

Grade 11 English Language Arts, Quarter 1, Unit 1.1

# Plot, Theme, Characterization, and Point of View

## Overview

**Number of instructional days:** 20 (1 day = 46 minutes)

Students read a variety of literature, including short stories, poetry, and drama in which they access the plot, **theme**, and methods of characterization, and discuss them intelligently. As they read different pieces of literature, students respond by writing short essays in which they connect these elements intelligently. They also conduct research in order to write an informational text in which they demonstrate their knowledge of a sophisticated writing style, including the use of proper grammar, an objective tone, and a concluding statement. Their writing must be grade-specific and demonstrate organization and style that are appropriate to task, purpose, and audience.

In preparation for the research writing project, students develop their skills in short writing assignments. These include the use of proper transitions and varied **syntax**. Their writing features **domain-specific** vocabulary, **figurative language**, formal style, objective tone, and a concluding statement. Their paper should draw evidence from literary or informational texts.

This unit is taught in the first quarter because these skills are in need of review, and they are foundational to the units that follow. They require students to be able to respond to complex text and write about the text.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

## Concepts to Be Learned and Skills to Be Used

### Reading

- CITE **textual evidence** to **support analysis** of what the text says **explicitly** and **inferentially**.
  - DETERMINE where the text leaves matters **uncertain**.
- DETERMINE two or more **themes** and ANALYZE their development.
- PROVIDE an **objective summary** of the text.
- ANALYZE how **themes interact** and **build on one another**.
- ANALYZE how **authors' choices develop** and **relate** elements of a story or drama (setting, order of events, characterization).

- ANALYZE how characters are **introduced** and **developed**.
- DETERMINE the **meaning of literal words and phrases**.
- DETERMINE the **meaning of figurative words and phrases**.
- DETERMINE the **connotative meaning of words and phrases**.
- ANALYZE the **impact of word choice on meaning and tone**.

### Writing

- WRITE **informative and explanatory texts**.
  - EXAMINE and CONVEY **complex ideas** clearly and accurately through **effective selection, organization, and analysis of content**.
  - INTRODUCE a topic.
  - ORGANIZE **complex ideas** to create a **unified whole**, including **formatting, graphics, and multi-media**.
  - DEVELOP the topic thoroughly by selecting the most **significant** and **relevant facts**.
  - USE appropriate and varied **transitions** and **syntax**.
  - USE **precise language, domain-specific vocabulary, and techniques** such as **metaphor, simile, and analogy**.
  - ESTABLISH and MAINTAIN a **formal style**.
  - ESTABLISH and MAINTAIN an **objective tone**.
  - PROVIDE a **concluding statement**.

### Essential Questions

- How does an author develop the theme or central idea of a text?
- How does an author use the elements of a story to develop a character?
- How does an author's specific word choice impact the meaning of the story?
- What can a writer do to develop a topic?
- What is the process for maintaining a formal style and objective tone?
- How do students produce clear and coherent writing?
- When and why is it beneficial to use a formal style and objective tone?
- Why is it beneficial to produce clear and coherent writing?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence 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.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices 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).

#### Craft and Structure

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; ~~analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)~~

### Writing Standards

#### Text Types and Purposes

- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 [of the full ELA Common Core State Standards document].)

### **Research to Build and Present Knowledge**

- W.11-12.7 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.11-12.8 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.

*The following standards **reinforce and/or support** the unit of study focus standards:*

<b>Writing Standards</b>
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### **Production and Distribution of Writing**

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

### **Research to Build and Present Knowledge**

- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

*The following standards recur through many/all of the units of study:*

### Reading Standards for Literature

#### Range of Reading and Level of Text Complexity

RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

~~By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

### Writing Standards

#### Range of Writing

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Language Standards

#### Vocabulary Acquisition and Use

L.11-12.6 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.

### Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**—RL.11.1 In grades 9-10, students cited strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **In grades 11-12, the skills increase so that students determine where the text leaves matters uncertain.** These skills will be learned in more depth in grade 12.

RL.11.2 In grades 9-10, students determined a theme and analyzed its development over the course of a text and provided an objective summary of the text. **In grade 11, students determine two or more themes, including how they interact and build on one another to produce a complex account.** These skills will be learned in more depth in grade 12.

RL.11.3 In grades 9-10, students analyzed how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **In grade 11, students analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.** These skills will be learned in more depth in grade 12.

RL.11.4 In grades 9-10, students determined the meaning of words and phrases, including figurative and connotative meanings; they also analyzed the cumulative impact of specific word choices on meaning and tone. **In grade 11, students analyze words with multiple meanings or language that is particularly fresh, engaging or beautiful.** These skills will be learned in more depth in grade 12.

RL.11.5 In grades 9-10, students analyzed how an author's choices concerning how to structure a text, use parallel plots, and use pacing and flashbacks help to create such effects as mystery, tension, or surprise. **In grade 11, students analyze how an author chooses where to begin or end a story, provide a comedic or tragic conclusion, in order to contribute to overall structure and meaning, as well as the aesthetic impact.** These skills will be learned in more depth in grade 12.

**RI**—No focus standards at this time.

**W**—W.11.2 In grade 8, students wrote an informational/explanatory text. **In grades 9-12, the skills increase to include more complex ideas, written clearly and accurately. Writing should include graphic figures, sufficient facts, and an objective tone. The information should be appropriate to the audience's knowledge of the topic, utilizing appropriate transitions. All of this should end with a conclusion that discusses the significance of the topic.** These skills will be learned in more depth in grade 12.

W.11.5 In grade 8, students developed and strengthened writing by planning, revising, editing, re-writing, or trying a new approach, concentrating on how well purpose and audience have been addressed. **In grades 9-12, students should address what is most significant for a specific purpose and audience.** These skills will be learned in more depth in grade 12.

**SL**—No focus standards at this time.

**L**—No focus standards at this time.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

#### *Informational/Explanatory Writing*

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and

details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## Appendix B: Text Exemplars and Sample Performance Tasks

None at this time.

### Suggested Local Resources

*Elements of Literature – Holt, Rinehart, Winston, Fifth Course*

- “The Girl Who Wouldn’t Talk” by Maxine Hong Kingston, p. 1081 (characterization)
- The Crucible by Arthur Miller, p. 1216 (plot, theme, characterization, pt. of view)
- “*from* a Narrative of the Captivity” by Mary Rowlandson, p. 35 (theme)
- “*from* Of Plymouth Plantation” by William Bradford, p. 119 (plot, theme, pt. of view)
- “*from* the Interesting Narrative of the Life of Olaudah Equiano” by Olaudah Equiano, p. 53 (characterization, pt. of view, theme)
- “Dr. Heidegger’s Experiment” by Nathaniel Hawthorne, p. 252 (characterization)
- “The Minister’s Black Veil” by Nathaniel Hawthorne, p. 263 (theme)

*Voice Lessons – Nancy Doss*

## Appendix C: Samples of Student Writing

*Student sample Grade 11 – Informative/explanatory – “Marching to His Own Beat.” (pp. 70-72)*

*Student sample Grade 11 – Informative/explanatory – “Summary of Key Points.” (pp. 73-75)*

### Terminology

- Aesthetic: The appreciation of beauty of good taste. (Dictionary.com)
- Informative/explanatory text: Includes the subgenres of exposition, argument, and functional texts in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience (ELA CCSS p. 57).
- Connotation: The suggested or implied meaning or emotion associated with a word beyond its literal definition. (SpringBoard glossary, p. 414)
- Tone: A writer’s or speaker’s attitude towards a subject. (SpringBoard Level 3 glossary)
- Domain specific: Vocabulary specific to a particular field of study (domain) such as the human body (CCSS, p. 33); in the Standards, domain-specific words and phrases are analogous to Tier Three words (Language, p. 33, ELA CCSS Appendix A).
- Syntax: The study of the rules for the formation of grammatical sentences in a language. (Dictionary.com)
- Analogy: A comparison made between two things to show how they are alike. (*Elements of Literature*. Holt, Fifth Edition)
- Transition: Words or phrases that connect ideas, details, or events in writing. (SpringBoard Level 3 glossary)
- Theme: Theme is the general idea or insight about life that a writer wishes to express. All of the elements of literary terms contribute to theme. A simple theme can often be stated in a single sentence. ([www.tnellen.com/cybereng/lit\\_terms/theme.html](http://www.tnellen.com/cybereng/lit_terms/theme.html))
- Textual evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science. (ELA CCSS Appendix A)
- Inference: The act or process of deriving logical conclusions from premises known or assumed to be true. (Dictionary.com)
- Explicit: Fully revealed or expressed without vagueness, implication, ambiguity. (Merriam-Webster.com)
- Implicit: Capable of being understood from something else though unexpressed (Merriam-Webster.com)
- Formatting: General plan of organization; arrangement or choice of material (Merriam-Webster.com)

## Challenging Concepts

Some students have difficulty identifying different forms of syntax.

- Everyday edits
- Grammar practice
- Close readings

## Online Resources

### *Common Core State Standards, Appendices, and PARCC Assessments*

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### *Other Websites with CCSS Information, Strategies, or Lessons*

#### States' Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

#### General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>



## Grade 11 English Language Arts, Quarter 1, Unit 1.2

# Reading, Writing, and Telling Stories

### Overview

**Number of instructional days:** 30-34 (1 day = 46 minutes)

Students analyze explicit and inferential texts, determining where the text leaves matters uncertain. They should also be able to identify two or more themes and discuss how they interact and build on one another, as well as provide an objective summary. By the end of the year, they should be reading at grades 11-CCR text complexity.

