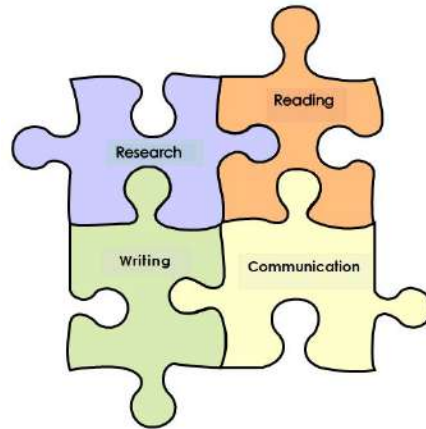


Grade 11 English Curriculum & Pacing Guide



Amherst County Public Schools
Every Child Every Day

Teacher Notes

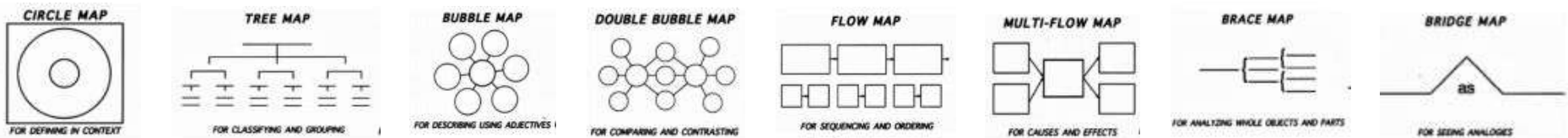
ACPS will utilize a theme approach to integrate the English strands of reading, writing, research, and communication. To the extent possible, a variety of genres should be utilized during a unit of study. Best practices include:

- **Paired texts** (Paired texts can include books, plays, articles, poems, functional text, graphics, or digital media)
- **Use of text-dependent questions** (QAR)
- **Use of inference questions** (QAR)
- **Use of text-based vocabulary**
- **Writing components in every lesson**
- **Frequent research components**


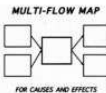
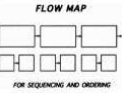
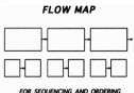

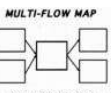

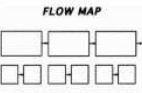

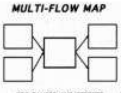
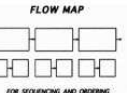

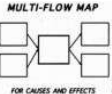


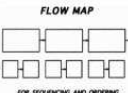

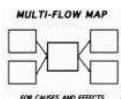

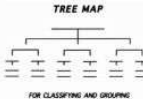

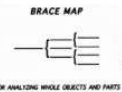




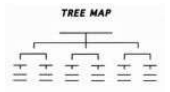


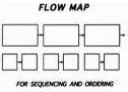
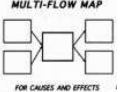
ACPS Literacy Plan outlines **seven comprehension strategies** that will be incorporated during units of study throughout the reading process. "Strategies are conscious, flexible plans a reader applies to a variety of texts, both narrative and expository/analytic. The use of strategies implies awareness, reflection, and interaction between the reader and the author. Strategies do not operate individually or sequentially, but are interrelated and recursive. The goal is the active construction of meaning and the ability to adapt strategies to varying reading demands." (Vogt & Verga, 1998) Explicit teaching and modeling of the strategies is necessary to assist students in learning to use them independently to make sense of the text they encounter.

- Monitoring Comprehension/Metacognition
- Predicting/Activating Background Knowledge/Schema
- Questioning
- Visualizing
- Determining Importance
- Summarizing & Synthesizing
- Inferring

ACPS utilizes **Thinking Maps** in order for students to create mental visual patterns for thinking based on the fundamental thinking processes.



The following are examples of reading skills associated with each of the maps. These can be expanded upon based on teacher discretion.

Predictions	Summarizing (Story Elements, BME, Problem/Solution, Main Idea/Details, etc.)	Making Connections	Ask/Answer Questions
  	  	  	  
Character Analysis	Fact & Opinion	Context Clues	Author's Purpose
   		 	 
Vocabulary (Affixes, Compound Words, Phonics, Homophones, Synonyms/Antonyms)	Multi-Meaning Words	Locate Information	Cause & Effect
   	  	 	

*All resources and products listed within this document are for guidance purposes.

Content Knowledge for Implementation of the Standards

(taken from 2010 VDOE English Curriculum Framework)

Objectivity - fact

Subjectivity - bias

Connotation is subjective, cultural, and emotional. A stubborn person may be described as being either strong-willed or pig-headed. They have the same literal meaning (i.e., stubborn). Strong-willed connotes admiration for the level of someone's will, while pig-headed connotes frustration in dealing with someone.

Denotation is a dictionary definition of a word.

Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).

Allusion is an indirect reference to a person, place, event, or thing – real or fictional. J.D. Salinger's *The Catcher in the Rye* is an allusion to a poem by Robert Burns. Stephen Vincent Benet's story *By the Waters of Babylon* alludes to Psalm 137 in the Bible.

Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text, including considering relationships to other texts or social or cultural history.

Ad hominem – means “to the man” does not argue the issue, instead it argues the person.

Red herring – is a deliberate attempt to divert attention

Straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the “straw man”).

Begging the question – assumes the conclusion is true without proving it; circular argument.

The VDOE Curriculum Framework should be utilized when preparing units found in this curriculum map.

http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml

NINE WEEKS 1

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW1 Division Reading & Writing Assessment, Persuasive/Argument Essays, Interpretive/Analytical (Expository) Essays, and Reflective Essay

Ongoing Assessments: Common Assessments

<p>THEME: Strategic Reading and Thinking: Introduction to Seven Comprehension Strategies</p> <p>SKILLS TARGETED: Main idea/Details Vocabulary/Word Meaning Text-Student, Text-World Connections Composing Referencing Research, Identifying plagiarism/Ethical use of the internet Credit Information Sources</p> <p>SKILLS SPIRALED: N/A</p> <p>STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Visualizing, Inferring, Summarizing, Synthesizing, & Self-Monitoring</p> <p>APPROXIMATE TIME: 1 Week</p>					
COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>11.1b Credit information sources</p> <p>11.1h Use vocabulary</p>	<p>11.3a Use structural analysis of roots, affixes, synonyms, and antonyms to</p>	<p>11.6a Apply components of a recursive writing process for multiple</p>	<p>11.8d Cite sources for both quoted and paraphrased ideas using a standard</p>	<p>ACHS Annotation Rubric Grades 9-12</p>	<p>ANTICIPATORY SET/OPENER: -Bubble map to introduce annotations</p>

appropriate to the topic, audience, and purpose.	<p>understand complex words</p> <p>11.3b Use context, structure, and connotations to determine meanings of words and phrases</p> <p>11.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>11.3e Explain the meaning of literary and classical allusions and figurative language in text</p> <p>11.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p> <p>11.4e Analyze how context and language structures convey an author's intent and viewpoint</p> <p>11.4f Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts</p>	<p>purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose</p> <p>11.6b Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions</p> <p>11.6d Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.</p>	<p>method of documentation, such as that of the Modern Language Association (MLA) ...</p> <p>11.8e Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information</p> <p>11.8f Demonstrate ethical use of the Internet</p>	<p>Media: AACPS Secondary Education Strategy Lessons: https://drive.google.com/drive/folders/1gs0Vvhn-x8tAc2KWhPeYuBGP-QVIU8zm</p> <p>Applied Literacy: https://appliedliteracy.wordpress.com/</p> <p>Poetry: "The Laws of Motion" by Nikki Giovanni "Do Not Stand at my Grave and Weep" by Mary Elizabeth Frye</p> <p>Fiction: Short passages from <i>Paper Towns</i> by John Green Short passages from <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>Drama: Short selections from plays by Tennessee Williams</p> <p>Nonfiction: "What is annotating and why is it an essential skill to close reading?" https://soa.ccsdschools.</p>	<p>and use as a tool to look back on</p> <p>GUIDED PRACTICE: -Annotation (can be done as individuals or in small groups/partners)</p> <p>INDEPENDENT PRACTICE: -Reflective Writing/Journaling after annotating a text</p> <p>CLOSURE: -Tree map to summarize a simple text using annotation techniques, students will write a summary of the text</p> <p>FORMATIVE ASSESSMENTS: -Annotation of various texts -Thinking Maps: <ul style="list-style-type: none"> Bubble map to introduce annotations and use as a tool to look back on Tree map to summarize a simple text using annotation techniques, students will write a summary of the text </p> <p>-Reflective</p>
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	<p>11.4h Evaluate how specific word choices, syntax, tone, and voice support the author's purpose</p> <p>11.4j Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text</p> <p>11.4k Compare/contrast literary and informational nonfiction texts</p> <p>11.5d Paraphrase and synthesize ideas within and between texts</p> <p>11.5e Draw conclusions and make inferences on explicit and implied information using textual support</p>			<p>com/common/pages/DisplayFile.aspx?itemId=17314957</p> <p>Functional Texts: "How to Find Your Dream Job" text http://www.manifestyourpotential.com/work/take_up_life_work/5_dream_job/how_to_find_your_dream_job.htm</p> <p>"5 Habits of the Successful High School Students" https://blog.collegevine.com/5-habits-of-the-successful-high-school-student/</p> <p>"How to Effectively Balance Your Time in High School" https://blog.collegevine.com/how-to-balance-your-involvement/</p>	<p>Writing/Journaling after annotating a text</p> <p>SUMMATIVE ASSESSMENT: -SOL Practice Paper (persuasive and argumentative), with counterclaim and rebuttal</p>
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THEME: Creation

