

Advanced Composition ELA Pacing Guide

Unit 1: Life Lessons	Unit 2: Cultural Identity	Unit 3A: Beating the Odds Unit 3B: British Literature	Unit 4: Pop Culture
Power Standards: ELACC11-12RL1 ELACC11-12RL4 ELACC11-12 RI1 ELACC11-12RI4 ELACC11-12RI6 ELACC11-12RI7 ELACC11-12W1 ELACC11-12W2 ELACC11-12W4 ELACC11-12W9 ELACC11-12L1 ELACC11-12L2 ELACC11-12L4 ELACC11-12SL2 ELACC11-12SL3	Power Standards: ELACC11-12RL1 ELACC11-12RL4 ELACC11-12 RI1 ELACC11-12RI4 ELACC11-12RI6 ELACC11-12RI7 ELACC11-12W1 ELACC11-12W2 ELACC11-12W4 ELACC11-12W9 ELACC11-12L1 ELACC11-12L2 ELACC11-12L4 ELACC11-12SL2 ELACC11-12SL3	Power Standards: ELACC11-12RL1 ELACC11-12RL4 ELACC11-12 RI1 ELACC11-12RI4 ELACC11-12RI6 ELACC11-12RI7 ELACC11-12W1 ELACC11-12W2 ELACC11-12W4 ELACC11-12W9 ELACC11-12L1 ELACC11-12L2 ELACC11-12L4 ELACC11-12SL2 ELACC11-12SL3	Power Standards: ELACC11-12RL1 ELACC11-12RL4 ELACC11-12 RI1 ELACC11-12RI4 ELACC11-12RI6 ELACC11-12RI7 ELACC11-12W1 ELACC11-12W2 ELACC11-12W4 ELACC11-12W9 ELACC11-12L1 ELACC11-12L2 ELACC11-12L4 ELACC11-12SL2 ELACC11-12SL3
Supporting Standards: ELACC11-12RL3 ELACC11-12RL5 ELACC11-12RL7 ELACC11-12RL2 ELACC11-12RI2 ELACC11-12RI5 ELACC11-12W9 ELACC11-12SL6 L11-12WHST1 L11-12WHST2	Supporting Standards: ELACC11-12RL3 ELACC11-12RL5 ELACC11-12RI4 ELACC11-12RL7 ELACC11-12RL2 ELACC11-12RI2 ELACC11-12RI5 ELACC11-12SL3 ELACC11-12L3 ELACC11-12W3	Supporting Standards: ELACC11-12RL3 ELACC11-12RL5 ELACC11-12RL7 ELACC11-12RL2 ELACC11-12RI6 ELACC11-12RI1 ELACC11-12RI2 ELACC11-12RI5 ELACC11-12SL3 ELACC11-12W6	Supporting Standards: ELACC11-12RL3 ELACC11-12RL5 ELACC11-12RL7 ELACC11-12RL2 ELACC11-12RI2 ELACC11-12RI5 ELACC11-12SL3 ELACC11-12L6 L11-12RST4 ELACC11-12L4

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<p>ELACC11-12W3 ELACC11-12W3: d ELACC11-12L3: a ELACC11-12W3: c ELACC11-12W3: a ELACC11-12W3: d ELACC11-12W3: b ELACC11-12W3: e</p>	<p>ELACC11-12W1d ELACCL11-12W8</p>	<p>ELACC11-12W8 L11-12WHST7 ELACC11-12W8 L11-12RH2 L11-12RH5 ELACC11-12W7 ELACC11-12SL2 ELACC11-12W1 ELACC11-12RL1 ELACC11-12L6 L11-12RST4 ELACC11-12RL10 ELACC11-12W3 ELACC11-12W3: d ELACC11-12L3: a ELACC11-12W3: c ELACC11-12W3: a ELACC11-12W3: d ELACC11-12W3: b ELACC11-12W3: e</p>	<p>ELACC11-12RL10 ELACC11-12W3 ELACC11-12W3: d ELACC11-12L3: a ELACC11-12W3: c ELACC11-12W3: a ELACC11-12W3: d ELACC11-12W3: b ELACC11-12W3: e</p>
<p>Extended Text: <i>The Glass Castle</i> OR <i>Tuesdays with Morrie</i></p>	<p>Extended Text: <i>Ava's Man</i> OR <i>The Kite Runner</i></p>	<p>Extended Text: 3A: <i>Speak</i> OR <i>The Road</i> OR <i>Angela's Ashes</i> 3B: <i>Hamlet</i> OR <i>Frankenstein</i></p>	<p>Extended Text: <i>The Things They Carried</i>, (from) <i>Fast Food Nation</i> OR <i>Nickel and Dimed in America</i></p>
<p>Short Text Literary: Indian Education;" "Salvation;" "Mother Tongue;" "Fish Cheeks;" "On Being a Cripple."</p>	<p>Short Text Literary: "Gilded Six Bits;" "Body Ritual Among the Nacirema;" "Not All Men are Sly Foxes;" "Superman</p>	<p>Short Text Literary: (from) <i>Narrative of the Life of Frederick Douglas</i>; (from) <i>Incidents in the Life of a Slave</i></p>	<p>Short Text Literary: "The Price We Pay"; "There Is No Unmarked Woman"; "Wired for Distraction". OR</p>

