English/Language Arts Department
Grade 11 - English III

Overarching Question: Who am I and how might that change as I move through the world?

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Effective Date: September 2024

Scope and Sequence

Month	Reading Workshop	Writing Workshop
September to early October	Unit 1: Storytelling	
early Oct. to Nov 7	Unit 2: Critically Reading Through a Lens	
November 8 to mid- Dec		Unit 3: Multiple Perspectives in Current Events (Informative)
mid-Dec to January 24	Unit 4: Evaluating and Discussing Texts	
January 25 to early March		Unit 5: Evaluating and Discussing Texts in Writing (Argument)
mid-March to April 10	Unit 6: Themes Across Texts	
April 11 to Early May		Unit 7: Literary Analysis (Synthesis)
mid-May to June 15		Unit 8: Telling a Story with Purpose (Narrative)

Unit 1
Storytelling
Summary and Rationale
In this introductory reading unit, readers will explore how meaning manifests through any type of story and how those stories can exist in any and every format. Readers will examine a variety of different types of stories - from written to spoken word to documentaries to TikToks - in order to better understand how people make sense of the world around them through the narrative form. Readers will understand that telling stories is essential to the human experience and has evolved over time to meet the needs of the moment. They will also gain a better understanding of how personal interpretations are shaped, shifted, and/or enhanced by a reader's identity and experiences. While reading, readers will consider how they shape the text, how the author shapes the text, and how this text can shape the way we see the world. Ultimately, this unit will act as a prerequisite to the rest of the reading to be worked through all year. Teachers will utilize formative assessments along the way and provide feedback to the students. The unit will end in a culminating, summative assessment.
Recommended Pacing
2-3 weeks
Standards

Reading Domain	
RL.CR.11-12.1.	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11-12.3.	Analyze the impact of the author's choices as they develop ideas throughout the text 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.TS.11-12.4.	Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11-12.5.	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.MF.11-12.6.	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g. express a personal point of view, new interpretation of the author's message).
Speaking and Listening Domain	
SL.PE.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
SL.ES.11-12.3.	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.
SL.PI.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Language Domain	
L.VL.KL.11-12.2	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations
Interdisciplinary Connections	
Learning for Justice	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus

Enduring Understandings:	Essential Questions:
- Readers will examine how their own experiences influence the way they interpret a text and gather meaning from it. - Readers consider the impact that stories have on our understanding of the human experience. - Readers will understand how storytelling has evolved in both how and why stories are told.	- How do our lived experiences influence the way we interpret texts and extract meaning from them? - How do different interpretations of a text validate varying human experiences? - How have storytelling methods evolved based on human need and social norms?

Evidence of Learning (Assessments)

Formative assessments
Book club conversations
Reading notebook entries
Quizzes/activities that have readers apply skills learned to varied texts
Post Unit Assessment:

● Post-Assessment

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)
● Readers will examine how their own experiences influence the way they interpret a text and gather meaning from it.	● Readers interpret how different story-telling genres celebrate, comment on, and question personal ideologies and societal issues and events portrayed in texts (DI.9-12.8) 　○ Readers explore how photos, poems, articles, podcasts, etc. tell stories through their delivery and creation. 　○ Readers may ask: "What do we believe were some of the issues of the time? Are these issues that still exist today? What is my thinking about this issue or idea in the world? Why might this be my thinking? ● Readers make comparisons across texts as they consider similarities and differences between characters, social issues, and thematic concepts.
● Readers consider the impact that stories have on our understanding of the human experience.	● Readers understand that authors make intentional decisions in their writing (use of syntax, word choice, tone, pace, and mood) as a means to interpret themes. 　○ Readers 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. 　○ Readers discover how language drives the events in the story and what it tells us about the people in it. 　○ If necessary, the teachers can guide students to brainstorm the different choices authors make when writing texts to interpret themes. ● Readers consider their own interpretations of texts and compare them with other reader's interpretations to gain a wider understanding of the human experience. 　○ Readers read the same text and use their personal experiences and identities to extract meaning about how human experiences compare and contrast. 　○ Readers consider WHY they interpret a text the way they do based on location, social status, and other social norms they experience. ● Readers consider other perspectives and revise or change their thinking, when appropriate. 　○ If necessary, teachers can model how students can add and edit their notes over time.

	○ Teachers can prompt students to add to their notes while they circulate during conversation to guide students to track their thinking.
Readers will understand how storytelling has evolved in both how and why stories are told.	● Readers consider shared topics across multiple texts creating a text set. 　○ Readers choose a topic of interest and collect different types of text delivering similar ideas. These can be photos, videos, articles, etc. ● Readers look across the different texts and explore the ways similar messages have been delivered based on where, why, and how the story is delivered. 　○ Readers identify the different story-telling techniques and analyze its effectiveness in portraying its message. ● Readers consider how storytelling techniques have changed to meet the interests and needs of people during different times, events, and different social understandings. 　○ Readers explore and question the choices being made about the story's included details and method of delivery. 　　■ Why tell a story about a social issue through a TikTok versus an Instagram slide? How does the story create more interest based on the technique?

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Mentor Text Options:
Tell Me Who You Are by Winona Guo and Priya Vulchi

Film and Media:
True crime podcasts or documentaries
Short films
Social Media Posts

Short Texts:

"No Man is an Island"
Journalistic photography
Songs and other poems
"Human the Death Dance" by Buddy Wakefield
"Little Things are Big" by Jesus Colón

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):
- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):
- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
  - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
  - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
  - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)

- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

English Language Learners (ELL):
- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using "Think Aloud" strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student's independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - Wait Time
    - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language
    - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - "Discussing and doing" make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:
- **Tiered Assignments**:
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.

- Open-Ended Assignments - **Extended** Thinking:
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the

further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).

- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 2
Critically Reading Through a Lens
Summary and Rationale

In this unit, students will focus on creating meaningful interpretations of texts through critical reading lenses. Students will first examine a text through critical reading lenses to explore the author's purpose of writing that text and its overall meaning. Readers will analyze how this story comments on social norms, issues, and ideas of that specific time. Ultimately, readers will employ critical reading strategies to develop an understanding on divisive issues to gain a wider understanding of the world in an empathetic and logical manner.

Recommended Pacing

6 weeks

Standards	
Reading Domain	
RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11-12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11-12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.PP.11-12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11-12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
Writing Domain	
W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW.11-12.1	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Speaking and Listening Domain	

SL.PE.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
SL.PI.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Language Domain	
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Interdisciplinary Connections	
Learning for Justice	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
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Instructional Focus

Enduring Understandings:	Essential Questions:
- Readers can apply critical strategies to their reading to create more meaningful, personal interpretations of various texts. - Readers are able to distinguish author's intent versus what a reader can glean from a text through interpretation and critical analysis. - Readers consider how a story comments on and/ or challenges/ upholds social ideas/ issues/ norms.	- How can a reader create a more meaningful reading experience? - How can a reader distinguish between personal interpretation and the author's intended message? - How are stories representative of social ideologies that exist within the timeframe of which it is written?
Core Understandings:	**Core Essential Questions:**
Readers prepare for civil and effective discussion, particularly regarding divisive issues, while incorporating strategies to remain empathetic, logical, and respectful.	How do readers prepare for and participate effectively in a range of conversations by contributing their own thoughts and responding to the thoughts of others?