SKILLS TARGETED:

Collaboration
Using Multi-Modal Tools
Author's Purpose
Cause/Effect
Character Development/Traits
Compare/Contrast
Important Events
Generate and Respond to Literal/Critical Thinking
Making Connections
Composing
Organize Information
Revising
Summarizing

SKILLS SPIRALED:

Main idea/Details
Vocabulary
Text-Student, Text-World Connections
Composing
Referencing
Research, Identifying plagiarism/Ethical use of the internet

STRATEGY FOCUS:

Background Knowledge/ Making Connections, Determine Importance & Identifying Purpose, Questioning, Visualize, Infer/Predict, Summarize/Synthesize, Monitoring Comprehension / Fix-up Strategies

APPROXIMATE TIME: 4 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
11.1a Select and effectively use	11.3b Use context, structure, and	11.6a Apply components of a	11.8a Critically evaluate quality, accuracy, and	Media: <i>The Last of the</i>	ANTICIPATORY SET/OPENER:

<p>multimodal tools to design and develop presentation content</p> <p>11.1b Credit information sources</p> <p>11.1c Demonstrate the ability to work collaboratively with diverse teams</p> <p>11.1d Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement</p> <p>11.1e Use a variety of strategies to listen actively</p> <p>11.1g Evaluate the various techniques used to construct arguments in multimodal presentations</p> <p>11.1h Use vocabulary appropriate to the topic, audience, and purpose</p>	<p>connotation to determine meanings of words and phrases</p> <p>11.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p> <p>11.4a Describe contributions of different cultures to the development of American literature</p> <p>11.4c Analyze American literature</p> <p>11.4d Interpret the social or cultural function of American literature</p> <p>11.4f Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts</p> <p>11.4h Evaluate how specific word choices, syntax, tone, and voice support the author's purpose</p> <p>11.4i Analyze the use of literary elements in American literature</p>	<p>recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing</p> <p>11.6b Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions</p> <p>11.6c Organize claims, counterclaims, and evidence in a sustained and logical sequence</p> <p>11.6d Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>11.6e Use words, phrases, clauses, and varied syntax to create a cohesive argument</p> <p>11.6g Revise writing for clarity of content, accuracy and depth of information</p> <p>11.6h Write and revise to a standard acceptable both in the workplace and in postsecondary education</p>	<p>validity of information</p> <p>11.8b Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias</p> <p>11.8c Synthesize relevant information from primary and secondary sources and present it in a logical sequence</p> <p>11.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation</p> <p>11.8e Define the meaning and consequences of plagiarism</p> <p>11.8f Demonstrate ethical use of the Internet</p>	<p><i>Mohicans</i> Non-Fiction: Oral Traditions</p> <p>Novels: <i>The Last of the Mohicans</i> by James Fenimore Cooper Selections from Sherman Alexie</p> <p>Poetry: "Achilles" - Led Zeppelin "Walt Whitman" - Walt Whitman "Isis" - Bob Dylan</p> <p>Short Fiction: <i>Native American Creation Myths</i> (http://www.americanyp.com/reader/the-new-world/indian-creation-stories/) https://www.britannica.com/art/Native-American-literature</p> <p>"The Sky Tree" by Joseph Bruchac "Coyote Finishes His Work" by Barry Lopez "The Walam Olum" by Delaware Indians "Godasiyo, the Woman Chief" by Dee Brown</p>	<p>-Quick write about popular creation myths</p> <p>-Accessing prior knowledge about creation myths</p> <p>-Real life applications about creation myths and how they are used</p> <p>-SOL based question</p> <p>-SOL prompt outline</p> <p>GUIDED PRACTICE: -Annotation</p> <p>-Powerpoint/Prezi/Google Slides, etc. on Creation Myths</p> <p>-Group Discussions</p> <p>-Thinking Maps: Tree Maps</p> <ul style="list-style-type: none"> • Use Tree Map to summarize Creation Myths <p>-Personal Creation Myth</p> <p>-Native American tribes research project, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p> <p>INDEPENDENT</p>
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	<p>11.4j Generate and respond logically to literal, inferential, evaluate, synthesizing, and critical thinking questions about the text</p> <p>11.4k Compare/contrast literary and informational nonfiction texts</p>	<p>11.7a Use complex sentence structure to infuse sentence variety in writing</p>		<p>Functional Texts: "How to Make a Dreamcatcher" https://www.thejourneyunkie.com/life/how-to-make-a-dreamcatcher/</p> <p>Matching Worksheet for animal tracks https://d1uvxqwmcz8f1.cloudfront.net/tes/resources/6123089/b3bfeffc-c8a9-49d3-aac7-33c7c488017e/image?width=500&height=500&version=1329498686000</p>	<p>PRACTICE:</p> <ul style="list-style-type: none"> -Reflective Writing -Personal Creation Myth -Native American tribes research project, using MLA format -Persuasive/Argument essay on validity of creation myths with counterclaim and rebuttal -Thinking Maps: Tree Maps <ul style="list-style-type: none"> • Use Tree Map to summarize Creation Myths -SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal <p>CLOSURE:</p> <ul style="list-style-type: none"> -Exit ticket -Sticky note questions -Summarize days lesson -Review vocabulary -Thinking map to review days lesson <p>FORMATIVE ASSESSMENT:</p> <ul style="list-style-type: none"> -Personal Creation Myth
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					<p>-Native American tribes research project, using MLA format</p> <p>-Persuasive/Argument essay on validity of creation myths</p> <p>SUMMATIVE ASSESSMENT:</p> <p>-Personal Creation Myth</p> <p>-Native American tribes research project</p> <p>-Persuasive/Argument essay on validity of creation myths, with counterclaim and rebuttal</p> <p>-SOL Practice Paper (persuasive and argumentative), using counterclaim and rebuttal</p>
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THEME: Religion

SKILLS TARGETED:

Utilizing Appropriate Vocabulary
 Author's Purpose
 Analysis of Drama
 Drawing Conclusions
 Generate and Respond to Inferential Questions
 Analyzing Literary Elements
 Locating Information
 Identify Theme
 Identify Point of view
 Setting

Conflict/Resolution

SKILLS SPIRALED:

Collaboration

Using multi-modal tools

Vocabulary

Referencing

Compare and Contrast

Character Development/Traits

Identify Main idea/Details

Text-Student, Text-World Connections

Composing

Referencing

Research (Identifying Plagiarism/Ethical Use of the Internet)

STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Summarizing, Evaluating

APPROXIMATE TIME: 4 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>11.1a Select and use multimodal tools to design presentation content</p> <p>11.1b Credit information sources</p> <p>11.1d Respond thoughtfully and tactfully to diverse perspectives</p> <p>11.2a Describe possible cause and effect relationships between mass media coverage</p>	<p>11.3a Use structural analysis to understand complex words</p> <p>11.3b Use context, structure, and connotations to determine meaning of words and phrases</p> <p>11.3e Explain the meaning of figurative language in text</p> <p>11.3f Extend vocabulary</p> <p>11.4a Describe</p>	<p>11.6a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing</p> <p>11.6b Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective</p>	<p>11.8a Critically evaluate quality, accuracy, and validity of information</p> <p>11.8b Make sense of information gathered from diverse sources by identifying misconceptions</p> <p>11.8c Synthesize relevant information from sources</p> <p>11.8d Cite sources</p> <p>11.8f Demonstrate</p>	<p>Drama: <i>The Crucible</i> by Arthur Miller</p> <p>Media: TedEd Video on Sinners in the Hands (https://www.youtube.com/watch?v=3REg6ZWljZA)</p> <p>Salem Witch Trials video (History Channel)</p> <p>Salem, Massachusetts interactive website</p>	<p>ANTICIPATORY SET/OPENER: -Quick write about religion</p> <p>-Accessing prior knowledge about different religions around America</p> <p>-Real life applications about religion and how it affects literature and everyday life</p> <p>-SOL based question</p>