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<p>OR In the Event of My Demise; Franklin’s Aphorisms.</p> <p>Short Text Informational (including primary/secondary source documents):</p> <p>College success article; College application article; Facebook dangers article ; Sexual harassment article; “50 Worst Job Interview Mistakes;” Background checks article. OR Author Bio; ALS Fact Sheet; “Embalming of Mr. Jones”; “Living Like Weasels.”</p>	<p>and Me;” “What’s Your Name, Girl?;” “Champion of the World;” assorted children’s books; OR The Secret Kite; Afghanistan...; Suicide Note; The Storm.</p> <p>Short Text Informational (including primary/secondary source documents):</p> <p>“Not all Men are Sly Foxes;” Excerpt from <i>Foxfire</i> Book 1; Gender roles article (teacher’s choice as companion to “Sly Foxes;”) Race relations/racism article (primary source) OR Author Bio; History of Afghanistan; Hazara History in Afghanistan; “The Outsiders” (essay); History of Islam; Taliban Restrictions Imposed on Women; “Only Daughter”; “The Men We Carry in Our Minds”; “Two Ways to Belong in America.”</p>	<p><i>Girl.</i> (from) Pepys’s <i>Diary</i>; “Dulce et Decorum Est;” “The First Year of my Life;” “A Shocking Accident;” (from) <i>Harry Potter and the Deathly Hallows</i>; “A Modest Proposal;” “Once More to the Lake.”</p> <p>Short Text Informational (including primary/ secondary source documents): Theater history document (companion to <i>Hamlet</i>); WWI primary documents (companion to “First Year...”) OR Defoe’s <i>Journal of a Plague Year</i>; Johnson’s “A Dictionary of the English Language”; “The Declaration of Independence”; OR Author Bio; History of Ireland; Irish and Celtic Mythology; “Cormac McCarthy’s Apocalypse”; Background information related to Elijah and biblical allusions; “On Dumpster Diving’; “A Peaceful Woman Explains Why She Carries a Gun.”</p>	<p>“Sadie and Maude”; “The Catbird Seat”. OR</p> <p>Short Text Informational (including primary/ secondary source documents): “An Army Apart”. OR Author Bio; “What’s in a Name?;” “Thirty-Eight Who Saw a Murder Didn’t Call the Police”; “The Memo to John Grisham”; “The Ways We Lie”; “The Human Cost of an Illiterate Society”; “Letter from Birmingham Jail”; “The Price of Silence.</p>
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<p>Common Formative Assessments: 5 article or essay annotations OR journal response, Socratic Seminar OR reading checks</p>	<p>Common Formative Assessments: 5 article or essay annotations; <i>Foxfire</i>-style interview OR journal response, Socratic Seminar OR reading checks</p>	<p>Common Formative Assessments: 5 article or essay annotations OR journal response, Socratic Seminar OR reading checks</p>	<p>Common Formative Assessments: 3 short papers exploring rhetorical triangle in TTTC; 2 article or essay annotations OR journal response, Socratic Seminar OR reading checks</p>
<p>Integrated Writing Tasks: Personal narrative, cover letter and resume; 3 reading checks over <i>The Glass Castle</i>, one of which is argumentative; reader response modeling style of Alexie, OR journal writing (identity portfolio); writer commentary supported by textual evidence.</p>	<p>Integrated Writing Tasks: Argumentative research paper responding to “Sly Fox” essay; 3 reading checks over <i>Ava’s Man</i>; “reader’s” response to Emmitt Till documentary; brief objective narrative modeling “Nacirema,” OR timed essay.</p>	<p>Integrated Writing Tasks: Annotated Bibliography; 2 reading checks over <i>Speak</i> or <i>The Road</i> or <i>Angela’s Ashe</i>; literature Wiki collaboration</p>	<p>Integrated Writing Tasks: Research and creation of PP with MLA; argumentative response to position on Viet Nam War OR argumentative essay; personal reflection (for inclusion in identity portfolio)</p>
Evidence from or reference to texts should be included in all writing			
<p>Speaking and Listening Tasks: Role play job interviews OR Socratic Seminar; journal shares; mini-research presentation on ALS.</p>	<p>Speaking and Listening Tasks: Research-based discussion of role of men in children’s literature; Discussion of Emmitt Till documentary, OR Socratic Seminar; quote incorporation competition in collaborative groups.</p>	<p>Speaking and Listening Tasks: Students assume roles in <i>Hamlet</i>, OR Socratic Seminar.</p>	<p>Speaking and Listening Tasks: Research Presentation OR off-the-cuff debates; Socratic Seminar.</p>
<p>Academic Vocabulary: Theme; In medias res; Frame story; Chronological narrative; Imagery; Figurative Language; Purpose;</p>	<p>➤ Academic Vocabulary: Rhetorical strategies; Point of view; Character development; Irony; Citation; Dialect;</p>	<p>➤ Academic Vocabulary: Imagery; Symbolism; Primary sources; Secondary sources; Bibliography;</p>	<p>Academic Vocabulary: Structures in contemporary works; Irony; Tone; Style; Theme; Symbol; Point of view;</p>

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<p>Audience; Character Development; Connotative language; Denotation; Allusion; Memoir; Periodical; Bias; Manuscript; Technical; Jargon. Euphemism AND Voice; Diction; Tone; Mood; Irony; Genre; Modes of Writing; Reliable Narrator.</p>	<p>Syllogism; Inference; Logical fallacy; Audience; Claim; Counterclaim; Anecdotes; Order of importance; Internal citation; Direct quote; Paraphrase; Summary; Satire; Prologue; Epilogue; Diction; Idiom AND Reputable Source; Primary Source; Secondary Source, Rhetoric; Ethos, Pathos, Logos; Antithesis; Spin; Logical Fallacy.</p>	<p>Works Cited; : Language and style; Character development; Point of view; Irony; Symbolism; Author's purpose; Theme; Tone; Audience; Literal and Figurative meanings; Aesthetic; Pun; Script; Juxtaposition; Fourth Wall</p>	<p>Pathos; Logos; Ethos; Rhetorical strategies</p>
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Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC11-12L4 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.</p> <p>a. Use context as a clue to the meaning of a word or phrase</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Determine Clarify Use Identify Consult Verify 	<ul style="list-style-type: none"> Meaning of words and phrases Range of strategies <ul style="list-style-type: none"> A. Context B. Patterns of word changes C. Reference materials D. Preliminary determination 	DOK: 2 Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Determining or clarifying word meanings is a critical communication skill.</p> <p>Context, word patterns, and reference materials help to determine and clarify word meanings.</p>		<p>Why do I need to determine or clarify word meanings?</p> <p>How do I determine or clarify word meanings?</p>

**ELACC11-12L4
Further Explanation**

Concepts for Students:

- Make effective use of reference materials, including digital references
- Avoid becoming overly dependent on electronic devices in determining correct spellings or grammatical constructions; these tools will not always be at hand in testing, interviewing, or speaking situations
- Always use your own resources (text, context, roots, word patterns) to determine meaning, or at least make an educated guess, before consulting reference materials in order to keep these skills sharp
- Proactively and independently continue to build your own vocabulary; an extensive vocabulary is one of the best indicators of a high score on SAT and ACT exams, as well as one of the best indicators of success in professional and academic discourse

Strategies for Teachers:

- Encourage students to use their own resources (see above) to at least make an attempt at guessing the meaning of a new word before accessing reference materials
- Routinely list and explore new words introduced through class texts
- Point out roots and patterns in unfamiliar words
- Have a variety of reference materials on hand other than digital resources so that students gain a working knowledge of the use of dictionaries, glossaries, thesauruses, and appendices.
- Review the construction of dictionary entries to ensure that students understand each part

Sample Task for Integration:

During the time that a particular text is under consideration by the class, begin gleaning new, unusual, beautiful, complex, academic, or technical terms from the text. Alert your class that you will be listing these words and that you will be working them into your daily discourse with the class. Provide an incentive or reward for students who recognize when the word is used. Extra points may be awarded for a student’s ability to cite the section or page of the text on which the word appeared its definition, etiology, or other salient information. Use these moments as opportunities to discuss how the meaning was or could have been ascertained, roots or context clues, spelling patterns, grammatically correct usage, or other useful information.