Evidence of Learning (Assessments)

Pre-assessment: perspective work on characters and author in a cold read fiction text
Formative assessments:
Mini-lessons and guided practice using fiction and non-fiction.
Graphic organizers and note-catchers
Activities/ written responses that have readers apply skills learned to varied texts
Summative assessment

Objectives (SLO)	
Students will know: (Goals)	Students will be able to: (Teaching Points)
● Readers can apply critical strategies to their reading to create more meaningful, personal interpretations of various texts.	● Readers create a baseline of understanding by defining and applying the critical lenses to a shared reading experience. 　○ Readers define each critical lens and practice application through short excerpts and teacher modeling. 　○ Readers read a whole class text and then break into small groups to interpret each one based on an assigned literary lens. 　○ Readers collect and analyze text evidence aligned with a specific interpretation. ● Readers use critical literary lenses such as feminist theory, critical race theory, Marxism, and others in order to develop and communicate their own interpretation of a text. 　○ **Focus Question:** How do readers apply critical literary lenses to focus their reading on a specific interpretation? What is the meaning of this story based on the lens you are focusing on? 　○ **Purpose:** to extract interpretive meaning of a text through the critical lens of the reader ● As readers, we reflect on how our own background, experiences, and schema influence our reading of a text.
● Readers are able to distinguish author's intent versus what a reader can glean from a text through interpretation and critical analysis.	● Readers explore the meaning of a text based on what the author's intended message is. 　○ Readers consider the author's word choice and tone to identify thematic topics. 　○ Readers track topics and explore thematic messages as developed through the author's story. ● Readers create their own interpretation of a text focused on a critical lens and personal experiences which help shape the meaning of a text. ● Readers compare the author's intent and unique interpretation to understand the varying ideas that exist within a text.
● Readers consider how a story comments on and/ or challenges/ upholds social ideas/ issues/ norms.	● Readers explore the prevalent social ideas present in a text based on the development of characters, setting, conflicts experienced, and perspectives found in a text (DI.9-12.8) 　○ Consider making a list of the do's and don'ts of a text and the types of things accepted and not accepted by the society of a text. ● Readers consider how a text provides insight on a social idea, issue, or norm in present-day society.

	○ Readers consider a pattern of this idea in society over time.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Mini Lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

<u>**NOTES FOR DIFFERENTIATION**</u>: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

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Suggested Resources/Technology Tools

Mentor Text Options:
Tell Me Who You Are
What Bobby McIlvaine Left Behind by Jennifer Senior

Short Texts:
Advertisements
"The Sniper" by Liam O'Flaherty
Fairy Tales and various Disney short films and videos

Modifications
*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

<u>**Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):**</u>
- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
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- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit 'first draft' on essay questions and grade final edited copy

- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):
- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
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  - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
  - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

English Language Learners (ELL):
- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using "Think Aloud" strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student's independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.

- Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - Wait Time
    - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language
    - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - "Discussing and doing" make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:

- **Tiered Assignments**:
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.

- Open-Ended Assignments - **Extended** Thinking:
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 3

Multiple Perspectives in Current Events (Informational Writing)

Summary and Rationale

Writers will choose a current event that students will use to discuss a larger, systemic societal issue and explore subtopics and perspectives that exist within. To begin, students will study multi-media and social media texts as informational writers in varied mediums (podcasts, documentaries, essays, infographics, social media posts, etc.) to understand how one event can be experienced differently for many groups of people. Instead of composing a single essay, students will publish a piece in the mode of their choice including, but not limited to, infographics, social media posts, podcasts, essays, etc. Students will understand the many experiences from different groups of people to identify the unique moments for each group and find commonalities within the current event.

Recommended Pacing

3-4 weeks

Standards

Reading Domain

RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.AA.11-12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
RI.CT.11-12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
Writing Domain	
W.IW.11-12.1.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WR.11-12.5	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.
W.SE.11-12.6	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.
Speaking and Listening Domain	
SL.PE.11-12.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Language Domain	
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

	B. Analyze nuances in the meaning of words with similar denotations.

Interdisciplinary Connections

Integration of Technology

8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Readiness, Life Literacies and Key Skills

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus

Enduring Understandings:	Essential Questions:
● Writers utilize prior knowledge and new information to inform and inspire their writing.	● How do writers generate ideas to identify multiple perspectives for different groups of people experiencing the same event?

- Writers consider how diction, punctuation, evidence, and structure enhances the writing experience.
- Writers make choices and utilize meaningful feedback to write informational texts in a compelling manner.
- Writers use powerful grammar moves to strengthen the clarity of their writing.

- How do writers craft and revise their texts with compelling evidence to shape the delivery of multiple perspectives?
- How do writers give, receive, and consider feedback to strengthen and edit their informational texts?
- How can writers study and apply grammar moves to use in their writing?

Core Writing Enduring Understandings and Essential Questions

- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.
- Writers need to understand who their audience is so they can make specific stylistic choices.

- How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication?
- How can specific awareness of an audience affect stylistic and mechanical choices?

Evidence of Learning (Assessments)

Quizzes/activities that have writers apply skills learned to varied texts

Writing "check ins" assessed using specific rubric elements

Summative Assessment
- Students submit a portfolio with at least 3 of their finished multimedia pieces from throughout the unit
  - Assessment can be an on-demand reflection based on specific teaching points within their finished pieces (student choice)

Objectives (SLO)

Grammar/Language Focus:
- Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Writers observe hyphenation conventions.
- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers acquire and use accurately 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.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)

Writers study the work of published authors in order to determine what makes effective informational and analytical nonfiction.	● Writers study varied informational texts and mediums to analyze author moves.
	  ○ **Focus Question:** How do authors present information in varied ways?
	  ○ **Purpose:** To gather ideas and examples of how to develop ideas in a nonfiction medium.
	● Writers evaluate the effectiveness of various media in communicating ideas.
	  ○ **Focus Question:** What impact does the medium have on the message?
	  ○ **Purpose:** To determine the most effective media for communicating our ideas.

Writers generate ideas to identify multiple perspectives for different groups of people experiencing the same event	● Writers consider current events that matter to them by exploring current social, political, environmental, ethical, and cultural issues.
	  ○ Writers identify various groups of people that were impacted by the current event and how they were impacted.
	  ○ Writers find uniqueness in each group's experience and a commonality for the current event.