Students effectively write narratives, in which they engage the reader using observation, point of view, character development, and a smooth progression of events. Such techniques as dialogue, **pacing**, description, reflection, and multiple plot lines will be encouraged. They develop and use different tones and outcomes as well as precise words, details, and **sensory language**. They should also provide a conclusion that follows form. Students demonstrate knowledge of **hyphenation** and spelling as well as establishing the conceptual understanding that language usage is a matter of convention and can change over time. Students continue to build their skills drawing evidence from texts to support analyses, reflection, and research. In reading and understanding, students utilize context clues, identification of word pattern changes, and specialized reference material. They understand and use general academic and **domain-specific** words.

This unit is taught at this point in the school year so that their writing and reading skills continue to build and refine.

As with all units aligned to the Common Core State Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

### Concepts to Be Learned and Skills to Be Used

#### Reading

- CITE **textual evidence** to support explicitly and inferentially drawn from the text.
- DETERMINE where the text **leaves matters uncertain**.
- DETERMINE two or more **themes** of the text.
- DETERMINE how they **interact and build on one another**.
  - PROVIDE **objective summary** of the text.

- READ and COMPREHEND **literature** proficiently at an 11-CCR level.

### Writing

- WRITE **narratives**.
  - DEVELOP **experiences** using **effective techniques**, well-chosen **details**, and well-structured **event sequences**.
  - ENGAGE the reader through **progression of structure**.
  - CREATE a smooth **progression of experiences or events**.
  - USE **narrative techniques**.
  - DEVELOP **experiences, events, and characters**.
  - USE a variety of **sequencing techniques**.
  - CREATE a particular **tone** and **outcome**.
  - USE **precise words** and **phrases, details, sensory language** to convey a picture.
  - PROVIDE a **conclusion** that follows form.
- DRAW **evidence** from a text to **support analysis, reflection, and research**.

### Language

- DEMONSTRATE **command** of the use of **capitalization, punctuation, spelling, and hyphenation**.
- DETERMINE the meaning of **unknown** and **multiple meaning words** and **phrases**.
  - USE **context clues** to determine the **meaning of a word or phrase**.
  - IDENTIFY and USE **patterns of word changes** that indicate **different meanings**.
  - CONSULT **specialized reference materials**.
  - DETERMINE or CLARIFY **precise meanings, part of speech, etymology, or standard usage**.
  - VERIFY the **preliminary determinations of the meaning**.
- DEMONSTRATE a **command of Standard English grammar** when writing or speaking.
  - APPLY the **understanding that conventions** can change over time.
  - RESOLVE issues of usage by consulting **reliable references**.
- ACQUIRE and USE **general academic** and **domain specific words** and **phrases**.
  - DEMONSTRATE **independence** in gathering **vocabulary knowledge**.

## Essential Questions

- How do authors develop two or more themes in a text? What is the relationship between literary elements and the development of themes?
- How do the themes interact and build on one another?
- How are the techniques an author uses and the reader’s experience of a text related?
- What is the impact on the reader when an author fails to use correct punctuation or grammar? Why do we use Standard English grammar when writing or speaking?
- How can the rules of Standard English grammar be changed? What are the effects and implications of the fact that our language evolves?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence 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.11-12.2 Determine two or more themes or central ideas of a text ~~and analyze their development over the course of the text,~~ including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

#### Range of Reading and Level of Text Complexity

- RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ~~By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

**Writing Standards****Text Types and Purposes**

- W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Research to Build and Present Knowledge**

- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

**Language Standards****Conventions of Standard English**

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Observe hyphenation conventions.
  - Spell correctly.

### Vocabulary Acquisition and Use

- L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
- 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.
  - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
  - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
  - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.6 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 following standards reinforce and/or support the unit of study focus standards:*

### Reading Standards for Literature

#### Key Ideas and Details

- RL.11-12.3 Analyze the impact of the author’s choices 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).

#### Craft and Structure

- RL.11-12.5 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.

### Writing Standards

#### Production and Distribution of Writing

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 [of the full ELA Common Core State Standards document].)

*The following standards recur through many/all of the units of study:*

### Reading Standards for Literature

#### Range of Reading and Level of Text Complexity

- RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

~~By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

### Writing Standards

#### Range of Writing

- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**—RL.11.1 In grades 9-10, students cited strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **In grades 11-12, the skills increase so that students determine where the text leaves matters uncertain.** These skills will be learned in more depth in grade 12.

RL.11.2 In grades 9-10, students learned to use parallel structure and various types of phrases and clauses. **In grades 11-12, they learn that usage is a matter of convention and is changeable. They use reliable references to resolve issues of usage.** In grade 12, these skills will be learned in more depth.

RL.11.10 In grades 9-10, students read and comprehended literature in the grades 9-10 text complexity proficiently. **In grades 11-12, the complexity band is grades 11-CCR.** In grade 12, these skills will be learned in more depth.

**RI**—No focus standards at this time.

**W**—W.11.3 In grades 9-10, students wrote narratives engaging the reader by setting out a problem situation or observation. They also used a variety of sequence techniques to create a coherent whole. **In grades 11-12, when setting out a problem situation or observation, they also discuss its significance. In using techniques to sequence events, they build toward a particular tone and outcome.** These skills will be learned in more depth in grade 12.

W.11.9 In grades 9-10, students drew evidence from literary or informational texts using specific words. Their reasoning must be valid and identify false statements and fallacious reasoning. **In grades 11-12, students demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.** These skills will be learned in more depth in grade 12.

**SL**—No focus standards at this time.

**L**—L.11.4 Up until and through grades 9 and 10, students have learned many simple and more complex structures of standard English grammar, including using all of the parts of speech correctly; understanding the purpose of different sentence, clause, and phrase types; and understanding different voices and moods. **In grade 11, the focus shifts so that students gain a more conceptual understanding of language, including understanding that language evolves over time and that usage is a matter of convention and may be contested. Additionally, students learn how to use resources to resolve issues of contested usage.** These skills will be learned in more depth in grade 12.

L.11.2 In grades 9-10, students demonstrated knowledge of the use of semicolons, colons, and correct spelling. **In grades 11-12, students demonstrate the command of correct hyphenation.** These skills will be learned in more depth in grade 12.

L.11.4 In grade 8, students determined the meaning of unknown or multiple meaning words by using context and grade-appropriate Greek or Latin affixes and roots. They consulted specialized reference materials and verified the preliminary determination of the meanings. **In grades 9-12, they identify patterns of word changes that indicate different meanings or parts of speech.** These skills will be learned in more depth in grade 12.

L.11.6 In grade 8, students acquired and used grade-appropriate general academic and domain-specific words. **In grades 9-12, academic and domain specific words are sufficient for reading, writing, speaking, and listening at the college and career readiness level.** These skills will be learned in more depth in grade 12.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

Note: For a discussion of the Standards' Text Complexity, See Appendix A, pp. 2-16.

#### *Narrative Writing*

Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain. In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies. Over time, they learn to provide visual details of scenes, objects, or people; to depict specific actions (for example, movements, gestures, postures, and expressions); to use dialogue and interior monologue that provide insight into the narrator's and characters' personalities and motives; and to manipulate pace to highlight the significance of events and create tension and suspense. In history/social studies, students write narrative accounts about individuals. They also construct event models of what happened, selecting from their sources only the most relevant information. In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results. With practice, students expand their repertoire and control of different narrative strategies.

#### *Conventions and Knowledge of Language*

##### **Teaching and Learning the Conventions of Standard English**

##### *Development of Grammatical Knowledge*

Grammar and usage development in children and in adults rarely follows a linear path. Native speakers and language learners often begin making new errors and seem to lose their mastery of particular grammatical structures or print conventions as they learn new, more complex grammatical structures or new usages of English, such as in college-level persuasive essays (Bardovi-Harlig, 2000; Bartholomae, 1980; DeVilliers & DeVilliers, 1973; Shaughnessy, 1979). These errors are often signs of language development as learners synthesize new grammatical and usage knowledge with their current knowledge. Thus, students will often need to return to the same grammar topic in greater complexity as they move through K–12 schooling and as they increase the range and complexity of the texts and communicative contexts in which they read and write. The Standards account for the recursive, ongoing nature of grammatical knowledge in two ways. First, the Standards return to certain important language topics in higher grades at greater levels of sophistication. For instance, instruction on verbs in early elementary school (K–3) should address simple present, past, and future tenses; later instruction should extend students' knowledge of verbs to other tenses (progressive and perfect tenses<sup>8</sup> in grades 4 and 5), mood (modal auxiliaries in grade 4 and grammatical mood in grade 8) and voice (active and passive voice in grade 8). Second, the Standards identify with an asterisk (\*) certain skills and understandings that students are to be introduced to in basic ways at lower grades but that are likely in need of being retaught

and relearned in subsequent grades as students' writing and speaking matures and grows more complex. (See "Progressive Language Skills in the Standards," below.)

### *Making Appropriate Grammar and Usage Choices in Writing and Speaking*

Students must have a strong command of the grammar and usage of spoken and written standard English to succeed academically and professionally. Yet there is great variety in the language and grammar features of spoken and written standard English (Biber, 1991; Krauthamer, 1999), of academic and everyday standard English, and of the language of different disciplines (Schleppegrell, 2001). Furthermore, in the twenty-first century, students must be able to communicate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective. Thus, grammar and usage instruction should acknowledge the many varieties of English that exist and address differences in grammatical structure and usage between these varieties in order to help students make purposeful language choices in their writing and speaking (Fogel & Ehri, 2000; Wheeler & Swords, 2004). Students must also be taught the purposes for using particular grammatical features in particular disciplines or texts; if they are taught simply to vary their grammar and language to keep their writing "interesting," they may actually become more confused about how to make effective language choices (Lefstein, 2009). The Standards encourage this sort of instruction in a number of ways, most directly through a series of grade-specific standards associated with Language CCR standard 3 that, beginning in grade 1, focuses on making students aware of language variety.