Recommended Vocabulary for Teaching and Learning:

Definition	Context	Flexibility	Reference material	Noun
Verb	Adverb	Adjective	Interjection	Conjunction
Pronoun	Article	Pattern	Glossary	Thesaurus
Pronunciation	Etiology	Preliminary	Inference	clarify

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC11-12L1 Demonstrate a command of the <u>conventions of standard English grammar and usage</u> when writing or speaking.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Demonstrate 	<ul style="list-style-type: none"> Conventions Standard English Grammar Usage 	DOK: 2 Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Correct grammar is essential in writing and speaking.</p> <p>Conventions help a writer convey meaning.</p>		<p>Why is it important to use correct grammar in writing and speaking?</p> <p>How can correct grammar help convey my meaning in writing and speaking?</p>

**ELACC11-12L1
Further Explanation**

Skills/Concepts for Students:

- Exhibit familiarity with common and more sophisticated rules of use, grammar, and conventions in standard English such as the parts of speech, agreement, antecedents, etc.
- Acquire a fundamental knowledge of the evolution of the English language over time (for example that the English vocabulary has grown from 10,000 words in Shakespeare’s time to over 1 million words today)
- Acquire or review your understanding of what constitutes ultimate authority on matters of language usage (for example the New York Times is often cited as the arbiter of accepted comma usage (there is no central decision-making body on the rules of Standard English, but there are several accepted authorities whose opinions hold sway, such as the Oxford English Dictionary)

Strategies for Teachers:

- Educate students on accepted authorities to consult for usage disputes (such as Strunk and White’s Manual of Style, or the Oxford English Dictionary), advising as to the unreliability of internet sources
- Consult the CCGPS’ “Language Progressive Skills Chart” to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation)
- At the 11th and 12th grade level, students may be able to experiment with using non-standard constructions to purposeful effect, but this should be undertaken advisedly (students must know and understand the rules they intend to bend)

Sample Task for Integration:

Provide students with a list of current disputes in English grammar (this list can include preposition stranding, split infinitives, generic use of “you,” and gender neutrals). Students can prepare position papers garnering all the current authoritative advice they can on a given subject and present the most current accepted positions on usage to the class. This activity, beyond being instruction, actively highlights the fact that the English language is constantly in flux. An extension of this activity might include research into the list of words added to the Oxford English Dictionary each year for the past five or ten years.

Recommended Vocabulary for Teaching and Learning:

Standard Usage	Non-standard Contested	Grammar	Punctuation	Conventions
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Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC11-12L2 Demonstrate command of the <u>conventions</u> of <u>standard English capitalization, punctuation, and spelling</u> when writing.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Demonstrate • Write 	<ul style="list-style-type: none"> • Conventions • Standard English • Capitalization • Spelling • Punctuation 	DOK: 2 Application
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Punctuation and spelling are essential in conveying meaning in writing.		<p>Why is correct punctuation and spelling important in writing?</p> <p>How do punctuation and spelling help a writer convey his/her message?</p>

**ELACC11-12L2
Further Explanation**

Skills/Concepts for Students:

- Exhibit familiarity with rules and patterns of spelling in standard English
- Routinely consult reference materials for clarification when in doubt about a spelling
- In typing and when writing long hand, bring a mature, high-school level of consideration to the neatness and legibility of your work; illegible hand-writing can cost you precious points in SAT, AP, College entrance essays, and job applications
- Do not allow abbreviations common to digital media to adversely impact spelling in your formal writing
- Acquire and correctly use conventions related to hyphens

Strategies for Teachers:

- Consult the CCGPS' "Language Progressive Skills Chart" to plan continued instruction on key aspects of grammar and conventions through the higher grades
- Include explicit and implicit instruction on the language standards daily, always in connection to a text under consideration (never in isolation)
- Insist upon legibility in student work
- Provide a rubric on occasion for written work that focuses specifically on legibility, grammar, and conventions in order to provide students with pointed feedback in these areas

Sample Task for Integration:

Using a text under consideration by the class, have students identify instances of hyphenation. If the text does not contain adequate examples, provide an appropriate text. Hyphenation usage can be complex and varied. Allow students to write a brief annotation in an appropriate text sample to exhibit their understanding of proper usage. Students should understand the differences between hyphens and dashes. For all language standards, it may be useful to allow students to conduct periodic peer reviews of one another's work, grading a previously completed work by a rubric based only on neatness and conventions.

Recommended Vocabulary for Teaching and Learning:

Abbreviation	Accuracy	Conventions	Hyphen	Dash
Grammar				

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC11-12RI1 Cite strong and thorough <u>textual evidence</u> to support analysis of what the text says explicitly as well as <u>inferences</u> drawn from the text, including determining where the text leaves <u>matters uncertain</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Cite • Support • Determine 	<ul style="list-style-type: none"> • Textual evidence • Analysis • Inferences • Uncertain matters 	DOK: 3, 4, 5 Application Analysis Synthesis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Texts contain evidence that support the author's point. Meaning can be inferred from reading text. Texts can leave some matters uncertain.		What is evidence and how does an author use it to make their point? How do I properly cite evidence? What does it mean to infer, and how can I use it to understand text? How can I get the point of a text? Why is some writing unclear, and how can I identify the parts that are unclear?

**ELACC11-12RI1
Further Explanation**

Skills/Concepts for Students:

- Read a variety of informational texts attentively, both independently and within the classroom
- Analyze and explain the structures and elements of nonfiction works of multicultural literature such as essays, letters, journals/diaries, personal narratives, biographies, autobiographies, speeches, and journalism
- Recognize when a text has not or cannot provide a definitive answer on a subject; learn to tolerate uncertainty within a process or text
- Become familiar with and adept at decoding complex legal and technical documents, including contracts, manuals, etc.
- Readily distinguish important facts from extraneous details
- Read with appropriate fluency and speed for grade level text requirements (i.e. finish a 500 page novel in a prescribed time-frame).
- Think critically and analytically about text, making connections within a text and among texts including highly technical texts
- Recognize the rhetorical and structural strategies employed by an author establish a main idea or prove a point
- Make inferences and generalizations based on evidence from one or more reliable sources
- Always support claims and inferences, both in formal analysis and informal discussion with well-chosen textual evidence
- Take notes and annotate texts, both formally and informally

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI1 (see above)
- Use multiple reading strategies including using a variety of digital media to access texts
- Challenge and build readers’ stamina with an adequate amount of required reading
- Implement a note-taking using a system such as Cornell notes and periodically assess or review students’ notes
- Teach and require annotation of text
- Teach and require formal citations in an accepted manuscript style when appropriate
- Encourage the habit of providing textual evidence for all claims and inferences, both written and in discussion
- Purposefully choose a variety of challenging informational texts from a variety of categories (legal, scientific, technical, literary non-fiction such as memoir)

Sample Task for Integration:

Students will conduct a research activity designed to expose them to texts where matters are left uncertain, or where definitive results have not or cannot be produced. Students (individually, in teams, or in pairs) are to create a portfolio of resources that support each side of a controversial topic. Students will review and annotate the results of their research. (An extension to this activity could include a debate). The purpose of the research will be to find specific claims in each set of texts which are uncertain or indeterminate. This activity will yield samples of text that will illustrate the concept of uncertainty in technical texts and provide opportunities to discuss how to analyze the impact of indeterminate information in research and debate.