<p>and public opinion</p> <p>11.2b Create media messages with a specific point of view</p> <p>11.2c Evaluate media sources for relationships between intent and content</p> <p>11.2d Analyze the impact of selected media formats on meaning</p> <p>11.2e Determine the author's purpose and intended effect on the audience</p>	<p>contributions of different cultures</p> <p>11.4c Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres</p> <p>11.4d Interpret the social or cultural function of American literature</p> <p>11.4g Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>11.4i Analyze the use of dramatic conventions in American literature</p> <p>11.4k Compare/contrast literary and informational nonfiction texts</p> <p>11.5d Paraphrase and synthesize ideas within and between texts</p> <p>11.5e Draw conclusions and make inferences on explicit and implied information using textual support</p>	<p>conclusions</p> <p>11.6c Organize claims, counterclaims, and evidence in a sustained and logical sequence</p> <p>11.6d Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>11.6e Use words, phrases, clauses, and varied syntax to create a cohesive argument</p> <p>11.6g Revise writing for clarity of content, accuracy and depth of information</p> <p>11.6h Write and revise to a standard acceptable both in the workplace and in postsecondary education</p> <p>11.7a Use complex sentence structure to infuse sentence variety in writing</p>	<p>ethical use of the Internet</p>	<p>Non-Fiction: "A Narrative of the Captivity" by Mary Rowlandson</p> <p>"Sinners in the Hands of an Angry God" by Jonathan Edwards</p> <p>Modern translation of "Sinners" - www.teachwithmoives.org/snippets/sn-ELA-sinners-in-the-hands-of-an-angry-god-supp.html)</p> <p>"Here Follow Some Verses upon the Burning of Our House, July 10, 1666" by Anne Bradstreet</p> <p>"How to Spot a Witch" by Adam Goodheart (http://lhsela.weebly.com/uploads/7/9/0/8/7908073/text_connect_5_how_to_spot_a_witch.pdf)</p> <p>"Revolutionaries or Terrorists?" - Article from PBS Newshour Extra (http://www.pbs.org/newshour/extra/app/uploads/2014/03/State-Terror.pdf)</p> <p>Poetry: <i>Archival, Testimony: Poetry and the Salem Witch Trials</i> by Nicole</p>	<p>-SOL prompt outline</p> <p>GUIDED PRACTICE: -Annotation</p> <p>-Powerpoint/Prezi/Google Slides, etc. on Religion and literature, using MLA format</p> <p>-Group Discussions</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize Religion • Use Bridge Map to connect religion to literature/religion to creation myths • Use Circle Maps to ask/answer questions about how religion affects literature <p>-Religions of America research project, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative), using counterclaim and rebuttal</p> <p>INDEPENDENT PRACTICE: -Reflective Writing</p>
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				<p>Cooley http://www.americanantiquarian.org/proceedings/44539516.pdf</p> <p>Short Fiction: "Incantation" by Alice Hoffman</p> <p>Functional Texts: Would You Survive the Salem Witch Trials Quiz https://www.playbuzz.com/juliam26/quiz-would-you-have-survived-the-salem-witch-trials</p> <p>How to Make a Pros and Cons list https://www.healthyplace.com/blogs/toughtime/2018/12/how-to-write-a-pros-and-cons-list-for-decision-making-1</p> <p>10 Ways to Identify a Witch http://mentalfloss.com/article/24090/10-ways-identify-witch</p>	<p>-Religions of America research project</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize Religion • Use Bridge Map to connect religion to literature/religion to creation myths • Use Circle Maps to ask/answer questions about how religion affects literature <p>-SOL Practice Paper (persuasive and argumentative) using counterclaim and rebuttal</p> <p>CLOSURE:</p> <p>-Exit ticket</p> <p>-Sticky note questions</p> <p>-Summarize days lesson</p> <p>-Review vocabulary</p> <p>-Thinking map to review days lesson</p> <p>FORMATIVE ASSESSMENT:</p> <p>-Newspaper article on <i>The Crucible</i>-students will use a Flow Chart to</p>
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					<p>summarize the key events and characters of a significant part of the play. Students will use this flow map to write an article in the style of a modern newspaper article and will use appropriate tone, syntax, vocabulary, and voice to create a cohesive and informative final, revised product.</p> <p>-Student will create an Interview with character from a text they have read to show how he or she fits into American literary archetypes OR Students will write a character analysis paper</p> <p>-Research project on religion in early America and its impact on the growth of the United States, its literature, and its poetry. Students will create a Powerpoint or slide show presentation. Presentation will be properly edited and cited in MLA format.</p> <p>-Students will write an Obituary from <i>Sinners</i></p> <p>-Students will write a parody of <i>The Crucible</i> or another selection</p>
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					<p>from the unit and will share it. Students may choose to create a written, visual, musical, or artistic final product.</p> <p>-Make a pros and cons list to decide whether students would rather be a Puritan or a Native American</p> <p>SUMMATIVE ASSESSMENT:</p> <p>-Newspaper article on <i>The Crucible</i>-students will use a Flow Chart to summarize the key events and characters of a significant part of the play. Students will use this flow map to write an article in the style of a modern newspaper article and will use appropriate tone, syntax, vocabulary, and voice to create a cohesive and informative final, revised product.</p> <p>-Research project on religion in early America and its impact on the growth of the United States, its literature, and its poetry. Students will create a Powerpoint or slide show presentation. Presentation will be properly edited and cited, in MLA format.</p>
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					-A Comparative essay between the Salem witch trials and current events, using MLA format -SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal
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NINE WEEKS 2

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW2 Division Reading & Writing Assessment, Persuasive/Argument Essays, Interpretive/Analytical (Expository) Essays, and Reflective Essay

Ongoing Assessments: Common Assessments

THEME: Selling Your Soul (Romanticism)

SKILLS TARGETED:

Manage Multiple Streams of Simultaneous Information
 Identifying Plagiarism/Ethical Use of the Internet
 Context Clues
 Classification
 Main Idea
 Prediction

Accessing Prior Knowledge
Analyzing Figurative Language

SKILLS SPIRALED:

Using Multi-Modal Tools
Author's Purpose
Compare and Contrast
Referencing
Collaboration
Cause/Effect Relationships
Important Events
Vocabulary
Composing
Revising
Research/Referencing

STRATEGY FOCUS: Monitoring Comprehension, Summarizing, Predicting, Determining Importance, Making Connections

APPROXIMATE TIME: 5 weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>11.1a Use multimodal tools to design and develop presentation content</p> <p>11.1b Credit information sources</p> <p>11.1c Demonstrate the ability to work collaboratively</p> <p>11.1d Respond thoughtfully to diverse perspectives</p>	<p>11.3a Use structural analysis of roots, affixes, synonyms, and antonyms</p> <p>11.3b Use context, structure, and connotations to determine meanings of words and phrases</p> <p>11.3d Explain the meaning of common idioms</p>	<p>11.6a Apply components of a recursive writing process for multiple purposes</p> <p>11.6d Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>11.6g Revise writing for clarity of content, accuracy, and depth of information</p>	<p>11.8a Critically evaluate quality, accuracy, and validity of information</p> <p>11.8b Make sense of information gathered from diverse sources</p> <p>11.8c Synthesize relevant information from primary and secondary sources</p> <p>11.8d Cite sources for both quoted and</p>	<p>Media: <i>The Simpsons - The Raven short</i> (https://www.youtube.com/watch?v=bLiXjaPqSyY&t=146s)</p> <p><i>Pit and Pendulum</i> cartoon (https://www.youtube.com/watch?v=WkdjoGyT3a0)</p> <p>Tim Burton cartoon of <i>Usher</i></p>	<p>ANTICIPATORY SET/OPENER: -Quick write about what it means to sell your soul</p> <p>-Accessing prior knowledge about previous themes and how they play into selling your soul</p> <p>-Real life applications about the implications of selling your soul</p>

