

Sophomore 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 informative/explanatory analysis and a sequential narrative. The second semester consists of a district-wide assessment at the end of the third quarter: an argumentative evaluation essay (either literary or informational) and a school-based assessment for the fourth quarter. The standards have been selected, and we suggest a research-based synthesis piece incorporating standards and skills from the whole year. Teachers are expected to use Common Assessment tasks in the Framework or the simplified tasks in the ES and CA Task document. Both address the same essential standards and may be collaboratively scored as a district using the same rubric.

Big Ideas	Essential and Supporting Standards	Culminating Assessments	Examples
1st Quarter Explanatory/ Informative	Essential Standards: W.9-10.2 W.9-10.8 RI.9-10.1 RI.9-10.2 Supporting Standards: L.9-10.1, L.9-10.2 L.9-10.3, L.9-10.4 L.9-10.6 RI.9-10.7, W.9-10.4 W.9-10.5, W.9-10.6	Task 18: [Insert optional question] After researching _____ (informational texts) on _____ (content), write _____ (a report or substitute) in which you explain _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Synthesis)	<ul style="list-style-type: none"> • After researching your topic of interest, write a news article in which you explain what societal changes and/or local policies have been recently made, and why. Support your discussion with evidence from your research. • After researching a genocide of your selection, write an explanatory essay in which you explain the details of your genocide topic both in regard to the perpetrators/victims and the ultimate results. Support your discussion with evidence from your research.

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2 nd Quarter Narrative	<p>Essential Standards: W.9-10.3 RL.9-10.2 RL.9-10.3 RL.9-10.5</p> <p>Supporting Standards: L.9-10.1, L.9-10.2 L.9-10.3, L.9-10.4 L.9-10.5 RL.9-10.4, RL.9-10.6 RL.9-10.9 W.9-10.4, W.9-10.5, W.9-10.6</p>	<p>Task 27: [Insert optional question] After reading _____ (literature and/or informational texts), write _____ (a narrative or substitute) about _____ (content).</p> <p>(Narrative/Description)</p>	<ul style="list-style-type: none"> • After reading <i>A Doll's House</i>, discuss a prominent theme in the play and evaluate the extent to which Ibsen's assertion still holds true today. Support your position with evidence from the play and personal experience. • After reading "The Suitcase" by Meron Hadero, explain the significance of Saba's suitcase, citing evidence from the text to support your assertion. Then, tell a personal story in which you explain the significance of your most valued possession.
3 rd Quarter Argument	<p>Essential Standards: W.9-10.1 W.9-10.8 RI/RL.9-10.1 RI.9-10.6</p> <p>Supporting Standards: L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.6 RI/RL9-10.5 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9</p>	<p>Task 6: [Insert optional question] After participating in a range of collaborative discussions about _____ (topic), write _____ (an essay or substitute) in which you discuss _____ (content) and evaluate _____ (content). Analyze the cumulative impact of specific word choices on meaning and tone. Support your position with evidence from the text(s) and discussions.</p> <p>(Argumentation/Evaluation).</p>	<ul style="list-style-type: none"> • What does it mean to be free? After participating in a range of collaborative discussions about the definition of freedom, write an essay in which you discuss what it means to be truly free. Analyze the rhetorical choices of each group member's argument and determine the extent to which each argument is valid. Analyze the cumulative impact of specific word choices on meaning and tone. Develop your own position and support it with evidence from your research and discussion notes. • Is it more important to be a team player or stand individually? After participating in a range of collaborative discussions about the pros and cons of following the crowd, write an essay in which you discuss the impact of pushback when

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	SL.9-10.1		working in teams and evaluate whether the idea of being a team player is better for the group's progress. Analyze the cumulative impact of specific word choices on meaning and tone from your readings and discussions. Support your position with evidence from the text(s) and discussions.
4 th Quarter Synthesis	<p>Essential Standards: W.9-10.4 W.9-10.7 W.9-10.9 SL.9-10.4 RI/RL.9-10.10</p> <p>Supporting Standards: W.9-10.5 RI/RL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.6</p>	Task 24: [Insert optional question] After researching _____ (informational texts) on _____ (content), create a(n) _____ (multimedia report) in which you examine the cause(s) of _____ (content) and explain the effect(s) _____ (content). Support your discussion with evidence from your research. (Informational or Explanatory/Cause-Effect).	<ul style="list-style-type: none"> • After watching “The Social Dilemma” (movie), and researching the possible effects related to over-exposure to social media applications, create a Public Service Announcement geared towards adolescents in which you discuss the various aspects of social media addiction and explain the negative effects that can result. • Why does the naming of things matter? Research a topic in which groups hold differing beliefs about the naming of a person, place, object, or concept. Then, create a multimedia report in which you present the various sides of the issue, explaining each side’s argument about the language used to depict your chosen topic. For each position, explain the purported effects/results of the chosen name. Finally, present your own argument for the naming of the chosen topic, supporting your argument with evidence from your research.