Recommended Vocabulary for Teaching and Learning:

Article	Journal	Peer-Review	Periodical	Expository
Informational	Non-fiction	Memoir	Literary non-fiction	Biography
Autobiography	Claim	Support	Evidence	Citation
Indeterminate	Uncertain	Preponderance		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC11-12RI4 Determine the <u>meaning of words and phrases</u> as they are used in a <u>text</u>, including <u>figurative, connotative, and technical meanings</u>; analyze how an author uses and refines the <u>meaning of a key term or terms</u> over the <u>course of the text</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Determine • Analyze • Uses • Refines 	<ul style="list-style-type: none"> • Meaning (figurative, connotative, technical) • Words • Phrases • Text • Author • Term 	<p>DOK: 3, 4 Strategic Thinking Analysis</p>
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Determining the meaning of language will help analyze the author's meaning.</p>		<p>How can knowing the meaning of words help me in reading?</p>

**ELACC11-12RI4
Further Explanation**

Skills/Concepts for Students:

- Analyze and explain the structures and elements of nonfiction works of multicultural literature such as letters, journals and diaries, speeches, and essays
- Analyze and evaluate the logic and use of evidence in an author’s argument
- Analyze, evaluate, and apply knowledge of the ways authors from different cultures use language and diction, style, syntax, tone, and rhetorical strategies for specific purposes in multicultural nonfiction works
- Exhibit reliable knowledge of Greek and Latin roots, pre-fixes, suffixes, and word patterns in order to decode unknown language
- Readily distinguish between literal and figurative meaning, including subtle figurative language such as satire and irony
- Acquire and review knowledge of content area vocabulary (for example domain-specific vocabulary relevant to foundational historical documents, legal or medical terms, etc.)
- Differentiate between situations that require formal diction and those that do not
- Analyze an author’s purpose in word choice, and the way an author’s choice of words advances the theme or purpose of the work
- Analyze the cumulative effect of diction on a text

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI4 (see above)
- Provide examples of language that illustrate both extreme formality and casual colloquialism, discussing contextual appropriateness and occasions for use of each
- Trace the development of tone and mood through diction in exemplary texts (for example a sense of outrage or anger in an editorial, or urgency in a report from the frontlines of war)
- Choose texts of appropriate complexity to allow students to be challenged by complex or nuanced vocabulary
- Use both figurative/connotative language and literal/concrete language in lecture and discussion

Sample Task for Integration:

Students will examine written works through a number of qualitative and quantitative measures in order to create a statistical analysis of an author’s use of figurative language and rhetoric. After choosing an essay or passage have students explore ways to glean statistical information from the text (word processing programs will provide word counts and show instances of repeated words, Lexile.com will provide quantitative information, the “Ctrl F” function will allow you to search for instances of a certain word or count instances of its occurrence). Students should use their creativity to explore novel ways to gather information on the text. Citing specific textual evidence, students will compile a statistical analysis of the author’s use of language (what does he emphasize, what does he repeat, what figurative structures does he use, etc.)

Recommended Vocabulary for Teaching and Learning:

Figurative	Connotative	Literal	Concrete	Technical
Academic	Diction	Cumulative	Author’s purpose	Jargon
Tone	Impact	Rhetoric	Strategy	

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC11-12RI6 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.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none"> • Determine • Analyze 	<ul style="list-style-type: none"> • Author’s point of view • Purpose • Text • Rhetoric • Style • Content • Power • Persuasiveness • Beauty 	DOK: 3, 4 Strategic Thinking Analyze
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Determining an author’s point of view helps in analyzing style, content, and the value of the text.		How does understanding an author’s point of view help me understand the text?

**ELACC11-12RI6
Further Explanation**

Skills/Concepts for Students:

- Understand and readily identify rhetorical strategies such as appeals to emotion or authority, syllogism, and logical fallacies
- Analyze and explain the structures and elements of nonfiction works of British literature such as letters, journals and diaries, speeches, and essays
- Analyze and evaluate the logic and use of evidence in an author's argument
- Analyze, evaluate, and apply knowledge of the ways authors use language, style, syntax, and rhetorical strategies for specific purposes in nonfiction works
- Understand and apply knowledge of diction, syntax, tone, imagery, figurative language, and other elements in determining the effectiveness of an argument or exposition
- Identify author's biases, both subtle and overt, and make considered decisions regarding the validity of a claim or appeal
- Readily distinguish between a powerful argument and a valid argument (not all valid arguments are powerful, and not all powerful arguments are valid)
- Make a practice of determining an author's or speaker's point of view even when it is not explicitly stated

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI6 British Literature (see above)
- Purposefully choose texts in which biases and author's point of view are readily evident, as well as texts where the author may intentionally obscure his point of view or motives, allowing students to be challenged in identifying the intent behind clever rhetoric
- Point out every instances of rhetorical strategy in argument (pathos used to avoid weekend homework)
- Have students routinely construct précis from both straight-forward and difficult texts in order to become adept at zeroing in on the piece, the author, his or her aim, and his or her strategies as a matter of course when encountering a new text
- Encourage students to form and share their own aesthetic sensibility, choosing favorite pieces and being able to articulate why a piece resonates with them

Sample Task for Integration:

The practice of writing a rhetorical précis (http://oregonstate.edu/instruct/phl201/modules/rhetorical-precis/sample/peirce_sample_precis_click.html) is one way to become adept at quickly identifying the key features of a text. To isolate and scaffold the ability to determine author's purpose, it may be useful to require students to determine basic elements of a text in a timed environment, where they are encouraged to learn to reliably spot key indicators and trust their own literary judgment. Provide students with a set of three essays (released essays from the AP Language and Composition exam are of the appropriate length [less than a page] and work well for this purpose). Create a template that requires students to identify: title, author, date of publication, author's purpose, author's primary strategies, and intended audience. Allow students to complete this exercise within a defined time limit over repeated events (for example as an opening sponge once a week for a month).

Recommended Vocabulary for Teaching and Learning:

Point of view	Narrative voice	Précis	Rhetoric	Analysis
Pathos	Logos	Ethos	Syllogism	Tautology
Logical fallacy	Parallel structure	Anaphora	Antithesis	Chiasmus

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC11-12RI7 Integrate and evaluate multiple <u>sources of information presented in different media or formats</u> (e.g.-visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Integrate • Evaluate • Address • Solve 	<ul style="list-style-type: none"> • Sources • Media • Formats • Question • Problem 	DOK: 3, 4 Strategic Thinking Extended Thinking
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Sources of information need to be evaluated for quality, effectiveness, and authenticity.		Why is it important to evaluate sources? How can different sources help me answer questions and solve problems?