<p>11.1e Use a variety of strategies to listen actively</p> <p>11.2 a Describe possible cause and effect relationships between mass media coverage and public opinion</p> <p>11.2b Create media messages with a specific point of view</p> <p>11.2e Determine the author's purpose and intended effect on the audience</p> <p>11.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p> <p>11.2g Demonstrate ethical use of Internet</p>	<p>11.3e Explain the meaning of literary and classical allusions and figurative language in text</p> <p>11.3f Extend general vocabulary</p> <p>11.4a Describe contributions of different cultures to the development of American Literature</p> <p>11.4b Compare and contrast the development of American Literature in its historical context</p> <p>11.4c Analyze American Literature, as it reflects themes, motifs, universal characters, and genres</p> <p>11.4d Interpret the social/cultural function of American Literature</p> <p>11.4e Analyze how context and language structures convey an author's intent and viewpoint</p> <p>11.4f Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and</p>	<p>11.6h Write and revise to a standard acceptable In workplace and postsecondary education</p> <p>11.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>11.6b Produce arguments in writing developing a thesis that demonstrates knowledge judgements, addresses counterclaims, and provides effective conclusions</p> <p>11.6e Use words, phrases, clauses, and varied syntax to create a cohesive argument</p>	<p>paraphrased ideas</p> <p>11.8e Define the meaning and consequences of plagiarism</p> <p>11.8f Demonstrate ethical use of the Internet</p>	<p>https://www.youtube.com/watch?v=Pic4PS8o41M</p> <p>"Ghost Rider" Movie</p> <p>Non-Fiction: <i>Civil Disobedience</i> by Henry David Thoreau</p> <p><i>On Nonviolent Resistance</i> by Mohandas K. Gandhi</p> <p><i>Letter from Birmingham City Jail</i> by Martin Luther King Jr.</p> <p><i>The Scarlet Letter</i> (Hester Prynne as a Rebel) http://www.iiste.org/Journals/index.php/JPCR/article/viewFile/22782/22846</p> <p>Novels: <i>The Scarlet Letter</i> by Nathaniel Hawthorne</p> <p>Poetry: "Helen" by H. D. (Pair with Poe's <i>To Helen</i>) "To Helen" by Edgar Allan Poe</p> <p>"Mowing" by Robert Frost</p> <p>Short Fiction: Edgar Allan Poe: "The Raven" "The Pit and Pendulum"</p>	<p>-SOL based question</p> <p>-SOL prompt outline</p> <p>GUIDED PRACTICE: -Annotation</p> <p>-Powerpoint/Prezi/Google Slides, etc. on selling your soul and Romanticism</p> <p>-Group Discussions</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of Romanticism • Use Circle Maps to ask/answer questions about Romanticism and selling your soul <p>-Romantics research project</p> <p>-SOL Practice Paper (persuasive and argumentative)</p> <p>-Parody video/skit of a poem or short story</p> <p>INDEPENDENT PRACTICE: -Reflective Writing</p>
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	<p>archetypes within a texts.</p> <p>11.4g Interpret how the sound and imagery of poetry support the subject, mood, and theme</p> <p>11.4h Evaluate how specific word choices, syntax, tone, and voice support the author's purpose</p> <p>11.4i Analyze the use of dramatic conventions in American Literature</p> <p>11.5a Apply information from texts to clarify understanding</p> <p>11.5b Read and correctly interpret an application for employment, workplace documents, or an application for college admission</p> <p>11.5c Analyze technical writing for clarity</p> <p>11.5d Paraphrase and synthesize ideas within and between texts</p> <p>11.5e Draw conclusions and make inferences on explicit and implied information using textual support</p>			<p>"The Tell Tale Heart" "Eldorado" "The Cask of Amontillado" "The Fall of the House of Usher" "Annabel Lee" https://www.commonlit.org/en/texts/annabel-lee</p> <p>Nathaniel Hawthorne: "Dr. Heidegger's Experiment" "The Minister's Black Veil"</p> <p><i>The Landlady</i> - Roald Dahl https://www.commonlit.org/en/texts/the-landlady</p> <p>"The Devil and Tom Walker" by Washington Irving R.E.M. "Losing My Religion" song lyrics</p> <p>Functional Texts: "How to Write Gothic Fiction" https://www.wikihow.com/Write-Gothic-Fiction</p> <p>How to Make A Flyer https://www.wikihow.com/Make-a-Flyer</p>	<p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of Romanticism • Use Circle Maps to ask/answer questions about Romanticism and selling your soul <p>-Romantics research project</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p> <p>-Students will research historical allusions in an MLK speech and then will create a poster or slideshow presentations of these allusions and their meaning, using MLA format. Students will present the content to their peers.</p> <p>-Compare and Contrast of style with Tim Burton and Edgar Allan Poe using a thinking map, using MLA format</p> <p>-Students will select an American Romantic era</p>
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	<p>11.5f Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions</p> <p>11.5i Generate and respond logically to literal, inferential, evaluate, synthesizing, and critical thinking questions about eh text</p>				<p>writer and will provide a brief biography of his or her life and a summary of some of her or her most famous works, using MLA format.</p> <p>-With a partner, annotate a MLK speech using annotation techniques learned at the start of the year, using MLA format. Share findings with another group.</p> <p>-Use context clues with MLK speech, write a modern translation to better understand the material.</p> <p>-Study a text and identify examples of common idioms. On a matrix chart, express the meaning of each common idiom. Then, create your own original sentence using each idiom.</p> <p>- Make a flyer on how to resist the devil, pair with The Devil and Tom Walker</p> <p>-Students will research historical allusions in an MLK speech and then will create a poster or slideshow presentations of these allusions and</p>
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					<p>their meaning, using MLA format. Students will present the content to their peers.</p> <p>-Identify themes within a Poe short story or poem. Find quotes to support your choice of theme and then create a collage or poster which visually demonstrates each quote, using MLA format.</p> <p>-write college and job applications and analyze workplace documents</p> <p>-Identify the tone and mood of a text by writing a short literary analysis paper. Use multiple quotes to support your findings and provide proper in-text citation references, using MLA format</p> <p>CLOSURE:</p> <p>-Exit ticket</p> <p>-Sticky note questions</p> <p>-Summarize days lesson</p> <p>-Review vocabulary</p> <p>-Thinking map to review days lesson</p>
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					<p>FORMATIVE ASSESSMENTS:</p> <p>-Students will research historical allusions in an MLK speech and then will create a poster or slideshow presentations of these allusions and their meaning, using MLA format. Students will present the content to their peers.</p> <p>-Identify examples of figurative language, symbolism, and satire in literature using a Tree Map; then, students will write a brief figurative language and literary elements analysis of their favorite examples and how these connect to American literature and history, using MLA format.</p> <p>-Parody video/skit of a poem or short story</p> <p>-Compare and Contrast of style with Tim Burton and Edgar Allan Poe using a thinking map, using MLA format</p> <p>-Students will select an American Romantic era writer and will provide a brief biography of his or her life and a summary of some of her or her</p>
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					<p>most famous works, using MLA format.</p> <p>-With a partner, annotate a MLK speech using annotation techniques learned at the start of the year, using MLA format. Share findings with another group.</p> <p>-Use context clues with MLK speech, write a modern translation to better understand the material, using MLA format.</p> <p>-Identify themes within a Poe short story or poem. Find quotes to support your choice of theme and then create a collage or poster which visually demonstrates each quote, using MLA format.</p> <p>-With a group, search for examples of various sound effects in a poem or text. Identify them and place them on a Thinking Map. Summarize your findings in a paragraph reflective response, using MLA format.</p> <p>-Study a text and identify examples of common idioms. On a</p>
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					<p>matrix chart, express the meaning of each common idiom. Then, create your own original sentence using each idiom.</p> <p>- Make a flyer on how to resist the devil, pair with The Devil and Tom Walker, using MLA format</p> <p>SUMMATIVE ASSESSMENTS:</p> <p>-Students will research historical allusions in an MLK speech and then will create a poster or slideshow presentations of these allusions and their meaning, using MLA format. Students will present the content to their peers.</p> <p>-Students will select an American Romantic era writer and will provide a brief biography of his or her life and a summary of some of her or her most famous works, using MLA format.</p> <p>-Identify themes within a Poe short story or poem. Find quotes to support your choice of theme and then create a collage or poster which visually demonstrates each quote, using MLA</p>
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					<p>format.</p> <p>-Identify the tone and mood of a text by writing a short literary analysis paper. Use multiple quotes to support your findings and provide proper in-text citation references, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p>
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THEME: Simplicity

SKILLS TARGETED:

Fact/Opinion
Sequencing
Text Structure
Analyzing Literary Elements

STRATEGY SPIRAL:

Author's Purpose
Cause/Effect
Character
Compare/Contrast
Locating Information
Important Events
Main Idea
Organize Information
Predictions
Setting
Accessing Prior Knowledge

Summarizing
Vocabulary
Research/Referencing
Composing
Collaboration
Analyzing Figurative Language

STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Visualizing, Summarizing, Monitoring Comprehension

APPROXIMATE TIME: 4 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>11.1a Select and effectively use multimodal tools to design and develop presentation content</p> <p>11.1b Credit information sources</p> <p>11.1c Demonstrate the ability to work collaboratively with diverse teams</p> <p>11.1h Use vocabulary appropriate to the topic, audience, and purpose</p> <p>11.2a Describe possible cause and effect relationships between mass media coverage and public opinion trends</p> <p>11.2b Create media</p>	<p>11.3a Use structural analysis of root, affixes, synonyms, and antonyms to understand complex words</p> <p>11.3b Use context, structure, and connotations to determine meanings of words and phrases</p> <p>11.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>11.3d Explain the meaning of common idioms</p> <p>11.3e Explain the meaning of literary and classical allusions and</p>	<p>11.6a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose</p> <p>11.6c Organize claims, counterclaims, and evidence in a sustained and logical sequence</p> <p>11.6d Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>11.6g Revise writing for clarity of content, accuracy, and depth of information</p>	<p>11.8a Critically evaluate quality, accuracy, and validity of information</p> <p>11.8b Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias</p> <p>11.8d Cite sources for both quoted and paraphrased ideas using a standard of documentation</p> <p>11.8e Define the meaning and consequences of plagiarism</p> <p>11.8f Demonstrate ethical use of the</p>	<p>Media: "Ants Marching" by Dave Matthews Band</p> <p><i>Into the Wild</i></p> <p><i>Life Below Zero</i></p> <p>Non-Fiction: "Self Reliance" by Ralph Waldo Emerson</p> <p>"Nature" by Ralph Waldo Emerson</p> <p>"Walden" by Henry David Thoreau</p> <p>"The Way To Rainy Mountain" by N. Scott Momaday</p> <p>"Halsted Street Car" by Carl Sandburg https://www.commonlit.org/en/texts/halsted-str</p>	<p>ANTICIPATORY SET/OPENER: -Quick write about what it means to live simply</p> <p>-Accessing prior knowledge about previous themes and how they play into living a simple life</p> <p>-Real life applications about living a simple life (Emerson, etc.)</p> <p>-SOL based question</p> <p>-SOL prompt outline</p> <p>GUIDED PRACTICE: -Annotation</p> <p>-Powerpoint/Prezi/Google Slides, etc. Emerson/Thoreau nature experiences and</p>