Writers consider how diction, punctuation, evidence, and structure enhances the writing experience.	● As writers, we make a plan on how and what we are communicating, keeping the purpose, audience, and medium in mind.
	  ○ Writers make determinations about which medium(s) would be most effective to convey the information.
	  ○ Writers consider the effects of style and formatting on the piece's overall impact.
	● Writers evaluate their research and ensure that evidence encompasses multiple perspectives.
	● Writers consider the multiple perspectives that exist within a topic and consider varied audiences to inform.
	  ○ Writers consider tone and choose words intentionally, analyzing impact on the intended audience.

Writers make choices and utilize meaningful feedback to write informational texts in a compelling manner.	● Writers consider feedback from multiple sources (themselves, peers, and teacher) that help strengthen the success of a writer's individual goal to ensure that multiple perspectives are represented. ● Writers provide feedback to their peers that offer specific suggestions for improvement. ● Writers can edit their writing with a focus on clarifying and correcting conventions.

Writers use powerful grammar moves to strengthen the clarity of their writing.	4.5: Ready, Set, Dash! Dashes to Introduce ● "I use a dash to set off extra information" (Patterns of Power 4.5) 4.2: I'm Talkin' Here! Colons to Introduce a Quotation ● "I use a colon to introduce a direct quote (Patterns of Power 4.2) 8.3: I'm Quite Partial: Citations With a Partial Quote ● "I use an ellipsis to show I've removed words from a direct quote (Patterns of Power 8.3)

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

<u>**NOTES FOR DIFFERENTIATION**</u>: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on their writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Chromebooks; Databases; Turnitin.com; Applications
Writing with Mentors by Allison Marchetti and Rebekah O'Dell
Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell
Essay Rubrics: Narrative, Argument, & Informational
MENTOR TEXT DROPBOX
Recommended pacing for teaching mini-lesson the unit includes:
-   Please keep in mind that during writing workshop, students should be able to work at their own individual pace.

Vice
Vox
The Guardian
Huffington Post
YouTube video essays/channels

Patterns of Power: Teaching Grammar Through Reading and Writing, Grades 9-12 by Jeff Anderson, Travis Leech, and Holly Durham

Modifications
*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):
- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):
- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
  - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
  - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
  - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

English Language Learners (ELL):
- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.

- ■ Introduce and define terms simply and concretely.
- ■ Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - ○ Scaffolding
    - ■ Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - ● Model critical thinking by using "Think Aloud" strategies.
      - ● Reinforce contextual definitions by restating a term and giving its context or definition.
      - ● Procedural scaffolding—building a student's independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - ● Such practices should include grouping of students to build skills and increase independence.
  - ○ Questioning
    - ■ Use a variety of question types.
    - ■ Ask open-ended questions that require true communication from and between students.
  - ○ Interaction
    - ■ Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - ■ Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - ○ Wait Time
    - ■ Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - ○ Clarifying Key Concepts in First Language
    - ■ English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - ○ Application of Content and Language Knowledge
    - ■ "Discussing and doing" make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:
- ● **Tiered Assignments**:
  - ○ Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.

- ● Open-Ended Assignments - **Extended** Thinking:
  - ○ Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- ● **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - ○ Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.

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- Attend to financial well-being.
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- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 4

Evaluating and Discussing Texts

Summary and Rationale

As humans, we are always observing, taking in, synthesizing, and evaluating information around us for a variety of reasons: to make personal connections, to learn something new, and to see outside ourselves. Fiction (historic and current) provides the perfect vehicle for students to reflect on how texts can be what Dr. Rudine Simms-Bishop describes as mirrors (where they see themselves reflected), windows (where they see a new world), and sliding glass doors (where they can experience all new worlds). In this unit, readers will discover ways to evaluate texts taking into consideration the characteristics of the genre, the way it is written, the intended audience/ message, and its overall contribution to society. For this, we will read a whole class text for the purpose of modeling this type of thinking and then readers will have the choice to read independently or with a small group. During this unit, readers will not only think about their own experience with the text but will also consider how this text serves humans in general.

Recommended Pacing

3-4 weeks

Standards

Reading Domain	
RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11-12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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.TS.11-12.4	Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RL.PP.11-12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.CT.11-12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
Writing Domain	
W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW.11-12.1	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Speaking and Listening Domain	
SL.PE.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.II.11-12.2.	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.
Language Domain	

L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
Interdisciplinary Connections	
Learning for Justice	
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
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9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus

Enduring Understandings:	Essential Questions:
● Readers discover ways to critically evaluate texts of all kinds (fiction, nonfiction, digital, print, etc.) ● Readers discover who the author is writing for and the author's intended message through the text.	● What factors into the critical evaluation of the text's merit and the author's message? ● How can a text be considered socially significant/ impactful to better understand ourselves and the world around us?

Evidence of Learning (Assessments)

Pre-Assessment: TBD

Formative assessment
● Book club novel analysis
Book club conversations
Reading notebook entries
Quizzes/activities that have readers apply skills learned to varied texts

Post-Assessment

Updated Post-Assessment (2022)

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)
Readers discover ways to critically evaluate texts of all kinds (fiction, nonfiction, digital, print, etc.)	● As readers we recognize how noteworthy texts use literary elements to create a lasting aesthetic impact and communicate the complexities of the human experience. ○ Readers consider the character development and authenticity of character portrayal to develop the author's message. ○ Readers analyze and evaluate the complexity of conflict by determining the factors and

	• characters involved in the conflict, along with the final resolution. ○ Readers evaluate an author's craft by focusing on specific elements of craft including word choice and tone, syntax, use of literary devices, and overall organization.

Readers discover who the author is writing for and the author's intended message through the text.	• Readers are able to identify multiple themes throughout the course of a text and the intended audience.
	  ○ Who was this text written for?
	  ○ What group perspective is missing?
	• Readers are able to evaluate the gravity, relevance, and urgency of a theme.
	  ○ Readers consider the issues being tackled by the text and explore the significance/ accuracy of the social representation.
	• Readers explore and assess the author's intent through story-telling techniques and if it matches the impact culturally, socially, and personally.
	  ○ Readers reflect through critically evaluating the text and its social purpose in society.
	    ■ How does this text mirror your experience? How does this text act as a window into a different experience from your own? How is this allowing you to learn about groups of people/ their experiences? (DI.9-12.9)

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

<u>**NOTES FOR DIFFERENTIATION**</u>: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with readers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Whole Class Text Options:
Can be chosen from book club options below based on class need, personality, interests, etc.

Book Club Choices:
Beloved by by Toni Morrison - Pulitzer Prize, American Book Award, Anisfield-Wolf Book Award for Fiction
Catch-22 by Joseph Heller - National Book Award

Great Expectations by Charles Dickens
Freedom by Jonathan Franzen-Pulitzer Prize
Lord of the Flies by William Golding - Nobel Prize
Night by Elie Wiesel - Nobel Prize
Siddhartha by Hermann Hesse- Nobel Prize
The Alchemist by Paulo Coelho- Neilsen Gold Book Award - UK
The Awakening by Kate Chopin
The Catcher in the Rye by J.D. Salinger - National Book Award Nominee
The Color Purple by Alice Walker - Pulitzer
The Glass Castle by Jeannette Walls - Alex Award
The Goldfinch by Donna Tartt - Pulitzer Prize
The Invisible Man by H.G. Wells - National Book Award
The Scarlet Letter by Nathaniel Hawthorne
The Stranger by Albert Camus - Nobel Prize
The Things They Carried by Tim O'Brien
Things Fall Apart by Chinua Achebe - Booker Prize
Fight Club by Chuck Palahniuk - Pacific Northwest Book Award
The Hate U Give by Angie Thomas - National Book Award
Simon vs. The Homosapiens by Becky Albertalli- NYTimes Bestseller
A Lesson Before Dying by Ernest J. Gaines

Chromebooks; Databases; Turnitin.com; Applications

Modifications
A **modification** *is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to* **measure**.