**ELACC11-12RI7
Further Explanation**

Skills/Concepts for Students:

- Acquire and review vocabulary relevant to multiple types of text (statistical, graphic, elements of visual rhetoric)
- Analyze and explain the structures and elements of nonfiction works of multicultural literature such as letters, journals and diaries, speeches, and essays
- Become a more sophisticated, analytic, and thoughtful reader-interpreters of images
- Continue to acquire expertise in digital formats as they evolve over time
- Use multiple types of information in problem solving, integrating information and evaluating for credibility

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RI7 (see above)
- Provide opportunities for students to acquire text in multiple formats
- Require students to reverse-engineer synthesis essays that have been compiled from multiple sources from a variety of formats, using citations to trace elements of argument or exposition back to source, and observe how the evidence was woven together by the author
- Acquire knowledge of and use all available current technologies in short and extended research projects
- Be creative in locating resources to use, including personal interviews, primary source documents, archival footage, recordings, etc.

Sample Task for Integration:

Example from British Literature: Direct students to PBS’s “In Search of Shakespeare” site, where they will find hundreds of links providing all sorts of information on the great playwright, his history, controversy surrounding the original folios, various adaptations of his works, and much more. Students will synthesize information from whichever venues they find most interesting to select an angle of focus and compile a presentation on some aspect of Shakespeare’s life or work. Students will present their final project in the form of a Prezi or PowerPoint that incorporates the StoryCorp piece with the contextual research, including all appropriate citations.

Recommended Vocabulary for Teaching and Learning:

Multimodal	Media/medium	Digital	Aural/auditory	Visual
Visual rhetoric	Symbol	Icon	Contrast	Compare
Aesthetic	Rhetorical	Abridged	Cinema/film	Visual rhetoric

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC11-12RL1 Cite strong and thorough <u>textual evidence</u> to <u>support analysis</u> of what the text says explicitly as well as <u>inferences</u> drawn from the text, including <u>determining</u> where the text leaves <u>matters uncertain</u>.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Cite • Support • Determine 	<ul style="list-style-type: none"> • Textual evidence • Analysis • Inferences • Uncertain matters 	DOK: 3, 4, 5 Application Analysis Synthesis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
Texts contain evidence that support the author's point. Meaning can be inferred from reading text. Texts can leave some matters uncertain.		What is evidence and how does an author use it to make their point? How do I properly cite evidence? What does it mean to infer, and how can I use it to understand text? How can I get the point of a text? Why is some writing unclear, and how can I identify the parts that are unclear?

**ELACC11-12RL1
Further Explanation**

Skills/Concepts for Students:

- Practice attentive reading both in the classroom and independently
- Locates and analyzes such elements as language and style, character development, point of view, irony, and structures (i.e., chronological, *in medias res*, flashback, epistolary narrative, frames narrative) in works of British and Commonwealth fiction from different time periods.
- Distinguish important and relevant information from extraneous or redundant information
- Understand how to annotate text (both formally and informally) and the rationale for doing so; practice annotation consistently.
- Understand and practice skimming and close reading and know when each is appropriate
- Understand and practice summarizing and paraphrasing
- Read with appropriate fluency and speed for grade level text requirements (i.e. finish a 500 page novel in a prescribed time-frame).
- Understand inference, and the difference between explicit fact and inference
- Distinguish between analysis and summary
- Know the elements of analysis (e.g., how diction impacts tone)
- Tolerate uncertainty – texts cannot and do not always provide solutions or clear positions; identify when a straight-forward conclusion cannot reliably be drawn

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL1 British Literature (see above)
- Assign enough reading of appropriately complex grade-level text to challenge and extend students’ “endurance.”
- Explain, model, and enforce the practice of annotating as you read.
- Allow students to choose at least a small percentage of their own reading material within appropriate complexity levels to foster an ownership of their literary development and to explore their own tastes.
- Within the broad parameters described by the CCGPS (fiction/non-fiction/technical text/poetry) explore a wide variety of genres, including avant-garde genres.
- Practice in-class reading, both silent and aloud, and incorporate professional audio and video renditions of text as well as graphic novels and other visual art as a viable way to experience text.
- Always require textual evidence and support for any claim, argument, or opinion from a text, even in informal discussion.

Sample Task for Integration:

Example from British Literature: Preliminary to beginning a major literary text study, have students explore the various lenses of literary criticism. Students should choose or be assigned one of the following schools of criticism to research: traditional, sociological, archetypal, formalist, psychoanalytical, feminist, and structuralist. Students will prepare a 3 minute oral presentation describing the major academic points of this school of criticism and providing examples of criticism of this school as applied to a familiar text. Students may be grouped into teams of 7 so that they will only have to hear one presentation on each school of criticism if desired. Students will prepare and use index card annotations citing the results of their research. These cards may be used during the presentation and should be turned in as part of the assessment of the presentation.

Recommended Vocabulary for Teaching and Learning:

Relevant	Extraneous	Redundant	Summary	Paraphrase
Annotation	Genre	Claim	Analysis	Theme
Audience	Purpose	Point of view		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC11-12RL4 Determine the <u>meaning of words and phrases</u> as they are used in the text, including <u>figurative</u> and <u>connotative meanings</u>; analyze the <u>impact</u> of specific word choices on meaning and <u>tone</u>, including <u>words with multiple meanings</u> of language that is particularly fresh, engaging or beautiful. (Include <u>Shakespeare</u> as well as other <u>authors</u>.)</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> Determine Analyze 	<ul style="list-style-type: none"> Meaning of words and phrases Figurative meaning Connotative meaning Impact Word choice Tone Words with multiple meanings 	DOK: 2, 4 Comprehension Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Words and phrases have meaning.</p> <p>Words and phrases have figurative and connotative meaning.</p> <p>Word choice can make a specific impact and project a tone.</p> <p>Words can have multiple meanings.</p> <p>Authors choose words carefully to make an impact on their readers.</p>		<p>How can understanding figurative and connotative language help me understand what I am reading?</p> <p>How can word choice make an impact on the meaning and tone of a text?</p> <p>How can I figure out which meaning of the word the author is using?</p> <p>What are some examples of how authors choose words to make a specific impact on the reader?</p>

**ELACC11-12RL4
Further Explanations**

Skills/Concepts for Students:

- Analyze the effects of diction, figurative language, and complex language constructions, including: alliteration, end rhyme, slant rhyme, internal rhyme, consonance, assonance, personification, imagery, metaphor, conceit, simile, metonymy, synecdoche, hyperbole, symbolism, allusion, controlling images, extended metaphor, understatement, hyperbole, irony, and paradox, as they relate to underlying meaning) on poems, drama, and novels in works of British and Commonwealth Literature
- Identifies and analyzes patterns of imagery or symbolism
- Acquire and review knowledge of strategies for making meaning, such as word patterns and Greek and Latin roots
- Identifies and correctly uses idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions
- Keep a notebook of words and phrases that you particularly like
- Understand the difference between figurative language, idiomatic language, and poetic (sound) devices and be able to readily identify each
- Make a practice of actively identifying the tone of a text, remembering that all literary analysis should examine diction, syntax, tone, imagery, and figurative language