<p>messages with a specific point of view</p> <p>11.2c Evaluate media sources for relationships between intent and content</p> <p>11.2e Determine the author's purpose and intended effect on the audience for media messages</p> <p>11.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p> <p>11.2g Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages</p>	<p>figurative language in text</p> <p>11.3f Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing</p> <p>11.4a Describe contributions of different cultures to the development of American literature</p> <p>11.4b Compare and contrast the development of American literature in its historical context</p> <p>11.4c Analyze American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres</p> <p>11.4d Interpret the social or cultural function of American Literature</p> <p>11.4e Analyze how content and language structures convey an author's intent and viewpoint</p> <p>11.4g Interpret how the sound and imagery of poetry support the subject, mood, and</p>	<p>11.6h Write and revise to a standard acceptable both in the workplace and in postsecondary education</p> <p>11.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>11.6b Produce arguments in writing developing a thesis that demonstrates knowledge judgements, addresses counterclaims, and provides effective conclusions</p> <p>11.6e Use words, phrases, clauses, and varied syntax to create a cohesive argument</p>	<p>Internet</p>	<p>eet-car) pair Walden Economy</p> <p><i>The Open Boat</i> by Stephen Crane (https://www.commonlit.org/en/texts/the-open-boat)</p> <p><i>Roughing It: Lost in the Snow</i> by Mark Twain (https://www.commonlit.org/en/texts/excerpt-from-roughing-it-lost-in-the-snow)</p> <p>Poetry: "I Hear America Singing" by Walt Whitman (https://www.commonlit.org/en/texts/i-hear-america-singing)</p> <p>"I Like to See it Lap the Miles" by Emily Dickinson (https://www.commonlit.org/en/texts/i-like-to-see-it-lap-the-miles)</p> <p>"Thanatopsis" by William Cullen Bryant</p> <p>Short Fiction: "To Build a Fire" by Jack London</p> <p>Functional Texts: How to Make a Brochure on Google Docs https://www.businessinsider.com/how-to-make-a-brochure-on-google-d</p>	<p>simplicity</p> <p>-Group Discussions</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of author's writing • Use Circle Maps to make connections of author's <p>-Research project on how one would live a life similar to author's of the time, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p> <p>-Students will consider modern day examples of Transcendentalism In writing, music, art, and movies. They will share this list with the class.</p> <p>INDEPENDENT PRACTICE:</p> <p>-Reflective Writing</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to
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	<p>theme, and appeal to the reader's senses</p> <p>11.4h Evaluate how specific word choices, syntax, tone, and voice support the author's purpose</p> <p>11.4j Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text</p> <p>11.4k Compare/contrast literary and informational nonfiction texts</p> <p>11.5a Apply information from texts to clarify understanding of concepts</p> <p>11.5d Paraphrase and synthesize ideas within and between texts</p> <p>11.5e Draw conclusions and make inferences on explicit and implied information using textual support</p> <p>11.5f Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions</p>			<p>ocs</p> <p>Test: Are you Self-Reliant? (pair with Self-Reliance) https://www.psychologies.co.uk/test-are-you-self-reliant</p> <p>How Self-Reliant Are You? https://www.blogthings.com/howselfreliantareyouquiz/results/?result=Very</p>	<p>summarize short stories</p> <ul style="list-style-type: none"> • Use Tree Maps to identify characteristics of author's writing • Use Circle Maps to make connections of author's <p>-Research project on how one would live a life similar to author's of the time, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p> <p>-Nature Journal-In the style of the Transcendentalists, students will spend time outdoors and will record the sights, sounds, and feelings they experience communing with nature. Then students will reflect on what nature means to them.</p> <p>-Lighten the load project: Students will consider a list of things they would give up in order to simplify their lives. Students will take this list and will write a 1-2 page reflective</p>
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	<p>11.5g Analyze false premises, claims, counterclaims, and other evidence in persuasive/argument writing</p> <p>11.5h Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.</p>				<p>response, using MLA format</p> <p>-Write college and job applications and analyze workplace documents</p> <p>-Compare/Contrast two readings to see how different authors interpret different historic events using a graphic organizer or thinking map of your choice, using MLA format. After completing your thinking map, write a 250 word summary of your findings.</p> <p>-Comic Strip activity Summarize or retell the story of a text by creating a comic strip of the text's events. Then, find quotes to add to your comic strip which best expresses the main ideas and themes of the piece.</p> <p>- Make a brochure on how to survive the extreme cold of the Klondike (pair with To Build a Fire)</p> <p>CLOSURE:</p> <p>-Exit ticket</p> <p>-Sticky note questions</p>
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					<p>-Summarize days lesson</p> <p>-Review vocabulary</p> <p>-Thinking map to review days lesson</p> <p>FORMATIVE ASSESSMENT:</p> <p>-Nature Journal-In the style of the Transcendentalists, students will spend time outdoors and will record the sights, sounds, and feelings they experience communing with nature. Then students will reflect on what nature means to them. Nature Journal</p> <p>-Students will consider modern day examples of Transcendentalism In writing, music, art, and movies. They will share this list with the class.</p> <p>-Lighten the load project: Students will consider a list of things they would give up in order to simplify their lives. Students will take this list and will write a 1-2 page reflective response, using MLA format.</p> <p>-Compare/Contrast two readings to see how</p>
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					<p>different authors interpret different historic events using a graphic organizer or thinking map of your choice, using MLA format. After completing your thinking map, write a 500 word summary of your findings.</p> <p>-Comic Strip activity Summarize or retell the story of a text by creating a comic strip of the text's events. Then, find quotes to add to your comic strip which best expresses the main ideas and themes of the piece.</p> <p>- Make a brochure on how to survive the extreme cold of the Klondike (pair with To Build a Fire)</p> <p>SUMMATIVE ASSESSMENT: -Are you a Transcendentalist? (persuasive/argument essay) Create a persuasive and compelling argument, using a counterclaim and rebuttal, about whether you are or aren't a transcendentalist in the story of a persuasive/argument</p>
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					<p>paper. Be sure to include specific evidence, a counterargument, and a conclusion in your final draft. Compare yours with a friend's.</p> <p>-Research Topics: Research a place, person, or geographic location from one of the readings that you particularly liked, using MLA format. Read several nonfiction articles about your topic and then create a brief multimodal presentation or video to share with others. Share with your peers.</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal.</p>
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NINE WEEKS 3

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW3 Division Reading & Writing Assessment, Persuasive/Argument Essays, Interpretive/Analytical (Expository) Essays, and Reflective Essay

Ongoing Assessments: Common Assessments

THEME: Realism

SKILLS TARGETED:

Peer Review

Analyzing Dramatic Conventions

Analyzing Literary Elements (tone, theme, setting, plot, character, etc.)

SKILLS SPIRALED:

Author's Purpose

Cause/Effect

Character
 Compare/Contrast
 Drawing Conclusions
 Important Event
 Making Connections
 Organize Information
 Prior Knowledge
 Setting
 Summarizing
 Referencing
 Composing
 Revising
 Vocabulary Development
 Context Clues
 Collaboration
 Point of View
 Analyzing figurative language

STRATEGY FOCUS: Making Connections, Determining Importance, Questioning, Inferring, Summarizing, Monitoring Comprehension

APPROXIMATE TIME: 3 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>11.1a Select and effectively use multimodal tools to design and develop presentation content</p> <p>11.1b Credit information sources</p> <p>11.1c Demonstrate the ability to work collaboratively with diverse teams</p>	<p>11.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words</p> <p>11.3b Use context structure, and connotations to determine meaning of words and phrases</p>	<p>11.6a Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose</p> <p>11.6b Produce arguments in writing</p>	<p>11.8a Critically evaluate quality, accuracy, and validity of information</p> <p>11.8b Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias</p>	<p>Media: <i>Little Rascals</i> <i>The Greatest Showman</i></p> <p>Non-fiction: "Letter To His Son" by Robert E. Lee "A Gilded Age, A Gilded Man" by Erin Michelle Weber http://www.belmont.ed</p>	<p>ANTICIPATORY SET/OPENER: -Quick write about what Realism writing is</p> <p>-Accessing prior knowledge about previous themes and how they differ from realism</p> <p>-Real life applications about why realism is</p>