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):
- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
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- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
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- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
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Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
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- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

English Language Learners (ELL):
- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using "Think Aloud" strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student's independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - Wait Time

- Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language
    - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - "Discussing and doing" make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:
- **Tiered Assignments**:
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.

- Open-Ended Assignments - **Extended** Thinking:
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 5

Evaluating and Discussing Texts in Writing (Argument)

Summary and Rationale

In this unit, students will be exposed to various mentor texts as they examine the elements of critical analysis. Throughout the unit, students will examine mentor texts on the following: movie and television analysis, music analysis, sports analysis, and video game analysis. Before beginning these explorations, you might want to have students explore mentor texts of interest and experiment with analyzing something from their everyday lives (a restaurant, a product, a favorite place, i.e. the gym.) In all of these sections, students will evaluate how critics structure their claims and subsequent evidence to highlight and prove their unique perspective as a means to construct their own analysis. They will begin to understand that each type of analysis uses a different lens of focus, although they can be similarly structured. The varied types of analysis - television and film, music, sports, and video games - do not have to be taught in a specific order. Each teacher should organize the flow of this unit in a manner that works best for him/her. Additionally, to practice public speaking skills, students should have multiple opportunities to share their critical analysis with larger audiences.

Recommended Pacing

3-4 weeks

Standards

Reading Domain

RL.CR.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.IT.11-12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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.TS.11-12.4	Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RL.PP.11-12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
Writing Domain	
W.AW.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.IW.11-12.1	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Speaking and Listening Domain	
SL.PE.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
SL.II.11-12.2	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.ES.11-12.3	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.
SL.PI.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Language Domain	
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, including technical meanings, choosing flexibly from a range of strategies.

L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Interdisciplinary Connections	
Integration of Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Enduring Understandings:	Essential Questions:
● Writers study mentor texts to better understand and name the characteristics of varied types of analysis (movie/film; sports; music; video game) and then use this information to experiment with writing critical analysis.	● What makes each type of critical analysis unique and how can I explore these as a writer? ● How do writers utilize the critical perspectives of others to inform their own assessment and develop and articulate their own argument?

- Writers utilize the critical perspectives of others to inform their own assessment and develop and articulate their own argument.
- Writing effectively when composing arguments involves emulating a variety of different stylistic techniques and structures from mentor texts in order to develop a unique writer's voice. Writers receive and utilize feedback to edit argument texts by ensuring that the perspective is clear and the details assert the claim in an effective manner.
- Writers use powerful grammar moves to strengthen the clarity of their writing.

- How do writers structure, develop, and revise their arguments through a critical lens and consider feedback to strengthen their writing?
- How can writers study and apply grammar moves to use in their writing?

Core Writing Enduring Understandings and Essential Questions

- Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication.
- Writers need to understand who their audience is so they can make specific stylistic choices.

- How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication?
- How can specific awareness of an audience affect stylistic and mechanical choices?

Evidence of Learning (Assessments)

Formative assessments

Quizzes/activities that have writers apply skills learned to varied texts

Writing "check ins" assessed using specific rubric elements

Post Unit Assessment

Objectives (SLO)

IMMERSION:

Prior to beginning the goals below, spend some time allowing students to look at varied mentor texts from a writer's lens. The purpose is to begin to take on the role of the writer as you identify and analyze the characteristics of a critical analysis. You might want to use the questions from the chart below to support this exploration:

Figure 3.3 Questions We Ask of the Mentor Texts

Type of Skill	Questions We Ask of the Mentor Texts
Author's Purpose	✱ How is the author's purpose made clear in this text? ✱ How does the author support this purpose?
Content/ Organization/Style	✱ How is this text organized and structured? How does it begin? How does it end? ✱ What are the parts of this text? What ideas/topics are explored? How are the shifts from one idea to the next marked? ✱ How does the writer make this writing compelling for the reader? · ✱ Are there certain stylistic patterns that seem to be characteristic of this writer?
Grammar and Usage	✱ Are there grammatical structures that are particularly useful to this genre? ✱ What punctuation might be useful for establishing a student's voice within this genre? ✱ Does this mentor use a particular tone or jargon?

Writers would benefit from understanding how to write critical reviews by collaborating with others as they explore this genre. This would be best supported through shared reading and shared writing activities during immersion.

It would be helpful to explore *Beyond Literary Analysis* by Marchetti and O'Dell to locate mentor texts on varied types of analysis: movie and television analysis (p. 168); music analysis (p. 178); sports analysis (p. 191); video game analysis (p. 204); literary analysis (p. 220).

Grammar/Language Focus:
- Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Writers observe hyphenation conventions.
- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers acquire and use accurately 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.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)

As readers, we acknowledge and evaluate critical perspectives to inform our own assessment and develop and articulate our own argument.	● Readers study critical reviews and/or literary criticism to challenge or affirm their own perspectives. 　○ If necessary, teachers can review the purpose of literary criticisms. Teachers can model how to analyze and choose literary criticisms to read for a text. 　○ If necessary, teachers can review annotation and note-taking strategies with the students to understand and evaluate literary criticisms. ● Readers notice and analyze how writers utilize published criticisms and reviews to sculpt an argument.
As writers, we analyze varied types of critical analysis - understanding what makes each unique - and then experiment as a writer in more than one type of analysis.	● Writers explore varied types of analysis - using mentor authors for guidance and inspiration - to understand the purpose for writing each type of analysis so that they can begin to experiment with their own writing ideas. 　○ **Movie & Television Analysis** 　　■ Writers of movie & television analysis understand that movie & television analysis provides a way to connect with others who share a similar desire to understand why characters - like people - behave the way they do. 　　■ Writers of movie & television analysis think about the direction, the lighting, the sound - all the technical choices - that work together to create a whole world as read as our own that the viewer can enter. 　　■ Writers of movie & television analysis think about theme, setting, and characterization, while exploring new elements such as visuals, acting, and direction. 　　■ When writers analyze **the story** of a movie or a TV show, they might make discoveries about… 　　　● The style of dialogue 　　　● The effectiveness and coherence of the plot 　　　● The success of an adaptation 　　　● The richness of characters 　　■ When writers analyze **the theme** of the show, they might make discoveries about… 　　　● Allusions and parallels 　　　● The multiple thematic territories 　　　● Bigger ideas about culture 　　■ When writers analyze **visuals** (special effects, set design, lighting, staging, animation) of a movie or TV show, they might make discoveries about… 　　　● The verisimilitude