Strategies for Teachers:

- Provide explicit instruction and scaffolding as necessary for the skills and concepts students should acquire for RL4 British Literature (see above)
- Have students routinely identify diction, syntax, tone, imagery, and figurative language in every work they examine
- Practice all recommended strategies for making meaning of unknown words (context, roots, word structure, reference materials, etc.)
- Require students to keep a journal of phrases and quotes that they particularly like (these can be analyzed for patterns periodically, giving students insight into their personal aesthetic preferences as readers)
- Integrate new vocabulary into lessons and lectures

Sample Task for Integration:

Figurative and idiomatic language is usually fairly easy to interpret, but the connotations of words can be tricky and subjective. Have students write a list of 10 words from a text under consideration by the class. The words are to be chosen for their connotative weight. For example the word “trudge” connotes a heavy reluctance whereas “walk” does not. Also consider symbolic connotations, for example a red dress might be intended to connote loose morals in the character who wears it. This activity may require some class discussion about the nature of connotative meanings. Students will write the denotative and what they perceive to be the connotative meaning of each of their ten words. Students will trade word lists and write their own denotative and connotative meanings for each word, then compare results. Students will conclude by choosing one word/connotation pair and writing a short analysis showing the rationale for their interpretation based on text evidence.

Recommended Vocabulary for Teaching and Learning for Teaching and Learning:

Definition	Denotation	Connotation	Figurative	Idiomatic
Sound device	Tone	Root word	Diction	Concrete
Alliteration	End rhyme	Slant rhyme	Internal rhyme	Consonance
Assonance	Personification	Imagery	Metaphor	Conceit
Simile	Metonymy	Synecdoche	Hyperbole	Symbolism
Allusion	Controlling image	Extended metaphor	Understatement	Hyperbole
Irony	Paradox	Idiom		

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
<p>Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.</p>		
<p>ELACC11-12SL2 Integrate <u>multiple sources of information presented in diverse formats and media</u> in order to make informed decisions and solve problems, evaluating the <u>credibility and accuracy</u> of each source and noting <u>discrepancies among data</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Integrate • Make • Solve • Evaluate • Note 	<ul style="list-style-type: none"> • Multiple sources of information • Diverse formats and media • Credibility and accuracy of sources 	DOK: 4 Synthesis Evaluation
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Integrating multiple sources of information from diverse formats and media is an important life skill.</p> <p>Making informed decisions and solving problems requires evaluating credibility and accuracy of sources.</p>		<p>Why is integrating information important?</p> <p>How do I use information to make decisions and solve problems?</p>

**ELACC11-12SL2
Further Explanation**

Skills/Concepts for Students:

- Evaluate the strategies used by the media to inform, persuade, and entertain
- Analyze information from multiple sources, particularly media sources, to identify bias and “spin”; define the differences that exist between information from various sources
- Understand and practice the concept of synthesis in weaving together ideas to present a case or claim (understanding the commonalities between ideas presented in diverse media and emphasizing those commonalities in support or your point)
- Routinely evaluate all sources, especially websites, for credibility, understanding what the indicators of credibility are
- Routinely evaluate sources for accuracy when appropriate (for example, a site may be credible, but may contain a typo making 1,000 into 10,000)

Strategies for Teachers:

- Require multiple media and format in source materials (for example a research project may require 2 interviews, 3 peer reviewed journals, 1 resource text, and 2 digital sources such as websites)
- Provide multiple opportunities to think critically about biased representations in the media, allowing students to analyze and draw conclusions about how the media skews information and the strategy they use to accomplish this
- Practice and model synthesis and integration with students; “Data Based Questions” used in the social sciences make good prompts for practicing the integration of sources (this can be investigated in team planning across the content areas)
- Routinely provide students with multiple resources to evaluate that contain resources you know to be inaccurate or not credible so that students have experience with spotting these
- Consider providing (or constructing as a class) a resource evaluation checklist or template that might include tips such as checking for the domain of the site (.edu or .org for example) or checking for date of last update, or credentials of the webmaster.

Sample Task for Integration:

In teams, students will choose an “infomercial” on which to conduct a brief research inquiry and fact check. If possible, allow students to purchase or borrow the product to test the advertising claims. If conducting tests on product veracity (for example, an acne medicine) a scientific log or field notebook should be kept. Students will use scientific methods to test the products and claims (for example measuring exactly how much liquid the “ShamWow” towel holds compared to a conventional towel). Students will write an evaluation of the veracity of the infomercials claims based on text evidence derived from their own research and from credible sources.

Recommended Vocabulary for Teaching and Learning:

Integrate	Diverse	Media	Qualitative	Quantitative
Credible	Accurate	Evaluate	Oral	visual
Textual	digital	Summarize	Paraphrase	Cite

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC11-12SL3 Evaluate a speaker’s <u>point of view, reasoning, and use of evidence and rhetoric</u>, assessing the <u>stance, premises, links among ideas, word choice, points of emphasis, and tone</u> used.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom’s
<ul style="list-style-type: none"> Evaluate Assess 	<ul style="list-style-type: none"> Point of view, stance, premises Reasoning, use of evidence and rhetoric Links among ideas Word choice, points of emphasis, tone 	DOK: 4 Evaluation
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Evaluating the quality of a speaker’s ideas is a crucial life skill.</p> <p>The quality of a speaker’s ideas depends on many elements, including the speaker’s point of view, reasoning, use of evidence and rhetoric, as well as stance, premises, links among ideas, word choice, points of emphasis, and tone.</p>		<p>Why should I evaluate the quality of a speaker’s ideas?</p> <p>How do I assess the quality of a speaker’s ideas?</p>

**ELACC11-12SL3
Further Explanation**

Skills/Concepts for Students:

- Analyze a speaker’s diction, syntax, figurative language, and rhetorical devices to make an evidence-based critique of his or her purpose and impact on the audience
- Synthesize multiple points or claims into an overarching theme when applicable
- Use your knowledge of persuasive tactics and rhetoric to make a warranted estimation of a speaker’s position and biases, making a reasoned judgment of whether or not his or her claims are supported by evidence
- Consistently and effectively distinguish supporting evidence from repetition or extraneous detail
- Consistently and effectively distinguish valid reasoning from logical fallacy
- Understand what comprises sufficient evidence based on the nature of argument or claim
- Effectively address speaker bias and counter-claims
- Understand and effectively analyze a speaker’s use of rhetorical strategies (appeal to emotion or authority, for example), including fallacies (such as bandwagon)
- Make informed judgments about the impact of visual rhetoric and the use of lighting, camera angles, make up, clothing, etc.