### *Using Knowledge of Grammar and Usage for Reading and Listening Comprehension*

Grammatical knowledge can also aid reading comprehension and interpretation (Gargani, 2006; Williams, 2000, 2005). Researchers recommend that students be taught to use knowledge of grammar and usage, as well as knowledge of vocabulary, to comprehend complex academic texts (García & Beltrán, 2003; Short & Fitzsimmons, 2007; RAND Reading Study Group, 2002). At the elementary level, for example, students can use knowledge of verbs to help them understand the plot and characters in a text (Williams, 2005). At the secondary level, learning the grammatical structures of nonstandard dialects can help students understand how accomplished writers such as Harper Lee, Langston Hughes, and Mark Twain use various dialects of English to great advantage and effect, and can help students analyze setting, character, and author's craft in great works of literature. Teaching about the grammatical patterns found in specific disciplines has also been shown to help English language learners' reading comprehension in general and reading comprehension in history classrooms in particular (Achugar, Schleppegrell, & Oteiza, 2007; Gargani, 2006).

As students learn more about the patterns of English grammar in different communicative contexts throughout their K–12 academic careers, they can develop more complex understandings of English grammar and usage. Students can use this understanding to make more purposeful and effective choices in their writing and speaking and more accurate and rich interpretations in their reading and listening.

## **Appendix B: Text Exemplars and Sample Performance Tasks**

None at this time.

## Appendix C: Samples of Student Writing

None at this time.

### Suggested Local Resources

*Elements of Literature – Holt, Rinehart, Winston, Fifth Course*

- “from The History of the Dividing Line” by William Byrd, p. 130 (pt. of view, satire, tone, connotation, author’s purpose, expository writing)
- “Here Follow Some Verse upon the Burning of our House, July 10, 1666” by Anne Bradstreet, p. 29 (compare/contrast)
- “World, in hounding me...” by Sor Juana Ines de la Cruz, p. 33 (compare/contrast)
- “Huswifery” by Edward Taylor, p. 129 (compare/contrast)
- “The Feather Pillow” by Horacio Quiroga, p. 133 (descriptive writing)
- “The Worn Path” by Eudora Welty, p. 760 (descriptive writing)
- “A Rose for Emily” by William Faulkner, p. 717 (descriptive writing)

*Voice Lessons – Nancy Doss*

### Terminology

- Textual evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science. (ELA CCSS Appendix A)
- Pacing: The movement of a literary piece from one point or one section to another. (CVSD.org/university)
- Hyphenation: To divide or connect (syllables, word elements, or names) with a hyphen. (Dictionary.com)
- Etymology: The origin and historical development of a linguistic form as shown by determining its basic elements, earliest known use, and changes in form and meaning (<http://www.thefreedictionary.com/etymology>)
- Domain specific words: Vocabulary specific to a particular field of study (domain) such as the human body (CCSS, p. 33); in the Standards, domain-specific words and phrases are analogous to Tier Three words (Language, p. 33)(ELA CCSS Appendix A).

## Challenging Concepts

- Everyday editing
- Grammar workbook
- Optional sentences

## Online Resources

### ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### ***Other Websites with CCSS Information, Strategies, or Lessons***

#### **States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

#### **General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>



## Grade 11 English Language Arts, Quarter 2, Unit 2.1

# Text Analysis—Author’s Purpose

### Overview

**Number of instructional days:** 20-22 (1 day = 46 minutes)

Students determine meanings of words and phrases, and analyze the sequence of events in informative/explanatory texts. Additionally, they demonstrate command of the conventions of standard English grammar and usage in writing and speaking. In order to do this, they read complicated texts, determining how specific individuals, ideas, or events interact and develop over the course of the text, as well as recognizing and discussing the author’s **purpose**, and analyzing and evaluating text structure. The text will be from 17th-, 18th-, and 19th-century U.S. documents of historical and literary significance. The intent is for students to read and comprehend higher complexity literary nonfiction. In analyzing author’s **purpose**, students identify **tone**, diction, and syntax that reveal a particular **tone**.

In writing, students should be preparing to write informative/explanatory texts to analyze literary or informational texts, incorporating complex ideas clearly and accurately. They should be able to introduce a topic, and organize complex ideas, concepts, and information so that each new idea builds on that which precedes it. They should be able to select the most significant and **relevant facts**, extended definitions, concrete details, quotations, and other information appropriate to the audience’s knowledge of the topic. Appropriate and varied transitions, as well as more complex syntax help create cohesion and clarify relationships among complex ideas and concepts. Techniques such as diction, syntax, and tone should be deconstructed, in order to establish the purpose of the literary piece. Students should be knowledgeable about the effects of such strategies, and be able to discuss them with comprehension. The incorporation of domain-specific vocabulary and techniques, such as simile, metaphor and analogy adds to the complexity of their writing. Students write in a formal style, utilizing **objective tone** and ending with a strong concluding statement that follows form and supports the information presented.

This unit is taught in the second quarter as we prepare students to write a research-based document. The U.S. documents considered will be addressed in their U.S. history classes at the same time, creating a cross-curricular opportunity.

As with all units aligned to the Common Core Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

## Concepts to Be Learned and Skills to Be Used

### Reading

- ANALYZE a complex set of **ideas or sequence of events**.
- ANALYZE how **ideas interact and build** on one another.
- ANALYZE and EVALUATE whether the **structure makes points clear, convincing, and engaging**.
- EXPLAIN how specific **individuals, ideas, or events interact and develop** over the course of the text.
- DETERMINE the **meaning of words and phrases** as they are used in the text.
- ANALYZE 17th-, 18th-, and 19th-century **foundational U.S. documents of history and literary significance**.
- READ and COMPREHEND literary non-fiction in the grade **11-CCR text** complexity band proficiently, with **scaffolding** as needed at the high end of the range.

### Writing

- WRITE **informative/explanatory texts**.
  - EXAMINE, ORGANIZE, and CONVEY **complex ideas, concepts, and information clearly and accurately**.
  - INTRODUCE and DEVELOP a topic by selecting the most **significant and relevant facts**.
  - USE appropriate and varied **transitions and syntax to link major sections of the text**.
  - CREATE **cohesion in a text**.
  - CLARIFY **relationships among complex ideas and concepts**.
  - USE **precise language, domain-specific vocabulary, and figurative language**.
  - ESTABLISH and MAINTAIN **a formal style and objective tone**.
  - PROVIDE a **concluding statement**.
  - VARY **syntax for effect**.
  - CONSULT **references for guidance**.
  - APPLY understanding of **syntax** to the study of **complex texts**.

### Speaking And Listening

- EVALUATE speaker’s **point of view**.

## Essential Questions

- How does an author convey his/her purpose? How does an author organize his ideas in order to achieve his purpose?
- How does an author utilize elements of language to convey his/her intended tone? How does analyzing tone influence a reader’s experience or understanding of a text?
- Why is it beneficial for authors to produce clear and coherent writing?
- What are some of the structural decisions an author can make? What are the effects of these structural decisions? How do they affect meaning and purpose?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Informational Text

#### Key Ideas and Details

- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### Craft and Structure

- RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; ~~analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).~~

#### Integration of Knowledge and Ideas

- RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

#### Range of Reading and Level of Text Complexity

- RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  
~~By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

**Writing Standards****Text Types and Purposes**

- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Speaking and Listening Standards****Comprehension and Collaboration**

- SL.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.

*The following standards reinforce and/or support the unit of study focus standards:*

**Reading Standards for Informational Text****Key Ideas and Details**

- RI.11-12.1 Cite strong and thorough textual evidence 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.
- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Integration of Knowledge and Ideas**

- RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Writing Standards****Production and Distribution of Writing**

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 [of the full ELA Common Core State Standards document].)

**Range of Writing**

- W.11-12.7 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.11-12.8 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.

**Language Standards****Conventions of Standard English**

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

*The following standards recur through many/all of the units of study:*

### Reading Standards for Informational Text

#### Range of Reading and Level of Text Complexity

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

~~By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

### Writing Standards

#### Research to Build and Present Knowledge

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

#### Range of Writing

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Language Standards

#### Vocabulary Acquisition and Use

L.11-12.6 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.

## Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**—No focus standards at this time.

**RI**—RI.11-12.3 In grades 9-10, students analyzed how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **In grades 11-12, students analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**

RI.11-12.4 In grades 9-10, students determined the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. **In grades 11-12, students analyze how an author uses and refines the meaning of a key term or terms over the course of the text.**

RI.11-12.9 In grades 9-10, students analyzed seminal U.S. document of historical and literary significance, including how they address related themes and concepts. **In grades 11-12, students analyze 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> century foundational U.S. documents of history and literary significance for their themes, purposes, and rhetorical features.**

RI.11-12.10 By the end of grade 10, students should read and comprehend literary non-fiction at the high end of the grades 9-10 text complexity band independently and proficiently. **By the end of grade 11, they should be able to read literary non-fiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**W**—W.11-12.2 In grades 9-10, students wrote informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multi-media when useful to aiding comprehension. **In grades 11-12, students organize so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multi-media when useful to aiding comprehension.**
- b. Develop the topic with well chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. **In grades 11-12, students develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.**
- c. **In grades 9-12, students use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.**

- d. In grades 9-10, students used precise language and domain-specific vocabulary to manage the complexity of the topic. **In grades 11-12, techniques such as metaphor, simile, and analogy are used to manage the complexity of the topic.**
- e. **In grades 9-12, students establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**
- f. **In grades 9-12, students provide a concluding statement or sections that follows from and supports the information or explanation presented.**

**SL**—SL.11-12.3 In grades 9-10, students evaluated a speaker’s point of view, reasoning, and use of evidence in rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **In grades 11-12, students assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

**L**—No focus standards at this time.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

#### *Informational/Explanatory Writing*

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to

change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## **Appendix B: Text Exemplars and Sample Performance Tasks**

None at this time.