- The depth of visuals
    - When writers analyze **the acting and direction** of a movie or TV show, they might make discoveries about…
        - The nuance of a performance
        - A new element in an actor's repertoire
        - The evolution of an actor's on-screen persona
        - The director's inspiration
        - The director's quirks
- **Music Analysis**
    - Writers of music analysis comment on universal topics: theme, tone, historical context, and engage readers with a variety of musical backgrounds.
    - Writers of music analysis explore why the music matters to the album, the artist, and to the listeners.
    - When writers of music analysis explore **a musican's worldview**, they might make discoveries about…
        - The artist's tone
        - How an artist disrupts societal expectations
    - When writers of music analysis explore **genre**, they might make discoveries about an artist's evolution.
    - When writers of music analysis explore **themes**, they might make discoveries about…
        - The connection the song makes with the listener
        - Motifs and messages
        - Thematic tone
    - When writers of music analysis explore **the cultural subtext**, they might make discoveries about…
        - Trends in music
        - Social context
    - When writers of music analysis explore **the music itself (craft)**, they might make discoveries about…
        - Connecting past and present
        - Instrumentation and energy
        - The structure of music
    - When writers of music analysis explore **production**, they might make discoveries about…
        - A song's sound
        - Sampling: footprints of other music

- When writers of music analysis explore **comparison and influences**, they might make discoveries about…
  - How one artist shaped the career of another
  - The blending of artists, sounds, and genres
  - Sound influences
- **Sports Analysis**
  - Writers of sports analysis break down the performances of players, teams, games, and coaches because they are driven to figure out the most fundamental questions of all sports: Who is the winner and who is the loser?
  - When writers of sports analysis explore **the game**, they might make discoveries about stand-out moments
  - When writers of sports analysis explore **the team**, they might make discoveries about…
    - Problems in team performance
    - The drama of the game
    - The coach's team-trends over time
  - When writers of sports analysis explore **individual players**, they might make discoveries about…
    - A notable skills
    - What a player means to the sport
    - Problems in performance
  - When writers of sports analysis explore **the person behind the player**, they might make discoveries about…
    - An athlete's inner demons
    - Different sides of a player's persona
    - A player's character
  - When writers of sports analysis explore **impact on the sport**, they might make discoveries about…
    - The historical resonance of a player
    - The effect of a new regulation
    - The story behind a signature move
- **Video Game Analysis**
  - Writers of video game analysis evaluate the reality of the created world and consider whether players should invest themselves in this world.

- Writers of video game analysis often takes the form of a review that zooms out broadly at points to illuminate what the game says about the world.
- When writers of video game analysis explore **the game world**, they might make discoveries about…
  - Graphics
  - Visual limitations
  - How visuals are created
  - How visuals set a tone
  - What the world of the game looks like
- When writers of video game analysis explore **voiceovers, musical score, and sound effects**, they might make discoveries about…
  - How music sets a mood
  - Sound effects
  - Voice performance
- When writers of video game analysis explore **the story**, they might make discoveries about…
  - Characters
  - Setting
  - Plot
- When writers of video game analysis explore **originality**, they might make discoveries about…
  - Connections and callbacks
  - Predictability
  - Evolution of gaming
- When writers of video game analysis explore **gameplay**, they might make discoveries about…
  - Ease of play
  - Details in the game
  - Player modes
  - Degree of challenge
  - Play time
- When writers of video game analysis explore **theme/purpose**, they might make discoveries about…
  - A connection to universal human experiences
  - How the player helps shape the game's meaning

As writers, we utilize the critical perspectives of others to inform our own assessment and develop and articulate our own argument.	• Writers view various types of critical analysis and consider cultural commentary through various lenses. ○ If necessary, teachers can use videos, movie clips, songs, article, and blog posts to help the students understand how media reflects social commentary. • Writers distinguish how writing critical analysis influences the choices of other people. • Writers evaluate and critique the merits of various institutions, products, and media by citing textual evidence and evaluating the commentary of others. • Writers informally and formally present their writing to small audiences and receive feedback to support the revision process.
As writers, we structure, develop, and revise their arguments through a critical lens and consider feedback to strengthen our writing.	• Writers develop a specific critical angle or argument that they use to structure the format of the final writing product. • Writers work to define and refine a specific critical angle through several versions of revision and editing. • Writers work toward refinement as a means to present or publish a product. • Writers thrive off of their own constructive criticism and that of others in order to improve the focus and quality of their work. • Writers benefit from reading the work of their peers. Doing so allows the writer to consider different stylistic techniques that they may implement. • Writers publish their writing with others and, when possible, on digital student forums.
As writers, we use powerful grammar moves to strengthen the clarity of our writing.	7.3: Opposites Attract: Putting Antithetical in Parallel • "I use parallel structure to show connections between contrasting ideas" (Patterns of Power 7.3)

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance.

Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Evaluating and Reviewing Children's Books
Writing with Mentors by Allison Marchetti and Rebekah O'Dell
Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell
Essay Rubrics: Narrative, Argument, & Informational
MENTOR TEXT DROPBOX
Patterns of Power: Teaching Grammar Through Reading and Writing, Grades 9-12 by Jeff Anderson, Travis Leech, and Holly Durham

Modifications

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    - ■ Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - ■ Introduce and define terms simply and concretely.
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      - ● Such practices should include grouping of students to build skills and increase independence.
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    - ■ Use a variety of question types.
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  - ○ Interaction
    - ■ Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - ■ Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - ○ Wait Time
    - ■ Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - ○ Clarifying Key Concepts in First Language
    - ■ English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.

- ○ Application of Content and Language Knowledge
  - ■ "Discussing and doing" make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:
- **Tiered Assignments**:
  - ○ Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.

- Open-Ended Assignments - **Extended** Thinking:
  - ○ Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - ○ Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - ○ Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 6
Themes Across Texts
Summary and Rationale
In this unit students will be exposed to various cross-genre texts as a means to comprehend a theme in its portrayal throughout various mediums. This reading experience will allow students to also develop and synthesize their perspectives on a theme about which they are passionate. Students will plan for and participate effectively in a range of conversations around a common text. During this time, students will apply previously learned skills from their reading and discussion experiences and teachers will continue to integrate mini-lessons and small group lessons to support students as they deepen their understanding of the reading and research process, and a focus on comparing various themes within one-unified texts. Teachers will utilize formative assessments along the way and provide feedback to the students. The unit will end in a culminating, summative assessment.
Recommended Pacing
5-6 weeks
Standards

Reading Domain

RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.TS.11-12.4	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.
RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly

	and inferentially, as well as interpretations of the text.
RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

Speaking and Listening Domain	
SL.PE.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.II.11-12.2	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.