Strategies for Teachers:

- Require students to know and reference a sophisticated glossary of literary and rhetorical terms in their analysis of a speaker or speech
- Encourage and provide opportunities to identify multiple (or contradictory) ideas within a larger theme
- Invite guest speakers to the classroom, watch political debates and news coverage, etc., to provide opportunities to identify rhetorical strategies in action
- Consider targeted instruction in types of logical fallacies
- Consider targeted instruction in inductive and deductive reasoning and syllogisms
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion and train students to require evidence from any speaker who wishes to be considered accurate or credible
- Point out persuasive strategies in everyday discourse (for instance when students argue against weekend homework)

Sample Task for Integration:

Have students watch an archived presidential candidates’ debate from the 2011-2012 election cycle (all nationally televised debates are archived on the internet with transcripts). Students will choose one candidate whose performance they will analyze. Instead of fact checking, students will instead analyze the speaker’s rhetorical ability and appeal by examining his or her stance, premises, links among ideas, word choice, points of emphasis, and tone used. Students will write a one page analysis of the speaker’s performance identifying key ideas and strategies using evidence from the transcript to support claims and assertions.

Recommended Vocabulary for Teaching and Learning:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Visual Rhetoric	Fallacy	Reasoning	Distortion
Spin	Point of view	Bias	Author’s purpose	Audience
Appeal	Pathos	Logos	Ethos	Diction
Syntax	Syllogism			

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC11-12W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Write • Support • Analyze • Use 	<ul style="list-style-type: none"> • Modes of arguments • Claims • Valid reasoning • Relevant information • Sufficient evidence 	DOK: 1, 2, 3, 4 Comprehension Application Analysis Synthesis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Writers use clear and logical persuasive language.</p> <p>Writers integrate persuasive/argumentative techniques in their writing.</p> <p>Writers develop a controlling idea that is well-supported.</p> <p>Writers clarify and defend their position with precise and relevant evidence.</p> <p>Writers understand nuances in arguments, like counterarguments, biases, etc.</p>		<p>What claims, reasoning, and evidence does one use in an argument to support a position?</p> <p>How does one logically and clearly argue his/her position? Why is this important?</p>

**ELACC11-12W1
Further Explanation**

Skills/Concepts for Students:

- Produce a controlling thesis or idea that is precise and focused, controlling the content of your essay
- Readily distinguish the most appropriate supporting evidence from repetition or extraneous detail
- Readily distinguish valid reasoning from logical fallacy and understand the strategies used to create fallacies
- Consistently identify and use sufficient evidence based on the nature of argument or claim
- Effectively address audience bias and counter-claims
- Consistently choose the most effective organizational structure for argument or claim (comparison/contrast, logical order, etc.)
- Effectively employ persuasive rhetorical strategies
- Use transitions effectively
- Exhibit knowledge of formal manuscript styles including MLA and APA and create citations accordingly
- Consistently use effective and unique strategies for conclusion, avoiding simple restatement or introduction of new ideas

Strategies for Teachers:

- Provide engaging, stimulating, and relevant text-based topics for argumentation
- Vary writing assignments to include both short and sustained projects, researched argumentation, group projects, and multi-modal writing
- Require formal manuscript styles on some assignments, including formal works cited pages and appropriately formatted citations
- Require specific textual evidence for all claims and supporting evidence, including formal and informal writing and discussion
- Point out persuasive strategies in everyday discourse (for instance when students argue against weekend homework)
- Include the study of and writing of literary criticism as a type of argumentative writing

Sample Task for Integration:

One effective way to write great argumentative essays is to study and deconstruct great argumentative essays. Students will reverse-engineer Thomas Payne’s “Thoughts on the Current State of American Affairs” from Common Sense. Widely acknowledged as one of the great arguments in American History, this document will take serious consideration to deconstruct (for a shorter task, use Patrick Henry’s famous “Give Me Liberty or Give me Death” speech). Students will create a graphic organizer of the speech showing theme, topics of each text section, primary claims, counter-claims, and supporting evidence. A second step in the process would be to identify, though notation, which claims (if any) are unsupported or fallacious and will identify the type of appeal (pathos, logos, ethos). Students will use the basic outline and structure of the famous argument/speech to create an essay of their own using the structure and rhetoric of the masterful original. The student essays will also be on the topics of the text (the current state of affairs in America, or liberty for American citizens) but will frame the argument in terms of modern circumstances. Students will cite references to the original text (if quoted or employed) and/or cite facts and evidenced from texts used to support their essay.

Recommended Vocabulary for Teaching and Learning:

Argument	Persuasion	Claim	Counter-claim	Evidence
Support	Citation	Annotation	Transition	Diction
Syntax	Structure	Organization	Closure	Thesis
Syllogism	Tautology	Fallacy	Rhetorical Strategy	Pathos
Logos	Ethos	Appeal		

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC11-12W2 <u>Write</u> informative/explanatory texts to <u>examine</u> and <u>convey</u> complex ideas, concepts, and information clearly and accurately through the effective <u>selection</u>, <u>organization</u>, and <u>analysis</u> of <u>content</u>.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Write • Examine • Convey • Select • Organize • Analyze 	<ul style="list-style-type: none"> • Informational & explanatory texts • Complex ideas, concepts, & information • Content 	DOK: 1, 2, 3, 4 Comprehension Application Analysis Synthesis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Writers select, organize, and analyze information before writing.</p> <p>Writers clearly explain an idea or concept and convey their knowledge using primary and secondary sources.</p> <p>Writers include varied information and perspectives.</p>		<p>What choices must a writer make when examining and conveying information from an informational text and when writing about it?</p> <p>How does one organize and analyze multiple texts in a written response?</p>

**ELACC11-12W2
Further Explanation**

Skills/Concepts for Students:

- Be able to readily summarize texts, even passionately opinionated or technical texts, without editorial bias and recognize bias in the writing of others
- Analyze the interplay and progression of multiple ideas within a single theme or topic and practice weaving multiple complementary ideas together in your own writing
- Consistently distinguish the most important facts from extraneous details and choose the best evidence available within a text to support claims
- Consistently choose the optimal structure in expository essays for maximum clarity and impact, including effective use of transition words and phrases
- Consistently use academic and technical vocabulary effectively; use sophisticated syntax
- Exhibit knowledge of the rules of major manuscript styles such as MLA and APA, including appropriate use of correctly formatted citations

Strategies for Teachers:

- Explore a variety of professional essays with students that illustrate the difference between reporting facts and expressing an opinion, paying special attention to types of text whose purpose may be unclear (biased news reporting, for instance)
- Construct newspapers and journalistic articles based on both literary and informational text
- Provide opportunities for both short and extended informative essay writing
- Use real world examples (for example political debate) for whole-class discussions on the distinctions between fact and opinion, and the importance of critical analysis of information presented in various formats as fact, but without supporting evidence

Sample Task for Integration:

One of the largest marketplaces of ostensibly unbiased informative/expository writing is the news media. In an exploration of the journalistic genre, students will work in teams to research and write a news show targeted at teens that uses research from a variety of reliable sources to compile news stories of interest for a teen audience. Students will write informative news pieces on current topics citing textual references from source materials. An authentic readership may be found through production of a school news paper, podcast, or YouTube news show.