## **Appendix C: Samples of Student Writing**

None at this time.

## **Suggested Local Resources**

*Elements of Literature – Holt, Rinehart, Winston, Fifth Course*

- “I Have a Dream” by Martin Luther King, <http://www.archives.gov/press/exhibits/dream-speech.pdf>
- “Letter from Birmingham City Jail” by Martin Luther King, p. 245
- “*from* Walden, or Life in the Woods” by Henry David Thorough, p. 217
- “*from* Self-Reliance” by Ralph Waldo Emerson, p. 209
- “*from* Nature” by Ralph Waldo Emerson, p. 206
- “Resistance to Civil Government” by Henry David Thorough, p. 235
- “The Devil and Tom Walker” by Washington Irving, p. 177

*Voice Lessons – Nancy Doss*

## **Terminology**

- Purpose: The reason for which anything is done, created, or exists. (Dictionary.com)
- Connotative: The suggested or implied meaning or emotion associated with a word beyond its literal definition. (SpringBoard glossary, p. 414)
- Relevant facts: Facts that have demonstrable effects on the manner at hand. (Merriam-Webster.com)
- Objective tone: A tone that is uninfluenced by emotions or personal prejudices. (Dictionary.com)
- Stance: Mental posture; point of view. (Dictionary.com)
- Premise: A proposition upon which an argument is based or a conclusion is drawn. (Dictionary.com)

## Challenging Concepts

Some students have trouble identifying tone.

- Tone words should be explicitly taught to the students.
- Students can be taught to write sentences/paragraphs using the tone of a specific tone word.
- Students can role-play utilizing different tones.

Some students may also struggle with abandoning informal language in favor of formal.

- Students can write a story in informal language (maybe even including slang), and then rewrite it in formal language.

Objective tone may also be difficult to identify and understand.

- Students can compare/contrast a news article to an editorial.

## Online Resources

### *Common Core State Standards, Appendices, and PARCC Assessments*

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#### States’ Sites

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

#### General Sites

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: <http://www.achievethecore.org/steal-these-tools>

## Grade 11 English Language Arts, Quarter 2, Unit 2.2

# Basics of Argument

### Overview

**Number of instructional days:** 20-22 (1 day = 46 minutes)

Students write and analyze effective arguments. They identify the different rhetorical strategies used by the author in order to persuade the audience to believe his/her point of view. As they read different pieces of literature, they discuss them intelligently, commenting on tone, attitude, purpose, **appeals**, structure, **deductive/inductive reasoning**, as well as the validity of the **assertions**. Writing should include varied syntax, discussion of the effects of structure, and the idea of claims and counterclaims.

In writing, students should be able to take a stand on an issue and completely develop that issue, providing ample support and central ideas from the text, analyzing their development over the course of the text. Proper transitions, as well as formal style, appropriate tone and syntax, and a strong concluding statement are essential. Such skills as planning, revising, editing, rewriting, or trying a new approach are emphasized to strengthen writing skills. These skills will be utilized in short, as well as more sustained projects; to solve a problem; narrow or broaden inquiry; synthesize multiple sources, and demonstrate understanding of a subject under investigation. They gather information from multiple sources, both digital and print, maintaining an awareness of task, purpose, and audience.

This unit is taught in the second quarter in preparation for the research paper. It is also coinciding with the discussion of revolutionary speeches in the U.S. history classes, providing a cross-curricular experience.

As with all units aligned to the Common Core State Standard, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary; and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

### Concepts to Be Learned and Skills to Be Used

#### Reading

- CITE textual evidence to support **explicitly and inferentially** drawn from the text.
- DETERMINE two or more **central ideas**.
- ANALYZE and EVALUATE the **effectiveness of structure** including whether it makes points **clear, convincing, and engaging**.
- DETERMINE author's **point of view or purpose** when the rhetoric is particularly effective.
- DELINEATE and EVALUATE the **reasoning** in seminal U.S. texts.
- COMPREHEND literary non-fiction in **grades 11-CCR** text complexity bands.

- **APPLY knowledge of language** to understand how it functions in different contexts.
- **ANALYZE** a complex set of ideas or **sequence of events** and explain how specific individuals, ideas, or events **interact and develop** over the course of the text.
- **ANALYZE** 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> century foundational U.S. document of **historical and literary significance**.

### Writing

- **WRITE** arguments to **SUPPORT** claims **USING valid reason and relevant and sufficient evidence**.
  - **INTRODUCE precise, knowledgeable claim(s)**.
  - **ESTABLISH the significance of the claim(s)**.
  - **DISTINGUISH** claims from **alternate or opposing claims**.
  - **CREATE** an organization that sequences **claim(s), reasons and evidence**.
  - **DEVELOP claim(s) and counterclaims** thoroughly.
  - **SUPPLY** the most **relevant evidence** for each claim.
  - **IDENTIFY the strengths and limitations** of each claim **ANTICIPATING** the audience's **knowledge level, concerns, values, and possible biases**.
  - **USE** words, phrases, and clauses to:
    - **LINK major sections** of text.
    - **CREATE cohesion**.
    - **CLARIFY relationships**.
  - **ESTABLISH and MAINTAIN a formal style**.
  - **ESTABLISH and MAINTAIN an objective tone**.
  - **ATTEND** to the **norms** of the discipline.
  - **PROVIDE a conclusion** that supports the argument.
- **PRODUCE** clear and coherent writing in which the **development, organization, and style** are appropriate to **task, purpose, and audience**.
- **DEVELOP and STRENGTHEN** writing as needed by **planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience**.
- **CONDUCT short and more sustained research** projects to answer a question or solve a problem.
- **GATHER relevant information** from multiple sources.
  - **ASSESS the strengths and limitations** of each source in terms of **task, purpose, and audience**.
  - **INTEGRATE** information to maintain **flow of ideas**.
  - **AVOID plagiarism** and over reliance on any one source.
- **DEMONSTRATE** command of **the conventions of Standard English grammar and usage**.

**Language**

- VARY **syntax** for effect.
- CONSULT **references** for guidance.
- APPLY understanding of **syntax** to study complex texts.

**Essential Questions**

- How does an author develop an argument?
- What is the relationship between author’s craft and tone?
- What constitutes a clear and coherent argument? What is the relationship between clarity and coherence and the effectiveness of an argument?
- How do students conduct relevant research?
- Why should we cite textual evidence?

**Written Curriculum**

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

**Reading Standards for Informational Text****Key Ideas and Details**

- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**Craft and Structure**

- RI.11-12.5 Analyze and evaluate 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.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, ~~analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.~~

**Integration of Knowledge and Ideas**

- RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

**Range of Reading and Level of Text Complexity**

- RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

~~By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

**Language Standards****Knowledge of Language**

- L.11-12.3 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.
- a. Vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Writing Standards****Text Types and Purposes**

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. 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 fairly 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 words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

**Range of Writing**

- W.11-12.7 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.11-12.8 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.

*The following standards reinforce and/or support the unit of study focus standards:*

**Reading Standards for Informational Text**
**Key Ideas and Details**

- RI.11-12.1 Cite strong and thorough textual evidence 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.
- RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Integration of Knowledge and Ideas**

- RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Writing Standards**
**Production and Distribution of Writing**

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 [of the full ELA Common Core State Standards document].)

## Language Standards

### Conventions of Standard English

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

*The following standards recur through many/all of the units of study:*

## Reading Standards for Informational Text

### Range of Reading and Level of Text Complexity

- RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ~~By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

## Writing Standards

### Range of Writing

- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).
- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<b>Language Standards</b>
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**Vocabulary Acquisition and Use**

L.11-12.6 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.

**Clarifying the Standards**

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**—No focus standards at this time.

**RI**—RI.11-12.2 In grades 9-10, students determined a central idea of a text and analyzed its development over the course of the text, including how it emerges and is shaped and refined by specific details; they provided an objective summary of the text. **In grades 11-12, students determine how central ideas interact and build on one another to provide a complex analysis.**

RI.11-12.5 In grades 9-10, students analyzed in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. **In grades 11-12, students analyze and evaluate 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.11-12.6 In grades 9-10, students determined an author’s point of view or purpose in a text and analyzed how an author uses rhetoric to advance that point of view or purpose. **In grades 11-12, students pay particular attention to the rhetoric, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.**

RI.11-12.8 In grades 9-10, students delineated and evaluated the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient, identify false statements and fallacious reasoning. **In grades 11-12, students delineate and evaluate reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning.**

RI.11-12.10 By the end of grade 10, students read and comprehended literary non-fiction in the grades 9-10 text complexity band independently and proficiently. **By the end of grade 11, students read and comprehend literary non-fiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.**

**W**—W.11-12.1 students write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. In grades 9-10 students used words, phrases, and clauses, created cohesion, and clarified the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. **In grades 11-12, students will use varied syntax to link major sections of the text.**

**W.11-12.7 In grades 9-12, students 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.11-12.8 In grades 9 and 10, students assessed the usefulness of each source in answering the research question. **In 11th grade, students 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.**

**SL**—No focus standards at this time.

**L**—L.11-12.3 In all previous grades, students have learned many rules related to the conventions of Standard English from complex parts of speech to sentence types and phrases, and parallel structure. **In grades 11-12, students are still responsible for following these rules in their writing and speaking. The focus shifts in grades 11-12, however, and the expectation centers on a conceptual understanding of language, and how it changes over time. Students are also expected to resolve issues of complex or contested usage.**

## **Resources: References to Appendices A–C and Other Resources**

### **Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

#### ***Argument (p. 23)***

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

## Appendix B: Text Exemplars and Sample Performance Tasks

None at this time.