Language Domain	
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

Interdisciplinary Connections	

Learning for Justice	
ID.9-12.1	I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society.
ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of

	who I am and that this is true for other people too.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself) are both similar to and different from each other and others in their identity groups.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way
DI.9-12.9	I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
JU.9-12.11	I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.
JU.9.12.12	I can recognize, describe, and distinguish unfairness and injustice at different levels of society.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
AC.9-12.18	I have the courage to speak up to people when their words, actions or views are biased and hurtful, and I will communicate with respect even when we disagree.
Social Studies	
6.2 US History	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
Integration of Technology	
8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus

Enduring Understandings:	Essential Questions:
- Readers synthesize and connect various multi-genre texts to insightfully analyze how a particular theme relates to their lives. - Readers acknowledge and analyze that effective writers use textual evidence from more than one text to explore a single idea. - Readers prepare for and participate effectively in a range of conversations by contributing our own thoughts about thematic connections in texts and responding to the thoughts of others.	- How do readers identify, evaluate, and synthesize themes in various genres? - How do readers evaluate textual evidence from varied texts to explore a single idea? - How do readers prepare for and participate effectively in, a range of conversations by contributing our own thoughts and responding to the thoughts of others?

Evidence of Learning (Assessments)

Formative assessments
Book club conversations
Reading notebook entries
Quizzes/activities that have readers apply skills learned to varied texts
Post Unit Assessment

Objectives (SLO)

Students will know: (Goals)	Students will be able to: (Teaching Points)

As readers, we identify, evaluate, and synthesize themes in various genres.	● Readers seek out and make strategic choices of texts to cultivate an aspect of a theme that is personally relevant. ● Readers apply a thematic lens in order to make connections to identify universal ideas and issues. ● Readers note the similarities and differences that occur between texts as they evaluate an author's statement on a particular theme. 　○ If necessary, teachers will review various formats of how to take meaningful notes to make connections between texts. ● Readers analyze and articulate the nuances and variations of the writer's portrayal and presentation of a theme throughout various texts.
As readers, we evaluate textual evidence from varied texts to explore a single idea.	● Readers consider an author's stance on a particular theme and then identify compelling evidence to support the stance. ● Readers evaluate a single idea through consideration of counterclaims and all parts of the unified whole. ● Readers use the text in a unique way as means to challenge the norm and focus on an innovative, insightful stance.
As readers, we prepare for, and participate effectively in, a range of conversations by contributing our own thoughts and responding to the thoughts of others.	● Readers record our observations and reactions to texts, compiling textual evidence to support our view of the book's merit. ● Readers monitor overall meaning, important concepts and themes as they read, understanding that their thinking evolves in the process.

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place as readers. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on reading at their own pace. Some students might apply this lesson to their reading work on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, readers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Chromebooks; Databases; Turnitin.com; Applications

Suggested Anchor Text:

The Great Gatsby by F. Scott Fitzgerald
*Note - the teacher has discretion to change the whole class text based on class need, level, personality, interests, etc.

Modifications

*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):
- Give written directions to supplement verbal directions
- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
- Reinforce students for appropriate behaviors
- Allow students to make corrections on returned tests for additional credit (as appropriate - modify as per individual IEP, 504, etc.)
- Allow student to edit a 'first draft' on essay questions and grade final edited copy
- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
- Use cooperative learning techniques
- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
- Allow additional time to complete work (as appropriate - modify as per individual IEP, 504, etc.)

Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):
- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
  - **Visual** submissions: students may use Flipgrid, Google Slides, Prezi, social media posts (Instagram, TikTok, etc.), and other visual creations/applications as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
  - On **paper** (handwritten): students may use notebook entries, Post-Its, print outs, etc. Handwritten responses can be especially useful for formative assessments (see this article for more information about the scientific benefits of handwriting). Submissions must be appropriate to the task and purpose of the assessment.
  - **Typed**: students should be encouraged to use Google Docs (students may need additional instruction in Google Docs - formatting, tools, etc.), especially for summative writing assessments. Submissions must be appropriate to the task and purpose of the assessment.
- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
- **More Differentiation Ideas** (from *We Got This.: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* - Cornelius Minor)

English Language Learners (ELL):
- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using "Think Aloud" strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student's independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).
  - Wait Time
    - Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language
    - English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - "Discussing and doing" make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:
- **Tiered Assignments**:
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.

- Open-Ended Assignments - **Extended** Thinking:
  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):

- ○ Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
- **Acceleration** (Telescoping, Compacting, Ability or Need Grouping)
  - ○ Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 7

Literary Analysis (Synthesis)

Summary and Rationale

Students will engage in a cumulative unit wherein they utilize past reading and writing experiences throughout the year to create and present an oral and written multi-genre capstone. Using mentor texts from criticism, articles, and student exemplars, students will utilize personal and peer feedback to reflect, revise and improve writing as a means to construct their own theme-based, multi-genre synthesis to prove a claim.

Recommended Pacing

3-4 weeks

Standards

Reading Domain

RL.CR.11-12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RL.CI.11-12.2.	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RL.TS.11-12.4.	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.
RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

Writing Domain

W.AW.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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 claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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 transitions (e.g. words, phrases, 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. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
Speaking and Listening Domain	
SL.PE.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.II.11-12.2	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.PI.11-12.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style and appropriate to task, purpose, and audience.
SL.UM.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.AS.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Language Domain	
L.KL.11-12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	B. Analyze nuances in the meaning of words with similar denotations.

Interdisciplinary Connections	

Integration of Technology	
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus	
Enduring Understandings:	**Essential Questions:**

● Writers synthesize and connect various multi-genre texts to insightfully analyze a particular theme by drafting, refining, and understanding the various elements of unbiased, fact-based writing. ● Writers understand that effective writing of literary essays is composed of arguments emulating a variety of different stylistic techniques and structures in order for a writer to develop a unique voice. ● Writers receive and utilize feedback to edit literary essays by ensuring that the perspective is clear and the details assert the claim in an effective manner. ● Writers use powerful grammar moves to strengthen the clarity of their writing.	● How can writers synthesize and connect various multi-genre texts to insightfully analyze a particular theme in a literary essay? ● How can writers create arguments to support a claim in an analysis of a substantive topic as they craft literary essays? ● How do writers give, receive, and consider feedback to strengthen and edit their literary essays? ● How can writers study and apply grammar moves to use in their writing?

Core Writing Enduring Understandings and Essential Questions

● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. ● Writers need to understand who their audience is so they can make specific stylistic choices.	● How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? ● How can specific awareness of an audience affect stylistic and mechanical choices?