Recommended Vocabulary for Teaching and Learning:

Informative/Informational	Exposition/Expository	Topic	Thesis	Theme
Multimodal/multimedia	Transition	Manuscript style/MLA/APA	Diction	Syntax
Cohesion	Closure	Implication/inference	Structure	Organization
Journalism	Editorial	Source	Broadcast	Objectivity

Next step, create assessments and engaging learning experiences

CCGPS Unwrapped Standard

Forsyth County Schools

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
ELACC11-12W4 Produce clear and coherent <u>writing</u> in which the development , organization , and <u>style</u> are appropriate to <u>task, purpose, and audience</u> .		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Produce • Write • Develop • Organize 	<ul style="list-style-type: none"> • Various writing styles • Coherent and clear writing • Task • Purpose • Audience 	DOK: 1, 2, 3 Comprehension Application Analysis
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Writers establish appropriate organizational structures in their writing.</p> <p>Writers set a context in their writing that engages the reader.</p> <p>Writers maintain a clear and coherent focus throughout their writing.</p> <p>Writers use precise language appropriate for their purpose and audience.</p>		<p>What makes a piece of writing clear and coherent?</p> <p>How does a writer reach his/her audience?</p> <p>Why must one develop, organize, and vary his/her style in writing?</p>

**ELACC11-12W4
Further Explanation**

Skills/Concepts for Students:

- Write clearly and coherently, employing the elements of style in all genres of writing, including diction, syntax, tone, pacing, bringing attention to audience and purpose
- Understand and effectively use transitional words and phrases
- Use structure and organization maintaining a focus and point of view relevant to purpose and genre, achieving maximum clarity and effectiveness across all genres
- Understand and effectively employ correct grammar and conventions for the English language, varying diction style as appropriate for audience and purpose
- Support statements and claims with anecdotes, descriptions, facts and statistics, and specific examples

Strategies for Teachers:

- Purposefully incorporate opportunities to write in all genres
- Provide frequent writing opportunities, both formal and routine, brief and extended
- Provide extensive and specific feedback on as much student writing as possible; avoid providing a grade without specific feedback via rubric, commentary, or both
- Require students to maintain a record of their writing throughout the year in the form of a portfolio or compendium
- Create opportunities throughout the year for retrospective review of writing to facilitate a recognition of progress and habits

Sample Task for Integration:

In pairs, have students trade writing portfolios. Students will write a literary review of the collected works of the other student, which may or may not be facilitated by a template steering reviewers towards items for their attention (for example students may be required to count the number of works in the portfolio, sort by genre or by quality, read at least 3 pieces in their entirety, and choose a favorite for commentary). An extension of this activity may include a study of literary criticism and allowing students to use a chosen critical lens to review their partner’s work (such as feminist, structuralist, etc.) Reviewing partners will complete the review template and produce a 250-500 word literary criticism of at least one extended essay in the partner’s portfolio.

Recommended Vocabulary for Teaching and Learning:

Diction	Syntax	Style	Voice	Fig. language
Denotation	Connotation	Organization	Structure	Topic
Introduction	Fluency	Imagery	Sensory detail	Fact
Opinion	Evidence	Detail	Extraneous	Conventions

Next step, create assessments and engaging learning experiences

Content Area	ELA	
Grade/Course	11-12	
Unit of Study		
Duration of Unit		
Insert a CCGPS standard below (include code). CIRCLE the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.		
<p>ELACC11-12W9 Draw <u>evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p>a. Apply grades 11-12 reading standards to literature (e.g. Demonstrate knowledge of eighteenth, nineteenth, and early twentieth century <u>foundational works of American literature</u>, including how two or more texts from the same period treat similar <u>themes or topics</u>).</p> <p>b. Apply grades 11-12 reading standards to <u>non fiction</u> (e.g. delineate and evaluate the reasoning in <u>seminal U.S. texts</u>, including the application of <u>constitutional principles</u> and use of <u>legal reasoning</u> , and the premises, purposes, and arguments in works of public advocacy.</p>		
Skills (what students must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ul style="list-style-type: none"> • Draw • Support • Apply • Demonstrate 	<ul style="list-style-type: none"> • Evidence • Literary or informational texts • Analysis • Reflection • Research • Foundational works of American Lit • Non fiction • Seminal U.S. texts • Constitutional principles • Legal reasoning 	<p>DOK: 3, 4</p> <p>Analysis, Synthesis, Evaluation</p>
Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)		Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)
<p>Writers use evidence to support ideas in writing.</p> <p>Writers use different types of reasoning to support ideas in writing.</p> <p>It is important to incorporate evidence from texts in student writing.</p>		<p>How do you find evidence in a text?</p> <p>How do you determine what type of reasoning is used in a text?</p> <p>How can evidence help my writing?</p> <p>How do I incorporate the evidence I find in my writing?</p>

**ELACC11-12W9
Further Explanation**

Skills/Concepts for Students:

- Demonstrate expertise in the concepts of analysis and synthesis, and apply these parameters in responding intelligently to literature and informational text
- Understand and effectively analyze the literary elements that should be examined in a literary analysis essay (diction, syntax, tone, mood, imagery, figurative language, etc.)
- Understand and effectively analyze the informational and rhetorical elements that should be examined in an informational analysis essay (diction, syntax, structure, logical fallacies, syllogism, pathos, logos, ethos, peer review, etc.)
- Distinguish theme(s) and trace development of theme through aggregation of facts, characters, events, etc.
- Maintain the practice of requiring evidence and support for any claim presented to you, and of providing evidence and support for any claim you assert

Strategies for Teachers:

- Maintain the practice of requiring text-based evidence and support for all claims, inferences, and assertions proposed in the classroom, whether formal or informal
- Share effective student models of analysis essays
- Require reliable and easily-referenced knowledge of extensive grade-appropriate list of literary and rhetorical terms
- Incorporate the study of popular literary criticism to scaffold the concept of text analysis

Sample Task for Integration:

Following the completion of a novel study, have the students undertake the reading of a complementary text independently (for example *Jane Eyre*, by Charlotte Bronte, and *Wuthering Heights*, by Emily Bronte, both of which deal with unrequited love and are representative of the concept of the Bildungsroman). Have the students conduct an in-depth comparison and contrast of the novels and their unique treatments of similar themes. Using specific evidence from the texts students will construct a coherent analysis that adheres to an organizational structure (comparison by subject, by chapter, by character, etc.) that makes the writer’s points clear. An extension of this activity could be the delineation and evaluation of the elements of Bildungsroman in both books.

Recommended Vocabulary for Teaching and Learning:

Genre Analysis	Literary Criticism	Informational Evaluation	Rhetoric Citation	Synthesis evidence
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Next step, create assessments and engaging learning experiences