)	After researching informational texts on school uniforms, write a report in which you discuss and evaluate how uniforms impact student learning. Support your discussion with evidence from your research. After researching informational texts on an issue in our community (school, city, state, or country) which you feel is important, write a report in which you discuss and evaluate how this issue impacts our community. Support your discussion with relevant evidence from your research.

Big Ideas	Essential Standards	Culminating Tasks and Assessments	Examples
2nd Quarter The Narrative	Essential Standards: W.9-10.3 RL.9-10.5 RL.9-10.3 Supporting Standards: L.9-10.1 L.9-10.2 L.9-10.3 RL.9-10-4 W.9-10.4 W.9-10.5 W.9-10.6	Task 29: [Insert optional question] After reading _____ (literature or informational texts) about _____ (content), write _____ (a narrative or substitute) in which you relate _____ (content). (Narrative/Sequential)	<p>After reading “Marigolds,” a coming-of-age story, write a personal narrative in which you relate a true story about your own personal growth as a teenager.</p> <p>After reading “Thank you Ma’m” about the brief interaction between an adult and a teenager, write a short story in which the main character relates to an adult in a particular and meaningful way.</p>
3rd Quarter Argument Analysis	Essential Standards: W.9-10.1 W.9.10.8 W.9-10.9 RI/RL.910.3RI/RL 9.10.6 Supporting Standards: L.9-10.1 L.9-10.2 L.9-10.3 RI/L.9-10.1 RI.9-10.5 RL.9-10.7	Task 2: [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you address the question and argue _____ (content). Support your position with evidence from the text(s). (Argumentation/Analysis)	<p>After reading <i>The Odyssey</i>, write an essay arguing whether Odysseus is a good leader or not. Support your position with evidence from the text.</p> <p>After reading <i>Of Mice and Men</i>, write an essay arguing whether or not George makes the right decision at the end of the story. Support your position with evidence from the text.</p> <p>After reading <i>Of Mice and Men</i>, write and essay arguing whether George and Lenny’s dream is a pipedream or attainable. Support your position with evidence from the text.</p>

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	W.9-10.4 W.9-10.5 W.9-10.6 SL.9-10.1		
4th Quarter Research Multimodal And/or Digital Composition And/or Poetry	Essential Standards: W.9-10.7 W.9-10.9 SL.9-10.4 Supporting Standards: L.9-10.4 L.9-10.5	The fourth quarter presents an excellent opportunity for departments to create grade-level projects that are based on the year's learning. These should synthesize student learning as well as present an opportunity for intervention for individual students.	