<p>11.1d Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement</p> <p>11.1e Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p> <p>11.1f Anticipate and address alternative or opposing perspectives and counterclaims</p> <p>11.1h Use vocabulary appropriate to the topic, audience, and purpose</p> <p>11.1i Evaluate effectiveness of multimodal presentations</p> <p>11.2a Describe possible cause and effect relationships between mass media coverage and public opinion trends</p> <p>11.2b Create media messages with a specific point of view</p> <p>11.2c Evaluate media sources for relationships</p>	<p>11.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>11.3d Explain the meaning of common idioms</p> <p>11.3e Explain the meaning of literary and classical allusions and figurative language in text</p> <p>11.3f Extend general vocabulary</p> <p>11.4a Describe contributions of different cultures to the development of American literature</p> <p>11.4b Compare and contrast the development of American literature in its historical context</p> <p>11.4c Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres</p> <p>11.4d Interpret the social or cultural function of American literature</p>	<p>developing a thesis that demonstrates knowledgeable judgements, addresses counterclaims, and provides effective conclusions</p> <p>11.6c Organize claims, counterclaims, and evidence in a sustained and logical sequence</p> <p>11.6d Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>11.6e Use words, phrases, clauses, and varied syntax to create a cohesive argument</p> <p>11.6f Blend multiple forms of writing including embedding narrative to produce effective essays</p> <p>11.6g Revise writing for clarity of content, accuracy and depth of information</p> <p>11.6h Write and revise to an acceptable standard</p> <p>11.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>11.7b Use verbals and</p>	<p>11.8c Synthesize relevant information from primary and secondary sources and present it in a logical sequence</p> <p>11.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation</p> <p>11.8e Define the meaning and consequences of plagiarism</p> <p>11.8f Demonstrate ethical use of the Internet</p>	<p>u/burs/pdf/History%20-%20Weber%20-%202015.pdf</p> <p>"Nobel Acceptance Speech, 1950" by William Faulkner</p> <p>"Roughing It: Lost in the Snow" by Mark Twain (https://www.commonlit.org/en/texts/excerpt-from-roughing-it-lost-in-the-snow)</p> <p>Novels: <i>Tom Sawyer</i> by Mark Twain <i>Huckleberry Finn</i> by Mark Twain <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Awakening</i> by Kate Chopin <i>The Grapes of Wrath</i> by John Steinbeck</p> <p>Poetry: "Now and Then, America" by Pat Mora</p> <p>Short Fiction: "The Love Song of J. Alfred Prufrock" by T. S. Eliot "The Jilting of Granny Weatherall" by Katherine Anne Porter</p>	<p>important</p> <p>-SOL based question</p> <p>-SOL prompt outline</p> <p>GUIDED PRACTICE: -Annotation</p> <p>-Powerpoint/Prezi/Google Slides, etc. about realism writing</p> <p>-Group Discussions</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of author's writing • Use Circle Maps to make connections of author's style <p>-Research project on realism authors</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p> <p>-Students will consider modern day examples of realism In writing, music, art, and movies. They will share this list</p>
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<p>between intent and content</p> <p>11.2d Analyze the impact of selected media formats on meaning</p> <p>11.2e Determine the author's purpose and intended effect on the audience for media messages</p> <p>11.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p> <p>11.2g Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages</p>	<p>11.4e Analyze how context and language structures convey an author's intent and viewpoint</p> <p>11.4f Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts</p> <p>11.4g Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>11.4h Evaluate how specific word choices, syntax, tone, and voice support the author's purpose</p> <p>11.4i Analyze the use of dramatic conventions in American Literature</p> <p>11.4j Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text</p> <p>11.4k Compare/contrast literary and informational nonfiction texts</p>	<p>verbal phrases correctly to achieve sentence conciseness and variety</p> <p>11.7c Distinguish between active and passive voice</p>		<p>"A Wagner Matinee" by Willa Cather</p> <p>"To Build a Fire" by Jack London</p> <p>"A Horseman in the Sky" by Ambrose Bierce</p> <p>"The Feather Pillow" by Horacio Quiroga</p> <p>"A Rose For Emily" By William Faulkner</p> <p>"That Evening Sun" by Faulkner (pair with A Rose for Emily)</p> <p>"A Worn Path" by Eudora Welty</p> <p>Functional Texts: How to Make a Brochure on Google Docs https://www.businessinsider.com/how-to-make-a-brochure-on-google-docs</p> <p>Mark Twain's 10 Tips for Writers https://curiosity.com/to-pics/mark-twains-10-tips-for-writers-curiosity/</p> <p>7 Tips on How to Write Realistic Settings https://writersedit.com/fiction-writing/7-tips-writing-realistic-settings/</p>	<p>with the class.</p> <p>INDEPENDENT PRACTICE: -Reflective Writing</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of author's writing • Use Circle Maps to make connections of author's <p>-Research project on realism authors, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p> <p>-Compare and Contrast literary Realism with a visual art piece, using MLA format.</p> <p>-Students will choose a text and identify tone, mood, and setting and then will analyze how these elements affect each other in a brief analytical essay, using MLA format.</p>
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	<p>11.5a Apply information from texts to clarify understanding of concepts</p> <p>11.5d Paraphrase and synthesize ideas within and between texts</p> <p>11.5e Draw conclusions and make inferences on explicit and implied information using textual support</p> <p>11.5f Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions</p> <p>11.5h Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text</p>				<p>-Narrative Essay on mistakes characters make in literature.</p> <p>-Persuasive/Argument letter from Emily to Homer convincing him to marry her. Students will use various persuasive/argument techniques including counterclaim and rebuttal and will adapt evidence, vocabulary, voice, and tone to audience, purpose and situation. After reading several examples of fiction, students compose an essay on the following topic: How does setting affect theme, and why is identifying theme important?</p> <p>-Compare the two Faulkner stories using a double bubble thinking map and look at the shared settings and discuss similarities in tone, voice, point of view, theme, and mood, using MLA format. Then, use the thinking map to create a compare/contrast paper.</p> <p>- Make a brochure on how to survive the</p>
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					<p>extreme cold of the Klondike (pair with To Build a Fire)</p> <p>CLOSURE:</p> <ul style="list-style-type: none"> -Exit ticket -Sticky note questions -Summarize days lesson -Review vocabulary -Thinking map to review days lesson <p>FORMATIVE ASSESSMENTS:</p> <ul style="list-style-type: none"> -Compare and Contrast literary Realism with a visual art piece. -Students will choose a text and identify tone, mood, and setting and then will analyze how these elements affect each other in a brief analytical essay, using MLA format. -Narrative Essay on mistakes characters make in literature, using MLA format. -Persuasive/Argument letter from Emily to Homer convincing him to marry her. Students will use various persuasive/argument techniques including
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					<p>counterclaim and rebuttal and will adapt evidence, vocabulary, voice, and tone to audience, purpose and situation.</p> <p>After reading several examples of fiction, students compose an essay, using MLA format, on the following topic: How does setting affect theme, and why is identifying theme important?</p> <p>-Compare the two Faulkner stories using a double bubble thinking map and look at the shared settings and discuss similarities in tone, voice, point of view, theme, and mood, using MLA format. Then, use the thinking map to create a compare/contrast paper.</p> <p>- Make a brochure on how to survive the extreme cold of the Klondike (pair with To Build a Fire)</p> <p>SUMMATIVE ASSESSMENTS:</p> <p>-Persuasive/Argument letter from Emily to Homer convincing him to marry her. Students</p>
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					<p>will use various persuasive/argument techniques and will adapt evidence, vocabulary, voice, and tone to audience, purpose and situation.</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p>
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THEME: Relationships

SKILLS TARGETED:

Media Point of View
Multiple streams of simultaneous information
Important Information
Questioning

SKILLS SPIRALED:

Cause/Effect
Author's Purpose
Using Multimodal Tools
Author's purpose
Character
Compare/Contrast
Vocabulary Development
Context Clues
Prior Knowledge
Setting
Summarizing
Paraphrasing
Research/Referencing
Identifying plagiarism/Ethical use of the internet

Collaboration
Analyzing Figurative Language
Analyzing Literary Elements
Composing
Revising

STRATEGY FOCUS: Making Connections, Determine Importance, Questioning, Visualizing, Inferring, Summarizing, Comprehension

APPROXIMATE TIME: 6 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>11.1a Select and effectively use multimodal tools to design and develop presentation content</p> <p>11.1b Credit information sources</p> <p>11.1c Demonstrate the ability to work collaboratively with diverse teams</p> <p>11.1e Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p> <p>11.1h Use vocabulary appropriate to the topic, audience, and purpose</p> <p>11.2a Describe possible</p>	<p>11.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words</p> <p>11.3b Use context, structure, and connotations to determine meanings of words and phrases</p> <p>11.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>11.3d Explain the meaning of common idioms</p> <p>11.3e Explain the meaning of literary and classical allusions and figurative language in text</p>	<p>11.6a Apply components of a recursive writing process</p> <p>11.6b Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions</p> <p>11.6c Organize claims, counterclaims, and evidence in a sustained and logical sequence</p> <p>11.6d Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>11.6e Use words, phrases, clauses, and</p>	<p>11.8a Critically evaluate quality, accuracy, and validity of information</p> <p>11.8b Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information and point of view or bias</p> <p>11.8c Synthesize relevant information from primary and secondary sources and present it in a logical sequence</p> <p>11.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation</p>	<p>Media: <i>Smoke Signals</i> (movie) <i>Common Lit</i> <i>Newsela</i> <i>New York Times Upfront</i></p> <p>Non-Fiction: "Mending Test" by Penelope Bryant Turk "From Dust Tracks on a Road" by Zora Neal Hurston Pieces on African American Baseball Leagues/Jackie Robertson</p> <p>Novels: <i>The Great Gatsby</i> by F. Scott Fitzgerald</p> <p>Poetry: "Tableau" by Countee Cullen</p>	<p>ANTICIPATORY SET/OPENER: -Quick write about relationships in literature -Accessing prior knowledge about previous themes and how relationships were involved -Real life applications about healthy relationships between characters/real life -SOL based question -SOL prompt outline</p> <p>GUIDED PRACTICE: -Annotation -Powerpoint/Prezi/Google Slides, etc. about relationships in literature</p>