Evidence of Learning (Assessments)

Formative assessments
Quizzes/activities that have writers apply skills learned to varied texts
Writing "check ins" assessed using specific rubric elements
Post Unit Assessment: Capstone Project

Objectives (SLO)

Grammar/Language Focus:
● Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
● Writers observe hyphenation conventions.
● Writers spell correctly.
● Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
● Writers acquire and use accurately 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.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and

provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
As writers, we revisit a previous text and re-examine and synthesize thematic elements in new texts of a different genre.	• Writers self-evaluate their writing and consider how additional primary and critical texts will enhance their ideas and provide additional support. ○ Teachers can provide resources of rubrics and checklists to help students review their writing.
As writers, we write arguments to support a claim in an analysis of a substantive topic as we craft literary essays.	• Writers use textual evidence from more than one text to explore a single idea. • Writers evaluate and critique the merits of various texts by citing textual evidence and evaluating theme and cultural commentary. • Writers utilize textual evidence from primary texts to form their own argument and support that argument. • Writers use secondary sources--various reviews and/or literary criticism-- to create and enhance a compelling argument. • Writers using valid reasoning, and relevant and sufficient evidence to support their claim. • Writers ensure equity and cohesion when using sources to create balance and increase insight.
As writers, we write routinely over an extended time frame, creating opportunities to revise and edit along the way, maintaining appropriate language and grammatical conventions.	• Writers utilize past resources and feedback as a means to self-evaluate prior to producing a piece. ○ If necessary, teachers can create writing folders to allow students to revisit their feedback. Teachers can also provide graphic organizers to assist students in implementing their feedback. • Writers initiate improvements to their work by utilizing reflective practices and implementing best writing practice.
As writers, we use powerful grammar moves to strengthen the clarity of our writing.	4.4: Here's What I'm Trying to Say: The Colon as a Clarifier • "I use a colon to clarify a thought or idea" (Patterns of Power 4.4)

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Mini Lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance. Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Chromebooks; Databases; Turnitin.com; Applications
Writing with Mentors by Allison Marchetti and Rebekah O'Dell
Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell
Essay Rubrics: Narrative, Argument, & Informational
MENTOR TEXT DROPBOX
Patterns of Power: Teaching Grammar Through Reading and Writing, Grades 9-12 by Jeff Anderson, Travis Leech, and Holly Durham

Modifications
*A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to **measure**.*

Universal classroom strategies to support all students (many overlap as Special Education/504 modifications):
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- Provide due date on written assignments
- Provide clear, concise directions and concrete examples for assignments
- Make class notes, slides, and materials available to all on Schoology
- Provide opportunities for movement/activity change
- Use checklists/agendas to help the students get organized
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- Modify the content of the test (as appropriate - modify as per individual IEP, 504, etc.)
- Improve font/spatial organization of formative and summative assessments
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- Provide graphic organizers and outlines for writing assignments (also show students how to make their own graphic organizers for future assignments based on task, prompt, etc.)
- Add extended time of test as needed (as appropriate - modify as per individual IEP, 504, etc.)
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Assessments (incorporate additional modifications for Special Education and 504 students as per their individual documents):

- Students should be given the option to give answers to formative and summative assessments orally, visually, on paper, and/or typed (as appropriate).
  - **Oral** submissions: students may use Google Docs to record voice to text, Flipgrid to record a voice only recording, etc as appropriate. Submissions must be appropriate to the task and purpose of the assessment.
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- Students may be assessed on specific parts of the assignment rubric (e.g. choice columns), modified rubrics (e.g. one point rubrics), etc.
- **Alternate Assessment Ideas** (from *Textured Teaching: A Framework for Culturally Sustaining Practices* - Lorena Escoto Germán)
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English Language Learners (ELL):

- Sheltered instruction strategies:
  - Contextualize Key Vocabulary
    - Review the content—select key vocabulary terms that are critical to understanding the concept being taught.
    - Introduce and define terms simply and concretely.
    - Demonstrate how terms are used in context, and explain through the use of synonyms or cognates to clarify meaning.
  - Scaffolding
    - Verbal Scaffolding—restating a student response to model correct English usage and grammar.
      - Model critical thinking by using "Think Aloud" strategies.
      - Reinforce contextual definitions by restating a term and giving its context or definition.
      - Procedural scaffolding—building a student's independent knowledge of concepts and language to move a student from explicit teaching – to modeling – to practicing – to application.
      - Such practices should include grouping of students to build skills and increase independence.
  - Questioning
    - Use a variety of question types.
    - Ask open-ended questions that require true communication from and between students.
  - Interaction
    - Allow student discussion and interaction to provide peer support and opportunities to practice language.
    - Vary student groupings day-to-day and even within a lesson (partners, teams, triads).

- - Wait Time
    - ■ Many English language learners need more time to formulate answers and should be given ample wait time (up to 20 seconds).
  - Clarifying Key Concepts in First Language
    - ■ English language learners need to be allowed to confer in their primary language about subject matter and their own thinking—with each other or with the teacher.
  - Application of Content and Language Knowledge
    - ■ "Discussing and doing" make abstract concepts more concrete to students and allow students to practice English in a safe environment.

Gifted and Talented:
- **Tiered Assignments**:
  - Assignments that are graduated or tiered by level of **difficulty** or **completeness**. Creating an assignment in this manner allows the teacher to present content at varying levels of **complexity** as well as allows students to present their knowledge in varying **ways** of complexity.

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  - Student choice as to **how far** they take their **own** learning-making them both **responsible** and **accountable** for their own education. Students can be given a choice of both assignment content and product delivery. The ability to present their knowledge in a unique way allows for the potential of the further depth and breadth needed for gifted learners. Students can also extend their thinking based on the open-ended prompts to incorporate other disciplines, interest areas, etc. (while still staying on task).
- **Enrichment** (Independent Study, Independent Research, Sophistication of Projects):
  - Adding disciplines or areas of learning not normally found in the regular curriculum. Focus on the upper levels of Bloom's Taxonomy: analysis, synthesis and evaluation-in their learning. Independent study falls under the category of enrichment along with **individually chosen projects** to match the interests of the gifted student. The introduction of research skills and critical thinking skills along with multidisciplinary connections are often taught as a way to enrich the program for gifted learners.
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  - Educating the student at their level of ability rather than grade level expectations. They can also accelerate through the rate at which they are learning: commonly referred to as telescoping. There is extensive research that shows that gifted learners benefit greatly from interaction with their intellectual peers, which makes grouping by ability a viable accommodation from both an academic and social perspective.

Career Readiness, Life Literacies, and Key Skills Practices (June 2020)

- Act as a responsible and contributing community members and employee.
- Attend to financial well-being.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Plan education and career paths aligned to personal goals.
- Use technology to enhance productivity, increase collaboration and communicate effectively.
- Work productively in teams while using cultural/global competence

Unit 8

Telling a Story with Purpose (Narrative)

Summary and Rationale

In this unit, students will be exposed to various mentor texts as they examine the characteristics of effective personal essay writing, especially the types of writing that are often called for in a college application essay. They will evaluate how writers structure personal essays to convey meaning and share a story or experience. Throughout the unit, students will learn from mentor writers and experiment with varied techniques as they create and refine their own story, based upon a specific learning experience or personal trait. Ultimately, writers will capture a compelling and unique story about themselves, recounting a specific experience or trait that shows that they will enhance the college community.