## Appendix C: Samples of Student Writing

None at this time.

## Suggested Local Resources

*Elements of Literature – Holt, Rinehart, Winston, Fifth Course*

- “Speech to the Virginia Convention” by Patrick Henry, p. 82
- “*from* The Crisis, No. 1” by Thomas Paine, p 89
- “A Declaration by the Representatives of the United States of America, in General Congress Assembled” by Thomas Jefferson, p. 100
- “J. F. Kennedy’s Inaugural Address” by John F. Kennedy, <http://www.presidency.ucsb.edu/ws/?pid=8032>
- Laying the Foundations – [http://www.apluscollegeready.org/uploadedFiles/File/LTF\\_Common\\_Core\\_Resources.pdf](http://www.apluscollegeready.org/uploadedFiles/File/LTF_Common_Core_Resources.pdf)

*Voice Lessons – Nancy Doss*

## Terminology

- Logos: Means of persuading by the use of reasoning. (DurhamTech.edu)
- Ethos: Convincing by the character of an author; persuading by means of what is right and wrong. (DurhamTech.edu)
- Pathos: Persuading by the means of emotions. (DurhamTech.edu)
- Explicit: Fully revealed or expressed without vagueness, implication, ambiguity. (Merriam-Webster.com)
- Implicit: Capable of being understood from something else though unexpressed (Merriam-Webster.com)
- Assertion: Something declared or stated positively, often with no support or attempt at proof. (Dictionary.com)
- Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science. (ELA CCSS Appendix A)
- Logical Fallacies: A misconception resulting from incorrect reasoning. (Dictionary.com)
- Inductive Reasoning: Reasoning from detailed facts to general principles. (Dictionary.com)
- Deductive Reasoning: Reasoning from general principles to detailed facts. (Dictionary.com)

## Challenging Concepts

Some students have trouble identifying the difference between explicit and implicit.

- Explicit can be taught by taking information directly from the text. This can be both quotations or paraphrased. An example of an activity could be questions that students can answer by showing the information in the text as their answer.
- Implicit can be taught by asking deeper questions that students have to use critical thinking skills.

They also do not recognize parallel structure.

- Parallel structure can be taught by incorporating grammar worksheets, editing exercises, and modeling.

Identifying different emotions can also be difficult.

- Tone words need to be taught to the students.
- Students need to write sentences/paragraphs using the tone of a specific tone word.
- Students can role-play utilizing different tones.

## Online Resources

### ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### ***Other Websites with CCSS Information, Strategies, or Lessons***

#### **States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

### **General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: <http://www.achievethecore.org/steal-these-tools>



Grade 11 English Language Arts, Quarter 3, Unit 3.1

# Argumentation—Evaluation of Written and Spoken Arguments

## Overview

**Number of instructional days:** 20-22 (1 day = 46 minutes)

Students evaluate written and spoken arguments, citing strong and thorough textual **evidence** to support their analysis. In order to do an effective job, they must be able to grasp point of view by distinguishing what is directly stated in the text from what is really meant. Knowledge of 18th-, 19th-, and early 20th-century foundational works of American literature are compared and contrasted to see how similar themes or topics are treated. These texts are part of the 11-CCR text complexity band, including stories, dramas, poems, and speeches.

In writing, students take a stand on an issue and write an effective persuasive or argumentative essay, supporting that stand with **literary evidence**, as well as personal experience. They should be able to introduce precise, knowledgeable claims, establish the significance of the claims, distinguish their claim from opposing claims, creating a logical sequence, and dispose of **counterclaims**. Their writing includes reasons and **evidence** as well as proper transitions and varied syntax. They create cohesion and clarify the relationships between claims and reasons, reasons and evidence, and claims and **counterclaims**. Students use formal style, objective tone, and a concluding statement, as well as adhering to the rules of standard English grammar

In collaborative discussions, students initiate and participate in a wide range of topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. They come to discussions prepared, work with peers to promote meaningful discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. Probing questions and responsible conversations are expected in order to ensure expression of a full range of positions on topics and issues. Responding thoughtfully to diverse perspectives, comments, claims, and evidence on all sides of an issue helps deepen the investigation or complete the task.

This unit is taught in the third quarter because it expands upon previous knowledge of the argumentation skills, and prepares students to write an effective research paper in the future.

As with all units aligned to the Common Core Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

## Concepts to Be Learned and Skills to Be Used

### Reading

- CITE **textual evidence** to support explicitly- and inferentially-drawn information from the text.
- ANALYZE a case in which grasping a **point of view** require distinguishing what is directly stated in a text from what is really meant.
- DEMONSTRATE knowledge of 18th-, 19th-, and early 20th-century **foundational works of American literature**.
  - COMPARE and CONTRAST how two or more text from the same period treat **similar themes or topics**.

### Writing

- WRITE arguments to SUPPORT claims USING **valid reason and relevant and sufficient evidence**.
  - INTRODUCE **precise, knowledgeable claim(s)**.
  - ESTABLISH the **significance of the claim(s)**.
  - DISTINGUISH claims from **alternate or opposing claims**.
  - CREATE an organization that **sequences claim(s) reasons and evidence**.
  - DEVELOP **claim(s) and counterclaims** thoroughly.
  - SUPPLY the most **relevant evidence** for each claim.
  - IDENTIFY the **strengths and limitations** of each claim ANTICIPATING the audience's **knowledge level, concerns, values and possible biases**.
    - USE **words, phrases, and clauses** to:
    - LINK **major sections** of text.
    - CREATE **cohesion**.
  - CLARIFY **relationships**.
  - ESTABLISH and MAINTAIN a **formal style**.
  - ESTABLISH and MAINTAIN an **objective tone**.
  - ATTEND to the **norms of the discipline**.
  - PROVIDE a **conclusion** that supports the argument.

### Speaking And Listening

- INITIATE and PARTICIPATE in collaborative discussions.
  - PREPARE by **reading and researching** on particular topics.
  - WORK with peers to promote **meaningful discussions and decision making**.
  - SET **clear goals and deadlines**.

- ESTABLISH **individual roles** as needed.
  - PROPEL conversations by **posing and responding** to questions.
  - ENSURE a hearing for a **full range of positions** on a topic or issue.
  - CLARIFY, VERIFY, or CHALLENGE **ideas and conclusions**.
  - PROMOTE **divergent and creative perspectives**.
  - RESPOND thoughtfully to **diverse perspectives**.
  - SYNTHESIZE **comments, claims, and evidence** on all sides of an issue.
  - RESOLVE **contradictions**.
  - DETERMINE what additional information is required to **deepen the investigation or complete the task**.
- EVALUATE a speaker’s **point of view, reasoning,** and use of **evidence and rhetoric**.
  - ASSESS the **stance, premises, links among ideas, work choice, points of emphasis,** and **tone** used.

### Essential Questions

- What is the relationship between an argument and the evidence used to support it?
- How does an author use craft to convey his/her purpose?
- What is the relationship between author’s craft and tone?
- How does a reader ascertain what is directly stated as opposed to what is inferred?
- How do two texts from the same time period treat similar themes or topics?
- How does an author contradict counter claims fairly and thoroughly?
- How does varying syntax affect a reader’s experience of a text?
- How do formal style and objective tone affect the reader’s interpretation of the argument?
- How does collaborative conversation affect participants’ understanding of a topic or issue?
- How does evaluating a speaker’s point of view aid the reader in assessing the effectiveness of an argument?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence 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.

#### Craft and Structure

- RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

#### Integration of Knowledge and Ideas

- RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

### Writing Standards

#### Text Types and Purposes

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. 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 fairly 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 words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.

**Speaking and Listening Standards****Comprehension and Collaboration**

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  - c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
  - d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL.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.

*The following standards reinforce and/or support the unit of study focus standards:*

**Writing Standards****Production and Distribution of Writing**

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 [of the full ELA Common Core State Standards document].)

**Research to Build and Present Knowledge**

- W.11-12.7 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.11-12.8 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.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

## Language Standards

### Conventions of Standard English

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage*, *Garner’s Modern American Usage*) as needed.

*The following standards recur through many/all of the units of study:*

## Reading Standards for Literature

### Range of Reading and Level of Text Complexity

- RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

~~By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

## Writing Standards

### Range of Writing

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Language Standards

### Vocabulary Acquisition and Use

L.11-12.6 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.

### Clarifying the Standards

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**—RL.11-12.1 In grades 9-12 students cited strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **In the 11-12 grades, students are able to determine where the text leaves matters uncertain.**

RL.11-12.6 In grades 9-10 student analyzed a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of word literature. **In grades 11-12, students analyze a case in which grasping point of view requires distinguishing what is directly stated in a text (from U.S literature) from what is really meant (e.g., satire, sarcasm, irony, or understatement).**

RL.11-12.9 In grades 9-10 students analyzed how an author draws on and transforms source material in a specific work. **In 11-12, students are able to demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.**

**RI**—No focus standards at this time.

**W**—11-12.1 In grades 9-10 students used words, phrases, and clauses, created cohesion, and clarified the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. **In grades 11-12, students should use varied syntax to link major sections of the text.**

**SL**—SL.11-12.3 In grades 9-10, students evaluated a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **In grades 11-12, students, assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.**

**L**—No focus standards at this time.

**Resources: References to Appendices A–C and Other Resources****Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms*****Argument (p. 23)***

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

**Appendix B: Text Exemplars and Sample Performance Tasks**

None at this time.

**Appendix C: Samples of Student Writing**

None at this time.