<p>cause and effect relationships between mass media coverage and public opinion trends</p> <p>11.2b Create media message with a specific point of view</p> <p>11.2c Evaluate media sources for relationships between intent and content</p> <p>11.2d Analyze the impact of selected media formats on meaning</p> <p>11.2e Determine the author's purpose and intended effect on the audience for media messages</p> <p>11.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p> <p>11.2g Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages</p>	<p>11.3f Extend general vocabulary</p> <p>11.4a Describe contributions of different cultures to the development of American literature</p> <p>11.4b Compare and contrast the development of American literature in its historical context</p> <p>11.4d Interpret the social or cultural function of American Literature</p> <p>11.4e Analyze how context and language structures convey an author's intent and viewpoint</p> <p>11.4f Critique how authors use key literary elements to contribute to meaning</p> <p>11.4g Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>11.4h Evaluate how specific word choices, syntax, tones, and voice support the author's</p>	<p>varied syntax to create a cohesive argument</p> <p>11.6f Blend multiple forms of writing including embedding narratives to produce effective essays</p> <p>11.6g Revise writing for clarity of content, accuracy and depth of information</p> <p>11.6h Write and revise to an acceptable standard</p> <p>11.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>11.7b Use verbals and verbal phrases correctly to achieve sentence conciseness and variety</p> <p>11.7c Distinguish between active and passive voice</p>	<p>11.8f Demonstrate ethical use of the Internet</p>	<p>"Nothing Gold Can Stay" by Robert Frost "Trying to Name What Doesn't Change" by Naomi Shibab Nye</p> <p>"America" by Claude McKay</p> <p>Short Fiction: "Heyday in Harlem" by Langston Hughes</p> <p>Plays: <u>Fences</u> by August Wilson</p> <p>Functional Texts: 10 Steps to Eliminate Racism https://www.kintera.org/atf/cf/%7B6E17ADC0-4C95-4605-B672-E4DA59DC891E%7D/10%20steps%20to%20eliminate%20racism.pdf</p> <p>The Top 10 Strategies to Reduce Prejudice https://greatergood.berkeley.edu/article/item/top_10_strategies_for_reducing_prejudice</p>	<p>-Group Discussions</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of author's writing • Use Circle Maps to make connections of author's style <p>-Research project on relationships in literature, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p> <p>-Students will consider modern day examples of how relationships are portrayed in writing, music, art, and movies and how they differ in real life applications, using MLA format. They will share this list with the class.</p> <p>INDEPENDENT PRACTICE:</p> <p>-Reflective Writing</p> <p>-Thinking Maps:</p>
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	<p>purpose</p> <p>11.4j Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text</p> <p>11.4k Compare/contrast literary and informational nonfiction texts</p> <p>11.5a Apply information from texts to clarify understanding of concepts</p> <p>11.5d Paraphrase and synthesize ideas within and between texts</p> <p>11.5e Draw conclusions and make inferences on explicit and implied information using textual support</p> <p>11.5f Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions</p> <p>11.5i Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the texts</p>				<ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of author's writing • Use Circle Maps to make connections of author's <p>-Research project on realism authors, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p> <p>-Compare and Contrast literary relationships with real life relationships</p> <p>-Students will choose a text and identify tone, mood, and setting and then will analyze how these elements affect each other in a brief analytical essay, using MLA format.</p> <p>-Narrative Essay on relationships characters have in literature, using MLA format.</p> <p>-Building a wall: Write a</p>
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					<p>persuasive/argument essay with counterclaim and rebuttal, about building a wall to stop illegal immigration. Before you begin, research four articles to support your persuasive/argument essay opinion and include evidence from these articles in your 1-2 written response.</p> <p>-Compare contrast Frost and Nye poems using a Venn diagram or a bubble map to analyze how poets differed interpreting events, using MLA format. Then, share your findings in a brief written response.</p> <p>CLOSURE:</p> <p>-Exit ticket</p> <p>-Sticky note questions</p> <p>-Summarize days lesson</p> <p>-Review vocabulary</p> <p>-Thinking map to review days lesson</p> <p>FORMATIVE ASSESSMENT:</p> <p>-Building a wall: Write a persuasive/argument essay about building a wall to stop illegal</p>
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					<p>immigration, using MLA format. Before you begin, research four articles to support your persuasive/argument essay opinion and include evidence from these articles in your multi-paragraph written response.</p> <p>-Research a famous musician from the 1920s or 1930s and find three pieces of art and three poems which you feel best portray this artists mood, imagery, motifs, and musical themes, using MLA format. Create a brief presentation of pictures, words, and music that best demonstrate these elements.</p> <p>-Compare contrast Frost and Nye poems using a Venn diagram or a bubble map to analyze how poets differed interpreting events, using MLA format. Then, share your findings in a brief written response.</p> <p>-Theme Circle Map: identify the theme of a text and give multiple pieces of evidence to support your conclusions, using MLA</p>
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					<p>format.</p> <p>SUMMATIVE ASSESSMENT: -Building a wall: Write a persuasive/argument essay using counterclaim and rebuttal, about building a wall to stop illegal immigration. Before you begin, research four articles to support your persuasive/argument essay opinion and include evidence from these articles in your 1-2 written response.</p> <p>-SOL Practice Paper (persuasive and argumentative) using counterclaim and rebuttal</p>
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NINE WEEKS 4

Division Required Assessments: ACPS Writing Prompt (persuasive/argument), NW4 Division Reading & Writing Assessment, Persuasive/Argument Essays, Interpretive/Analytical (Expository) Essays, and Reflective Essay

Ongoing Assessments: Common Assessments

THEME: Power

SKILLS TARGETED: N/A

SKILLS SPIRALED:

Cause/Effect

Media Point of View

Author's Purpose
 Using Multimodal Tools
 Multiple Streams of Simultaneous Information
 Author's purpose
 Character
 Compare/Contrast
 Vocabulary Development
 Context Clues
 Important Information
 Prior Knowledge
 Setting
 Summarizing
 Paraphrasing
 Research/Referencing
 Identifying Plagiarism/Ethical Use of the Internet
 Collaboration
 Analyzing Figurative Language
 Analyzing Literary Elements
 Questioning
 Composing
 Revising

STRATEGY FOCUS: Making Connections, Determine Importance, Questioning, Visualizing, Inferring, Summarizing, Comprehension

APPROXIMATE TIME: 5 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
<p>11.1a Select and effectively use multimodal tools to design and develop presentation content</p> <p>11.1b Credit information sources</p>	<p>11.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words</p> <p>11.3b Use context, structure, and</p>	<p>11.6a Apply components of a recursive writing process</p> <p>11.6b Produce arguments in writing developing a thesis that demonstrates</p>	<p>11.8a Critically evaluate quality, accuracy, and validity of information</p> <p>11.8b Make sense of information gathered from diverse sources by identifying misconceptions, main</p>	<p>Media: <i>Pictures from Hiroshima</i> <i>Video interviews with survivors</i> <i>The Joy Luck Club</i> (movie)</p> <p>Non-Fiction:</p>	<p>ANTICIPATORY SET/OPENER: -Quick write about how power is shown in literature</p> <p>-Accessing prior knowledge about previous themes and</p>

<p>11.1c Demonstrate the ability to work collaborative with diverse teams</p> <p>11.1e Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p> <p>11.1h Use vocabulary appropriate to the topic, audience, and purpose</p> <p>11.2a Describe possible cause and effect relationships between mass media coverage and public opinion trends</p> <p>11.2b Create media message with a specific point of view</p> <p>11.2c Evaluate media sources for relationships between intent and content</p> <p>11.2d Analyze the impact of selected media formats on meaning</p> <p>11.2e Determine the author's purpose and intended effect on the audience for media messages</p>	<p>connotations to determine meanings of words and phrases</p> <p>11.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>11.3d Explain the meaning of common idioms</p> <p>11.3e Explain the meaning of literary and classical allusions and figurative language in text</p> <p>11.3f Extend general vocabulary</p> <p>11.4a Describe contributions of different cultures to the development of American literature</p> <p>11.4b Compare and contrast the development of American literature in its historical context</p> <p>11.4d Interpret the social or cultural function of American Literature</p> <p>11.4e Analyze how context and language structures convey an</p>	<p>knowledgeable judgments, addresses counterclaims, and provides effective conclusions</p> <p>11.6c Organize claims, counterclaims, and evidence in a sustained and logical sequence</p> <p>11.6d Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>11.6e Use words, phrases, clauses, and varied syntax to create a cohesive argument</p> <p>11.6f Blend multiple forms of writing including embedding narratives to produce effective essays</p> <p>11.6g Revise writing for clarity of content, accuracy and depth of information</p> <p>11.6h Write and revise to an acceptable standard</p> <p>11.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>11.7b Use verbals and verbal phrases correctly to achieve sentence</p>	<p>and supporting ideas, conflicting information and point of view or bias</p> <p>11.8c Synthesize relevant information from primary and secondary sources and present it in a logical sequence</p> <p>11.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation</p> <p>11.8f Demonstrate ethical use of the Internet</p>	<p>"The Crisis, No. 1" by Thomas Paine</p> <p>"Speech to the Virginia Convention" by Patrick Henry</p> <p>"A Noiseless Flash from Hiroshima" by John Hershey</p> <p>"From April in Germany" by Margaret Bourke-White</p> <p>"The Biggest Battle of All History" by John Whitehead</p> <p>Novels: <i>Johnny Got His Gun</i> by Dalton Trumbo</p> <p><i>Survivors</i> by Zahn Grant</p> <p><i>Cry the Beloved Country</i> by Alan Paton</p> <p>Poetry: <i>Run Through</i> by Creedence Clearwater Revival</p> <p><i>One</i> by Metallica</p> <p><i>Don't Fear the Reaper</i> by Blue Oyster Cult</p> <p><i>Ego Tripping</i> by Nikki Giovanni</p> <p><i>Militant</i> by Langston Hughes</p>	<p>how a character's power was shown</p> <p>-Real life applications about how power is shown versus how it is shown in literature</p> <p>-SOL based question</p> <p>-SOL prompt outline</p> <p>GUIDED PRACTICE: -Annotation</p> <p>-Powerpoint/Prezi/Google Slides, etc. about character's power in literature</p> <p>-Group Discussions</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of author's writing • Use Circle Maps to make connections of author's style <p>-Research project on power in literature, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative) with</p>
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<p>11.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p> <p>11.2g Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages</p>	<p>author's intent and viewpoint</p> <p>11.4f Critique how authors use key literary elements to contribute to meaning</p> <p>11.4g Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>11.4h Evaluate how specific word choices, syntax, tones, and voice support the author's purpose</p> <p>11.4j Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text</p> <p>11.4k Compare/contrast literary and informational nonfiction texts</p> <p>11.5a Apply information from texts to clarify understanding of concepts</p> <p>11.5d Paraphrase and synthesize ideas within and between texts</p> <p>11.5e Draw conclusions</p>	<p>conciseness and variety</p> <p>11.7c Distinguish between active and passive voice</p>		<p>Short Fiction: "A Horseman in the Sky" by Ambrose Bierce</p> <p><i>The Red Badge of Courage</i> by Stephen Crane</p> <p>"Speaking of Courage" by Tim O'Brien</p> <p>"Game" by Donald Barthelme</p> <p>"Rules of the Game" by Amy Tan</p> <p>"The Book of the Dead" by Edwidge Danticat</p> <p>Functional Texts: The 11 Ultimate Rules to Triumphing Workplace Politics https://www.elitedaily.com/money/the-11-ultimate-rules-to-triumphing-workplace-politics Design Tutorial: Creating a Propaganda Poster http://www.crestock.com/blog/photoshop/design-tutorial-creating-a-propaganda-poster-153.aspx</p>	<p>counterclaim and rebuttal</p> <p>-Read at least two different nonfiction texts about the effects of atomic bombs on Japan in WWII. Then, articulate your opinion on whether dropping the bomb was an appropriate act, using MLA format. Write a persuasive/argument essay with counterclaim and rebuttal which articulates your ideas.</p> <p>INDEPENDENT PRACTICE: -Reflective Writing</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of author's writing • Use Circle Maps to make connections of author's <p>-Research project on power in literature, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and</p>
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	<p>and make inferences on explicit and implied information using textual support</p> <p>11.5f Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions</p> <p>11.5i Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the texts</p>				<p>rebuttal</p> <p>-Compare and Contrast literary power with real life, using MLA format</p> <p>-Students will choose a text and identify tone, mood, and setting and then will analyze how these elements affect each other in a brief analytical essay, using MLA format.</p> <p>-Narrative Essay on how characters show their power in pieces of literature, using MLA format</p> <p>-Read at least two different nonfiction texts about the effects of atomic bombs on Japan in WWII. Then, articulate your opinion on whether dropping the bomb was an appropriate act, using MLA format. Write a persuasive/argument essay with counterclaim and rebuttal. which articulates your ideas.</p> <p>-Write a letter to the survivors of Hiroshima from the perspective on an American soldier or mother of a soldier.</p> <p>-Write a narrative about someone you know who</p>
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					<p>has served in the military and how it affected them.</p> <p>-Write an essay on how war period music was affected by circumstances surrounding the nation. Express your rationale for how and why the lyricist/composer created this music and what he or she hoped to accomplish, using MLA format.</p> <p>-Journal/reflection entries responding to pictures from different American events.</p> <p>-Journal/reflection on how power struggles affect people. Offer textual support from various sources we have read.</p> <p>-Have students create a propaganda poster on which side to join of the Civil War, using MLA format</p> <p>-Write an analytical essay on how war period music was affected by circumstances surrounding the nation, using MLA format. Express your rationale</p>
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					<p>for how and why the lyricist/composer created this music and what he or she hoped to accomplish.</p> <p>CLOSURE:</p> <ul style="list-style-type: none"> -Exit ticket -Sticky note questions -Summarize days lesson -Review vocabulary -Thinking map to review days lesson <p>FORMATIVE ASSESSMENTS:</p> <ul style="list-style-type: none"> -Read at least two different nonfiction texts about the effects of atomic bombs on Japan in WWII. Then, articulate your opinion on whether dropping the bomb was an appropriate act, using MLA format. Write a persuasive/argument essay with counterclaim and rebuttal which articulates your ideas. -Write a letter to the survivors of Hiroshima from the perspective on an American soldier or mother of a soldier. -Write a narrative about someone you know who
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					<p>has served in the military and how it affected them.</p> <p>-Write an essay on how war period music was affected by circumstances surrounding the nation, using MLA format. Express your rationale for how and why the lyricist/composer created this music and what he or she hoped to accomplish.</p> <p>-Journal/reflection entries responding to pictures from different American events.</p> <p>-Journal/reflection on how power struggles affect people. Offer textual support from various sources we have read.</p> <p>-Have students create a propaganda poster on which side to join of the Civil War, using MLA format</p> <p>SUMMATIVE ASSESSMENTS:</p> <p>-Read at least two different nonfiction texts about the effects of atomic bombs on Japan in WWII. Then, articulate your opinion on whether</p>
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					<p>dropping the bomb was an appropriate act, using MLA format. Write a persuasive/argument essay including counterclaim and rebuttal which articulates your ideas.</p> <p>-Write an analytical essay on how war period music was affected by circumstances surrounding the nation, using MLA format. Express your rationale for how and why the lyricist/composer created this music and what he or she hoped to accomplish.</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal.</p>
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THEME: Patriotism