Recommended Pacing

2-3 weeks

Standards

Reading Domain

RI.CR.11-12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.11-12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
RI.IT.11-12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RI.TS.11-12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.PP.11-12.5.	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11-12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11-12.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
Writing Domain	
W.IW.11-12.1	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.NW.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.WP.11-12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Speaking and Listening Domain	
SL.PE.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
SL.ES.11-12.3	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.
SL.PI.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Language Domain	
L.SS.11-12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.VL.11-12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11-12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations
Interdisciplinary Connections	
Integration of Technology	

8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Career Readiness, Life Literacies and Key Skills	
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
9.2.12.CAP.4	Evaluate different careers and develop various plans.
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
9.4.12.TL.3	Analyze the effectiveness of the process and quality of a collaborative environment

Instructional Focus

Enduring Understandings:	Essential Questions:
• Writers consider experiences and moments that have had an impact on their lives and identify a central focus for writing a narrative essay by anchoring in moments that matter and uncovering patterns. • Writers revise for focus and impact, thinking about what lasting message they want to leave with their readers so that their thesis is clear and supported with a cohesive, well-developed essay. • Writers utilize feedback to edit their narrative essays prior to publication by ensuring the essay clearly communicates meaning.	• How do writers consider experiences and moments that have had an impact on their lives and identify a central focus for writing a narrative essay? • How do writers revise for focus and impact, thinking about what lasting message they want to leave with their readers? • How do writers utilize feedback to edit their narrative essays prior to publication? • How can writers study and apply grammar moves to use in their writing?

● Writers use powerful grammar moves to strengthen the clarity of their writing.	

Core Writing Enduring Understandings and Essential Questions

● Writers understand that Standard English grammar and mechanics is essential to effective written and oral communication. ● Writers need to understand who their audience is so they can make specific stylistic choices.	● How does a writer's command of English grammar, mechanics, and usage contribute to effective written communication? ● How can specific awareness of an audience affect stylistic and mechanical choices?

Evidence of Learning (Assessments)

Formative assessments
Quizzes/activities that have writers apply skills learned to varied texts
Post Unit Assessment
Writing "check ins" assessed using specific rubric elements
PRE- and POST-ASSESSMENT PROMPTS

Objectives (SLO)

Grammar/Language Focus:
- Writers apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Writers observe hyphenation conventions.
- Writers spell correctly.
- Writers vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- Writers acquire and use accurately 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.

The grade level language standards above should be integrated into your planning. You may want to teach grammar mini-lessons to the whole class, small groups, and/or individuals. In addition to the grade level expectations above, since the 11-12 band is the final band, you may want to look at other other language standards to support your students and provide additional grammar instruction to individuals and/or small groups of students. Please utilize student work to determine what students know and are able to do and what students might need next.

Students will know: (Goals)	Students will be able to: (Teaching Points)
Writers consider experiences and moments that have had an impact on their lives and identify a central focus for writing a narrative essay.	● Essayists deconstruct different types of college essay prompts and make determinations about how best to structure the essay and select a genre/mode of writing or create a multi-genre piece. ● Essayists consider moments that have had an impact in their lives and looks for patterns as they work to develop a thesis/big idea for the essay.

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	○ If necessary, teachers can brainstorm in the form of a whole class lesson of various moments of impacts they have read about freshmen, sophomore, and junior year.
	● Essayists often find ideas for writing by thinking about issues that matter and finding stories from their lives to support the issue.
	● Essayists consider moments of change in their lives and ask themselves:
	  ○ How did things used to be?
	  ○ How are things now?
	  ○ How do I feel about this change?
	● Essayists look for patterns to connect moments from their lives in a logical, succinct manner.
	  ○ If necessary, teachers will provide mentor texts to guide students in developing their writing.

Writers revise for focus and impact, thinking about what lasting message they want to leave with their readers.	● Essayists experiment with writing their "story" in different modes/genres.
	● Essayists study the work of mentor authors to inform and inspire their own writing.
	  ○ If necessary, teachers will guide students to choose mentor texts according to reading levels, skill sets, and interests.
	● Essayists use narrative stories in their essays to make the writing more personal, vivid, and engaging.
	  ○ If necessary, the teachers can conduct mini-lessons of narrative elements to assist students in developing their writing.
	● Essayists angle their story to prove their thesis by underlining only the parts that support the big idea.
	● Writers find the connection between their anecdotal stories to make each flow naturally and logically into the next. One way to do this is by…
	  ○ Thinking about the most effective order of the stories.
	  ○ Determining how one story links to the next
	  ○ Finding the right transitional phrases to link our stories
	● Essayists engage their readers with a clear, meaningful introduction
	● Essayists conclude their essay in an effective manner that leaves the reader with closure and a lasting impression

	- Essayists incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection - Essayists sequence events so that they build on one another to create a whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) - Essayists use precise words and phrases, telling details, and sensory language. - Essayists vary their sentence beginnings and lengths.

Writers utilize feedback to edit their narrative essays prior to publication.	- Essayists engage in constructive peer-review of narrative essays.
	  ○ If necessary, teachers can conduct mini-lessons on how to provide meaningful and constructive feedback for their peers.
	  ○ If necessary, teachers can provide rubrics and checklists to assist the students in providing their peers with feedback.
	- Essayists take out parts that don't fit or don't support the main thesis.
	- Essayists produce writing that is appropriate to task, purpose, and audience .
	- Essayists practice speaking and listening skills in preparation for a college interview

Writers use powerful grammar moves to strengthen the clarity of their writing.	4.9: Dashing Through the Prose: Dashes to Combine - "I use dashes to combine sentences and show a connection between them" (Patterns of Power 4.9)

Please note: The teaching points above may be taught to the whole class, small groups, or individual students. They do not have to be taught in order. Teachers should utilize the pre-assessment and formative assessments in class to inform their instructional planning. They should be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, or Shared Writing.

NOTES FOR DIFFERENTIATION: These suggestions can be used to support students who need accommodations, modifications, and/or extensions.

If these objectives are utilized as whole class lessons, students do not have to all be in the same place in the writing process. The teacher should provide a whole class, mini-lesson, and then invite students to continue working on their writing at their own pace: some might be generating ideas, others might be drafting in different places, and some might be studying mentor texts. Some students might apply this lesson to their writing on the same day, but the others may be in different places in their instruction so they should work on what they need. If need be, the teacher may have to pull small groups and/or confer with writers depending on where they are in the process. These lessons can be recycled or provided for a second time to support students in small groups that might need additional practice or guidance.

Additionally, writers who are ready for challenges, should be provided with additional instruction in small groups.

Suggested Resources/Technology Tools

Chromebooks; Databases; Turnitin.com; Applications
Writing with Mentors by Allison Marchetti and Rebekah O'Dell
Beyond Literary Analysis by Allison Marchetti and Rebekah O'Dell
Essay Rubrics: Narrative, Argument, & Informational
Patterns of Power: Teaching Grammar Through Reading and Writing, Grades 9-12 by Jeff Anderson, Travis Leech, and Holly Durham

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