**Suggested Local Resources**

*Elements of Literature – Holt, Rinehart, Winston, Fifth Course*

- “The Arrogance and Cruelty of Power” *from* Speech at the Nuremberg Trials, November 21, 1945, p. 943
- “The Gettysburg Address” by Abraham Lincoln, p. 514
- “The Second Inaugural Address” by Abraham Lincoln, <http://www.bartleby.com/124/pres32.html>
- “*from* Narrative of the Life of Frederick Douglass” by Frederick Douglass, p. 465
- “*from* My Bondage and My Freedom” by Frederick Douglass, p. 479
- “*from* On Non-Violent Resistance” by Mohandas K. Gandhi, p. 244
- “Occurrence at Owl Creek Bridge” by Ambrose Bierce, p. 490

- “War is Kind” by Stephen Crane, p. 509
- “Letter to His Son” by Robert E. Lee, p. 512
- “A Wagner Matinee” by Willa Cather, p. 580

*Voice Lessons – Nancy Doss*

## Terminology

- Logos: Means of persuading by the use of reasoning. (DurhamTech.edu)
- Ethos: Convincing by the character of an author; persuading by means of what is right and wrong. (DurhamTech.edu)
- Pathos: Persuading by the means of emotions. (DurhamTech.edu)
- Explicit: Fully revealed or expressed without vagueness, implication, or ambiguity. (Merriam-Webster.com)
- Implicit: Capable of being understood from something else though unexpressed (Merriam-Webster.com)
- Assertion: Something declared or stated positively, often with no support or attempt at proof. (Dictionary.com)
- Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science. (ELA CCSS Appendix A)
- Logical Fallacies: A misconception resulting from incorrect reasoning. (Dictionary.com)
- Inductive Reasoning: Reasoning from detailed facts to general principles. (Dictionary.com)
- Deductive Reasoning: Reasoning from general principles to detailed facts. (Dictionary.com)
- Explicit: Fully revealed or expressed without vagueness, implication, ambiguity. (Merriam-Webster.com)
- Rhetoric: The art of using words to persuade in writing or speaking. (SpringBoard Level 4 glossary)
- Counterclaims: A claim made to offset another claim. (Dictionary.com)
- Objective: A tone that is uninfluenced by emotions or personal prejudices. (Dictionary.com)
- Subjective: A tone that places excessive emphasis on one’s own moods, attitudes, opinions, etc. (Dictionary.com)

## Challenging Concepts

Some students have difficulty identifying logical fallacies.

- Students can be assigned an individual logical fallacy. They can prepare a presentation in which they research it, explain it, and provide a visual.

Some students may be hesitant to address the counterclaims.

- Students can engage in an oral discussion about a given topic in which one side will develop counter claims. The other side will find ways to dismiss those claims. This is essentially a debate.

Some students may not clearly understand the difference between objective and subjective reasoning.

- Students can be given a topic. They can write two explanations of the topic. One of these will involve only the facts. The other will include their opinions about the topic. Then they can write an evaluation of their findings.

The idea of placing the thesis statement at the end of an argument may be unfamiliar to many students.

- Students can be given a controversial topic. They can be presented with three options of audiences. The placement of the thesis statement will be contingent upon the type of audience inherent in that group.

## Online Resources

### ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### ***Other Websites with CCSS Information, Strategies, or Lessons***

#### **States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

### **General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://getttingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: <http://www.achievethecore.org/steal-these-tools>



## Grade 11 English Language Arts, Quarter 3, Unit 3.2

# Research and Argument Writing

### Overview

**Number of instructional days:** 20-22 (1 day = 46 minutes)

Students perform both **short** and **sustained** research projects in order to answer a question or solve a problem. They use multiple **authoritative** sources, both print and digital. Most importantly, they assess the strengths and limitations of each source in terms of task, purpose, and audience. Students should maintain a formal style and address claims and counterclaims of each argument. In their writing, they should include a concluding statement.

The concept of **plagiarism** is explored so that students understand the consequences of academic fraud and incorporate proper **citation** formatting into their work. Students will be learning **APA** format and incorporating that format into their research projects.

Students present their research to their peers using **digital media** (e.g. textual, graphical, audio, visual, and interactive elements) to enhance the understanding of their findings.

This unit is taught in the third quarter because it expands upon previous knowledge of the argumentation skills and builds on the concept of **multiple-source** research.

As with all units aligned with the Common Core Standards, student should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read

### Concepts to Be Learned and Skills to Be Used

#### Reading

- CITE **textual evidence** to support **explicitly** and **inferentially** drawn from the text.
- ADDRESS a question or SOLVE a problem by:
  - INTEGRATING **multiple sources** of information.
  - EVALUATING **multiple sources** of information.

#### Writing

- CONDUCT **short as well as sustained** research projects.
  - DEMONSTRATE understanding of **a subject under investigation**.

- SYNTHESIZE **multiple sources** on a subject.
- SOLVE a **problem** through research.
- GATHER **relevant information**.
  - ASSESS the **strengths and limitations** of sources.
- AVOID **plagiarism** and **over-reliance** on any one source.
- WRITE **arguments**:
  - SUPPORT **claims** in an analysis of **substantive topics** or **texts**.
  - USE **valid reasoning**.
  - USE **relevant** and **sufficient** evidence.
  - DEVELOP **claims and counterclaims** thoroughly.
  - SUPPLY the most **relevant evidence** for each claim.
  - ESTABLISH and MAINTAIN a **formal style**.
  - ESTABLISH and MAINTAIN an **objective tone**.
  - PROVIDE a **conclusion** that supports the argument.
  - PRODUCE **clear and coherent writing** in which the **development, organization, and style are appropriate to task, purpose and audience**.
- INCORPORATE the use of **technology** to **produce, publish, and update** writing product.

### Speaking And Listening:

- INTEGRATE multiple sources of information that is presented to **MAKE informed decisions** or **SOLVE problems**.
  - EVALUATE the **credibility and accuracy** of each source that is presented.
- PRESENT **information, findings, and supporting evidence**.
  - CONVEY a **clear and distinct perspective**.
  - MAKE **strategic** use of digital media.

### Essential Questions

- Why is it important to use multiple sources?
- Why is it important to use diverse formats and media in the research?
- How does a student effectively use technology to present research?
- What is the relationship between technology and an audience's experience of a presentation?
- Why would one choose a short project over a more sustained project?

- How would a student use textual evidence effectively?
- Why is using textual evidence a critical component of many reading and writing activities?
- Why do students need to incorporate citations in their writing?
- Why is it important for students to avoid plagiarism and over-reliance on any one source?
- What is the relationship between plagiarism and learning?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit's activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Informational Text

#### Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence 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.

#### Integration of Knowledge and Ideas

- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### Writing Standards

#### Text Types and Purposes

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
  - Develop claim(s) and counterclaims fairly 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.
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

**Production and Distribution of Writing**

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge**

W.11-12.7 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.11-12.8 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.

<b>Speaking and Listening Standards</b>
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**Comprehension and Collaboration**

SL.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.

**Presentation of Knowledge and Ideas**

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.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.

The following standards **reinforce and/or support** the unit of study focus standards:

### Writing Standards

#### Production and Distribution of Writing

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 [of the full ELA Common Core State Standards document].)

### Language Standards

#### Conventions of Standard English

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

The following standards **recur** through many/all of the units of study:

### Reading Standards for Informational Text

#### Range of Reading and Level of Text Complexity

- RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- ~~By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

### Writing Standards

#### Range of Writing

- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**—No focus standards at this time.

**RI**—RI.11-12.1 In grades 9 and 10, students were expected to cite strong and thorough textual evidence to support text analysis. **In grades 11 and 12, the expectation also includes determining where the text leaves matters uncertain.**

11-12.7 In grades 9 and 10, students analyzed several accounts of a subject told in different mediums, such as a person’s life story both in print and in multimedia. **In grades 11 and 12, the focus shifts. Students are expected to integrate as well as evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.**

**W**—11-12.1 In grades 9-10, students used words, phrases, and clauses, created cohesion, and clarified the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. **In grades 11-12, students should use varied syntax to link major sections of the text.**  
W.11-12.6 In grade 9-10, students used technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. **In grades 11-12, students will incorporate response to ongoing feedback, including new arguments or information.**

W.11-12.7 In grades 9-12, students conducted 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.11-12.8 In grades 9-10, students gathered relevant information from multiple authoritative print and digital sources, using advanced searches effectively; they assessed the usefulness of each source in answering the research question; integrated information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **In grades 11-12, students 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 over-reliance on any one source and following a standard format for citation.**

**SL**—SL.11-12.2 In grades 9-10, students integrated multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **In grades 11-12, students, in order to make informed decisions and solve problems, evaluate the credibility and accuracy of each source and note any discrepancies among the data.**

SL.11-12.4 In grades 9-10, students presented information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience, and task. **In grades 11-12, students convey a clear and distinct perspective. Alternate or opposing perspectives are addressed,**

**and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.**

SL.11-12.5 In grades 9-12, students made strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandings of findings, reasoning, and evidence and to add interest.

**L**—No focus standards at this time.

## **Resources: References to Appendices A–C and Other Resources**

### **Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms**

#### ***Argument (p. 23)***

Arguments are used for many purposes—to change the reader’s point of view, to bring about some action on the reader’s part, or to ask the reader to accept the writer’s explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid. In English language arts, students make claims about the worth or meaning of a literary work or works. They defend their interpretations or judgments with evidence from the text(s) they are writing about. In history/social studies, students analyze evidence from multiple primary and secondary sources to advance a claim that is best supported by the evidence, and they argue for a historically or empirically situated interpretation. In science, students make claims in the form of statements or conclusions that answer questions or address problems. Using data in a scientifically acceptable form, students marshal evidence and draw on their understanding of scientific concepts to argue in support of their claims. Although young children are not able to produce fully developed logical arguments, they develop a variety of methods to extend and elaborate their work by providing examples, offering reasons for their assertions, and explaining cause and effect. These kinds of expository structures are steps on the road to argument. In grades K–5, the term “opinion” is used to refer to this developing form of argument.

### **Appendix B: Text Exemplars and Sample Performance Tasks**

None at this time.

### **Appendix C: Samples of Student Writing**

None at this time.

### **Suggested Local Resources**

*Elements of Literature – Holt, Rinehart, Winston, Fifth Course*

- “Reporting Historical Research” p. 602

- The Purdue Owl Online Writing Lab, <http://owl.english.purdue.edu/>
- KnightCite, <https://www.calvin.edu/library/knightcite/>

*Voice Lessons – Nancy Doss*

## Terminology

- Sustained research project: A project involving research in which students undergo a lengthy process. (Dictionary.com)
- Claims: The main idea(s), thesis opinion(s), or belief(s) in an argument. (artscience,nku.edu)
- Counterclaims: A claim made to offset another claim. (Dictionary.com)
- Plagiarism: Using someone else’s words or ideas without giving them credit. (*Elements of Literature*, Holt, Fifth Course)
- Over-reliance: Confident or trustable dependence; state or being of being too confident or trusting. (Dictionary.com)
- Citation: Giving credit to the authors of source information. SpringBoard glossary, p. 413)
- Textual evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or an analysis and that can be evaluated by others; should appear in a form and be derived from a source widely accepted as appropriate to a particular discipline, as in details or quotations from a text in the study of literature and experimental results in the study of science. (ELA CCSS Appendix A)
- Reasoning: Evidence or arguments used in thinking or argumentation. (Dictionary.com)
- Formal: Following or being in accord with accepted forms, conventions, or regulations. (Dictionary.com)
- Informal: Not being in accord with accepted forms, conventions, or regulations. (Dictionary.com)
- Synthesize: To form by combining parts or elements. (Dictionary.com)
- Relevant: Facts that have demonstrable effects on the manner at hand. (Merriam-Webster.com)
- APA style: A style manual published by the American Psychological Association.
- Paraphrasing: Restating or rewriting each sentence of a text in your own words. (*Elements of Literature*, Holt, Fifth Course, p. 30)

## Challenging Concepts

Some students may have difficulty avoiding plagiarism.

- Students can be given several examples of text-based information that is followed by an article that has been written based on that text. Selections are underlined and students have to identify proper citation vs. plagiarism.

Some students may have difficult discerning between using a source and plagiarizing a source.

- Read the source. Set it aside. Paraphrase what you have read. If in doubt, cite.

Some students need to be able to incorporate APA citations in their work.

- Student will be shown examples of APA citations in a work.
- Students will practice creating APA citations.

Some students have difficulty synthesizing information.

- Provide students with multiple sources on a topic. Ask them to highlight specific information in the source. Ask them to take notes over their highlights. Then have them write a paragraph in which they utilize all of the sources.

## Online Resources

### ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### ***Other Websites with CCSS Information, Strategies, or Lessons***

#### **States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

#### **General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>



## Grade 11 English Language Arts, Quarter 4, Unit 4.1

# Literary Analysis—Author’s Purpose

### Overview

**Number of instructional days:** 20-22 (1 day = 46 minutes)

Students look at several different interpretations of a story, drama, or poem, and evaluate how each version interprets the text. They look at such elements as point of view, purpose, style, content, persuasiveness, and effective rhetoric. They integrate and evaluate multiple sources of information in order to present a task in which they demonstrate an understanding of figurative language, word relationships, and **nuances** in word meanings.

In order to effectively write about information, students must acquire and use general academic and domain-specific words and phrases and demonstrate independence in gathering vocabulary knowledge.

This unit is taught in the fourth quarter because the lessons have been **scaffolded** in order to prepare the students to effectively analyze, discuss, and present information on this level.

As with all units aligned to the Common Core Standards, students should read texts with the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the text they read.

### Concepts to Be Learned and Skills to Be Used

#### Reading

- ANALYZE **multiple interpretations** of a story, drama, or poem.
  - EVALUATE how each version **interprets the source text**.
- CITE strong **textual evidence**.
- DETERMINE an author’s **point of view** in a literary nonfiction text.
  - ANALYZE how **style** and **content** contribute to the **power, persuasiveness, or beauty of the text**.
- ADDRESS a question or SOLVE a problem by:
  - INTEGRATING **multiple sources** of information.
  - EVALUATING **multiple sources** of information.

**Speaking And Listening**

- ADAPT a speech to a variety of **contexts and tasks**.
- DEMONSTRATE a command of **formal English**.

**Language**

- DEMONSTRATE an understanding of **figurative language, word relationships, and nuances** in word meanings.
  - INTERPRET **figures of speech**.
  - ANALYZE their **role in the text**.
  - ANALYZE **nuances and meanings** of words.
- ACQUIRE and USE general **academic and domain-specific** words and phrases.
- DEMONSTRATE independence in gathering **vocabulary knowledge**.

**Essential Questions**

- How do students analyze multiple interpretations of a story, drama, or poem? How does analyzing multiple interpretations of a story, drama, or poem affect readers’ understanding or experience of the text?
- How does a student determine an author’s point of view? Why does determining an author’s point of view impact readers’ understanding of text?
- How does a student integrate and evaluate multiple sources of information presented in different media or format?
- How does an understanding of figurative language, word relationships, and nuances in word meanings help a student in analyzing the meaning of a work?
- What is the relationship between understanding domain-specific words and comprehension?
- Why does oral presentation, demonstrating a command of formal English, indicate comprehension?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Reading Standards for Literature

#### Key Ideas and Details

RL.11-12.1 Cite strong and thorough textual evidence 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.

#### Integration of Knowledge and Ideas

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

### Reading Standards for Informational Text

#### Craft and Structure

RI.11-12.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

#### Integration of Knowledge and Ideas

RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### Speaking and Listening Standards

#### Presentation of Knowledge and Ideas

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 [of the full ELA Common Core State Standards document] for specific expectations.)

<b>Language Standards</b>
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**Vocabulary Acquisition and Use**

- L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
  - Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6 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 following standards **reinforce and/or support** the unit of study focus standards:*

<b>Reading Standards for Literature</b>
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**Key Ideas and Details**

- RL.11-12.3 Analyze the impact of the author’s choices 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).

**Craft and Structure**

- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

*The following standards **recur** through many/all of the units of study:*

<b>Reading Standards for Literature</b>
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**Range of Reading and Level of Text Complexity**

- RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

~~By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

**Reading Standards for Informational Text****Range of Reading and Level of Text Complexity**

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

~~By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

**Writing Standards****Text Types and Purposes**

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.
  - Develop claim(s) and counterclaims fairly 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.
  - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding statement or section that follows from and supports the argument presented.

**Production and Distribution of Writing**

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Research to Build and Present Knowledge**

- W.11-12.7 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.11-12.8 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.

- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
  - Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”).

### Range of Writing

- W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### Clarifying the Standards

**Key:** *RL* = Reading Standards for Literature, *RI* = Reading Standards for Informational Text, *RF* = Foundational Skills, *W* = Writing Standards, *SL* = Speaking & Listening Standards, *L* = Language Standards

**RL**—RL.11-12.1 In grades 9-10, students cited strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **In grades 11-12, students will determine where the text leaves matters uncertain.**

RL.11-12.7 In grades 9-10, students analyzed the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g. Auden’s “Musee Des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*). **In grades 11-12, students analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)**

**RI**—RI.11-12.6 In grades 9-10, students determined an author’s point of view or purpose in a text and analyzed how an author uses rhetoric to advance that point of view or purpose. **In grades 11-12, students analyze a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.**

11-12.7 In grades 9-10, students analyzed various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. **In grades 11-12, students integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.**

**W**—No focus standards at this time.

**SL**—SL.11-12.6 In grades 9-12, students adapted speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**L**— L.11-12.5 In grades 9-10, students demonstrated an understanding of figurative language, word relationships, and nuances.

In grades 9 and 10, students interpreted figures of speech (e.g. euphemism, oxymoron) in context and analyzed their role in the text. **In grades 11-12, students are still interpreting figures of speech, but the examples specify hyperbole and paradox).**

They also analyzed nuances in the meaning of words with similar denotations.

L.11-12.6 In grades 9-12, students acquired and accurately used general-academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level. Additionally, they demonstrated independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Resources: References to Appendices A–C and Other Resources

### Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms

#### *Informational/Explanatory Writing*

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to

change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## **Appendix B: Text Exemplars and Sample Performance Tasks**

None at this time.

## **Appendix C: Samples of Student Writing**

None at this time.

## **Suggested Local Resources**

*Elements of Literature – Holt, Rinehart, Winston, Fifth Course*

- “Story of an Hour” by Kate Chopin, p. 594
- “Pair of Silk Stockings” by Kate Chopin, p. 568
- “Miniver Cheevy” by Edward Arlington Robinson, p. 590
- “Richard Corey” by Edward Arlington Robinson, p. 589
- “The Notorious Jumping Frog of Calaveras County” by Mark Twain, p. 523
- “*from* Narrative of the Life of Frederick Douglass” by Frederick Douglass, p. 463
- “*from* My Bondage and My Freedom” by Frederick Douglass, p. 479
- “Go Down Moses” by anonymous, p. 481
- “Follow the Drinking Gourd” by anonymous, p. 481
- “Swing Low, Sweet Chariot” by anonymous, p. 482
- “The Most Remarkable Woman of This Age” from newspaper article, p. 484

*Voice Lessons – Nancy Doss*

## **Terminology**

- Rhetoric: The art of using words to persuade in writing or speaking. (SpringBoard Level 4 glossary)
- Point of view: Chiefly in literary text, the narrative point of view (as in first- or third-person

narration); more broadly, the position or perspective conveyed or represented by an author, narrator, speaker, or character. (ELA CCSS Appendix A).

- Integrate: To make into a whole by bring all parts together; unify. (Dictionary.com)
- Nuance: Subtle different in or shade of meaning, expression, or sound. (www.google.com)
- Hyperbole: A figure of speech that uses an incredible exaggeration, or overstatement, for effect. (*Elements of Literature*, Holt, Fifth Course, p. 36)
- Paradox: A statement that appears self-contradictory but reveals a kind of truth. (*Elements of Literature*, Fifth Course, p. 1390)
- Denotation: The most specific or direct meaning of a word in contrast to the figurative or associated meanings. (Dictionary.com)
- Domain-specific: Vocabulary specific to a particular field of study (domain) such as the human body (CCSS, p. 33); in the Standards, domain-specific words and phrases are analogous to Tier Three words (Language, p. 33)(ELA CCSS Appendix A).

## Challenging Concepts

The students have difficulty comparing different genres over the same topic.

- Students can be given two or three pieces of different genres and will compare and contrast various elements.

The students have difficulty analyzing how style contributes to the power of a text.

- Students can be given a selection in a particular attitude or tone. They must then rewrite the selection in a different tone or attitude with a specific purpose in mind. They students can read their re-write in order for other students to identify the new attitude or tone. This can be done individually or in groups.

The students have difficulty identifying figures of speech.

- Students can keep a notebook in which they collect definitions and examples of a particular figure of speech. They can also complete the “rhetorical toolbox” project.

The students have difficulty recognizing nuances.

- Utilize vocabulary words as found in selections. Have discussions on how slight variations on the word can change the tone, attitude; and even the meaning.
- Utilize *Voice Lessons* exercises to enable students to practice changes in nuance.

The students have difficulty recognizing domain-specific words.

- Utilizing the three-tiers-of-vocabulary triangle, student can read a highlighted story, identifying where to place the highlighted words in the triangle.

## Online Resources

### ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### ***Other Websites with CCSS Information, Strategies, or Lessons***

#### **States’ Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

#### **General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman’s organization: <http://www.achievethecore.org/steal-these-tools>

## Grade 11 English Language Arts, Quarter 4, Unit 4.2

# Responding to Social Issues

### Overview

**Number of instructional days:** 10 (1 day = 46 minutes)

Students read an early twentieth-century selection in which they encounter social bias, dialect, and a variety of social obstacles. As they read and analyze, they complete various writing activities about social issues and how they have or have not changed over the years. They participate in both short and long writing assignments in which they take on roles, and analyze the author’s characterization, use of social bias, and dialect.

This unit is taught in the fourth quarter to take advantage of prior knowledge of writing skills and analysis. At this point in the year, students draw on all prior units of knowledge and illustrate their grasp of all nuances of writing.

As with all units aligned to the Common Core Standards, students should read texts within the appropriate range of complexity. Students should have the opportunity to read texts that are challenging for them, with support from the instructor as necessary, and texts that they can read fluently. Additionally, students should focus on doing close readings and supporting their analyses in reading and writing with evidence from the texts they read.

### Concepts to Be Learned and Skills to Be Used

- DRAW evidence from **literary or informational texts** to support **analysis, reflection, and research**.
- DETERMINE **themes** and **central ideas** of a text.
  - ANALYZE their **development** over the course of the text.
- PROVIDE an **objective summary** of the text.
- ANALYZE the **impact** of the **author’s choices** regarding how to develop **elements** of the story.
- REFLECT on **social issues**.
  - WRITE **informative/explanatory** texts.
  - ESTABLISH and MAINTAIN a **formal style**.
  - PROVIDE a **concluding statement**.
- PRODUCE **clear and coherent writing**.

## Essential Questions

- How does an author use craft to emphasize social issues?
- How does character development impact the meaning of a story?
- Why would an author use dialect in a selection?
- Why is the time period (setting) important to the development of a story?
- How does dialect impact tone?

## Written Curriculum

*The Common Core standards for this unit are listed in their complete form, including all numbering and strand information and exactly as they appear in the CCSS. Any portions of the standard(s) not addressed in this unit will be marked with a strikethrough to clarify the focus of this unit’s activities. There will most likely be standards from more than one strand in this section.*

*The following standards are the **focus** of this unit of study:*

### Writing Standards

#### Research to Build and Present Knowledge

- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Apply *grades 11–12 Reading standards* to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

*The following standards **reinforce and/or support** the unit of study focus standards:*

### Reading Standards for Literature

#### Key Ideas and Details

- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author’s choices 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).

**Craft and Structure**

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**Integration of Knowledge and Ideas**

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

**Writing Standards****Text Types and Purposes**

- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Production and Distribution of Writing**

- W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54 [of the full ELA Common Core State Standards document].)

**Research to Build and Present Knowledge**

- W.11-12.7 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.11-12.8 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.

**Language Standards****Conventions of Standard English**

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  - b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

**Knowledge of Language**

- L.11-12.3 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.
- a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

*The following standards recur through many/all of the units of study:*

**Reading Standards for Literature****Range of Reading and Level of Text Complexity**

- RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

~~By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

## Reading Standards for Informational Text

### Range of Reading and Level of Text Complexity

RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

~~By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.~~

## Writing Standards

### Range of Writing

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Language Standards

### Vocabulary Acquisition and Use

L.11-12.6 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.

## Clarifying the Standards

**Key:** *RL = Reading Standards for Literature, RI = Reading Standards for Informational Text, RF = Foundational Skills, W = Writing Standards, SL = Speaking & Listening Standards, L = Language Standards*

**RL**—No focus standards at this time.

**RI**—No focus standards at this time.

**W**—W.11-12.9 In grades 9-10, students drew evidence from literary or informational texts to support analysis, reflection, and research. In grades 9 and 10, students applied grades 9-10 reading standards to literature. **In grades 11-12, students similarly respond to texts, but prompts and assignments are aligned to grades 11 and 12 reading standards.**

**SL**—No focus standards at this time.

**L**—No focus standards at this time.

**Resources: References to Appendices A–C and Other Resources****Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms*****Informational/Explanatory Writing***

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (What are the different types of poetry?) and components (What are the parts of a motor?); size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?); how things work (How does the legislative branch of government function?); and why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources. With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing. They are also able to use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and résumés. As students advance through the grades, they expand their repertoire of informational/explanatory genres and use them effectively in a variety of disciplines and domains.

Although information is provided in both arguments and explanations, the two types of writing have different aims. Arguments seek to make people believe that something is true or to persuade people to change their beliefs or behavior. Explanations, on the other hand, start with the assumption of truthfulness and answer questions about why or how. Their aim is to make the reader understand rather than to persuade him or her to accept a certain point of view. In short, arguments are used for persuasion and explanations for clarification.

Like arguments, explanations provide information about causes, contexts, and consequences of processes, phenomena, states of affairs, objects, terminology, and so on. However, in an argument, the writer not only gives information but also presents a case with the “pros” (supporting ideas) and “cons” (opposing ideas) on a debatable issue. Because an argument deals with whether the main claim is true, it demands empirical descriptive evidence, statistics, or definitions for support. When writing an argument, the writer supports his or her claim(s) with sound reasoning and relevant and sufficient evidence.

## Appendix B: Text Exemplars and Sample Performance Tasks

None at this time.

## Appendix C: Samples of Student Writing

None at this time.

## Suggested Local Resources

*Of Mice and Men* by John Steinbeck

*The Great Gatsby* by F. Scott Fitzgerald

*Voice Lessons* – Nancy Doss

## Terminology

- Social issues: Political debates involving moral judgments about how people should live. ([www.delmar.edu/socsci/rlong/problems/chap-01.htm](http://www.delmar.edu/socsci/rlong/problems/chap-01.htm))
- Dialect: A regional or social variety of the language. (Dictionary.com)
- Depression: The deepest and longest-lasting economic downturn in the history of the Western industrialized world. ([www.history.com](http://www.history.com))

## Challenging Concepts

The students struggle with understanding biases against mentally challenged individuals and/or biases based on gender.

- Students can be provided with various articles about poor cases on social situations so that they can discuss disparities in freedom.
- They can also participate in circle discussions over particular social issues.

The students struggle with understanding and interpreting dialect.

- Selections can be read orally by the teacher so that students can hear the sounds made by the written words.
- Selections can also be played on tapes.

The students struggle with understanding economic disparities.

- Students can be introduced to film clips, newspaper articles, pictures, and music that illustrate the Depression.
- Students can write a poem using era-specific vocabulary.

## Online Resources

### ***Common Core State Standards, Appendices, and PARCC Assessments***

*The link below provides access to the Common Core State Standards, as well as Appendices A, B, and C. Appendix A includes research and information about all of the strands. Appendix B includes text exemplars for literature, literary nonfiction, and content-area texts. Appendix C includes grade-level annotated student writing samples that address the three main text types.*

- <http://corestandards.org/the-standards>
- <http://www.parcconline.org/>: PARCC website

### ***Other Websites with CCSS Information, Strategies, or Lessons***

#### **States' Sites**

- New Mexico Department of Education: <http://newmexicocommoncore.org/>
- Kansas Department of Education (SBAC): <http://www.ksde.org/Default.aspx?tabid=4778>
- Rhode Island Department of Education (PARCC): <http://www.ride.ri.gov/Division-EEIE/transition.aspx>
- New York Department of Education (PARCC): <http://engageny.org/common-core/>

#### **General Sites**

- A resource for student writing samples: <http://www.edsteps.org/CCSSO/Home.aspx>
- Links to several sites with Common Core Resources: <http://gettingsmart.com/cms/edreformer/10-common-core-resources/>
- Lessons and Assessments, some aligned to Common Core: <http://learnzillion.com/overview>
- Common Core Tools from Student Achievement Partners, David Coleman's organization: <http://www.achievethecore.org/steal-these-tools>