SKILLS TARGETED:

Cause/Effect

Media Point of View

Author's Purpose

Using multimodal tools

Multiple streams of simultaneous information

Credit information sources

Collaboration
 Author's purpose
 Character
 Compare/Contrast
 Vocabulary Development
 Context Clues
 Important Information
 Prior Knowledge
 Setting
 Summarizing
 Paraphrasing
 Research/Referencing
 Analyzing figurative language (imagery, metaphor, personification, allusion, irony, sound devices, etc)
 Analyzing literary elements (tone, theme, setting, plot, character, etc.)
 Questioning
 Composing
 Revising
 Identifying plagiarism/Ethical use of the internet
 Research

SKILLS SPIRALED:

STRATEGY FOCUS: Making Connections, Determine Importance, Questioning, Visualizing, Inferring, Summarizing, Comprehension

APPROXIMATE TIME: 4 Weeks

COMMUNICATION / MULTIMODAL LITERACIES	READING	WRITING	RESEARCH	RECOMMENDED RESOURCES (Including Paired Passages)	POSSIBLE PRODUCTS
11.1a Select and effectively use multimodal tools to design and develop presentation content 11.1b Credit information sources	11.3a Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words 11.3b Use context, structure, and	11.6a Apply components of a recursive writing process 11.6b Produce arguments in writing developing a thesis that demonstrates	11.8a Critically evaluate quality, accuracy, and validity of information 11.8b Make sense of information gathered from diverse sources by identifying misconceptions, main	Non-Fiction: "Autobiography" by Benjamin Franklin Novels: "American Sniper" by Chris Kyle Poetry:	ANTICIPATORY SET/OPENER: -Quick write about how what patriotism means -Accessing prior knowledge about previous themes and when patriotism was

<p>11.1c Demonstrate the ability to work collaborative with diverse teams</p> <p>11.1e Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues</p> <p>11.1h Use vocabulary appropriate to the topic, audience, and purpose</p> <p>11.2a Describe possible cause and effect relationships between mass media coverage and public opinion trends</p> <p>11.2b Create media message with a specific point of view</p> <p>11.2c Evaluate media sources for relationships between intent and content</p> <p>11.2d Analyze the impact of selected media formats on meaning</p> <p>11.2e Determine the author's purpose and intended effect on the audience for media messages</p>	<p>connotations to determine meanings of words and phrases</p> <p>11.3c Discriminate between connotative and denotative meanings and interpret the connotation</p> <p>11.3d Explain the meaning of common idioms</p> <p>11.3e Explain the meaning of literary and classical allusions and figurative language in text</p> <p>11.3f Extend general vocabulary</p> <p>11.4a Describe contributions of different cultures to the development of American literature</p> <p>11.4b Compare and contrast the development of American literature in its historical context</p> <p>11.4d Interpret the social or cultural function of American Literature</p> <p>11.4e Analyze how context and language structures convey an</p>	<p>knowledgeable judgments, addresses counterclaims, and provides effective conclusions</p> <p>11.6c Organize claims, counterclaims, and evidence in a sustained and logical sequence</p> <p>11.6d Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation</p> <p>11.6e Use words, phrases, clauses, and varied syntax to create a cohesive argument</p> <p>11.6f Blend multiple forms of writing including embedding narratives to produce effective essays</p> <p>11.6g Revise writing for clarity of content, accuracy and depth of information</p> <p>11.6h Write and revise to an acceptable standard</p> <p>11.7a Use complex sentence structure to infuse sentence variety in writing</p> <p>11.7b Use verbals and verbal phrases correctly to achieve sentence</p>	<p>and supporting ideas, conflicting information and point of view or bias</p> <p>11.8c Synthesize relevant information from primary and secondary sources and present it in a logical sequence</p> <p>11.8d Cite sources for both quoted and paraphrased ideas using a standard method of documentation</p> <p>11.8f Demonstrate ethical use of the Internet</p>	<p>"Let America be America Again" by Langston Hughes</p> <p>"History" by Langston Hughes</p> <p><i>Patriotic music</i></p> <p>Short Fiction: <i>An Occurrence at Owl Creek Bridge</i> by Ambrose Bierce</p> <p>Released SOL tests (http://www.doe.virginia.gov/testing/sol/release_d_tests/index.shtml)</p> <p>Functional Texts: How to be Patriotic: 11 Steps https://www.wikihow.com/Be-Patriotic</p> <p>US Patriotism Quiz https://play.howstuffworks.com/quiz/united-states-patriotism-quiz</p>	<p>shown</p> <p>-Real life applications about how patriotism is shown versus how it is shown in literature</p> <p>-SOL based question</p> <p>-SOL prompt outline</p> <p>GUIDED PRACTICE: -Annotation</p> <p>-Powerpoint/Prezi/Google Slides, etc. about patriotism</p> <p>-Group Discussions</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of author's writing • Use Circle Maps to make connections of author's style <p>-Research project on patriotism in literature, using MLA format</p> <p>-SOL Practice Paper (persuasive and argumentative) with counterclaim and rebuttal</p>
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<p>11.2f Manage, analyze, and synthesize multiple streams of simultaneous information</p> <p>11.2g Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages</p>	<p>author's intent and viewpoint</p> <p>11.4f Critique how authors use key literary elements to contribute to meaning</p> <p>11.4g Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses</p> <p>11.4h Evaluate how specific word choices, syntax, tone, and voice support the author's purpose</p> <p>11.4j Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text</p> <p>11.4k Compare/contrast literary and informational nonfiction texts</p> <p>11.5a Apply information from texts to clarify understanding of concepts</p> <p>11.5b Read and correctly interpret an application for employment, workplace documents, or an</p>	<p>conciseness and variety</p> <p>11.7c Distinguish between active and passive voice</p>			<p>-Students will analyze cause and effect of events of country and popular culture; write to explain how these causes led to effects and how the effects could have been different, using MLA format.</p> <p>INDEPENDENT PRACTICE:</p> <p>-Reflective Writing</p> <p>-Thinking Maps:</p> <ul style="list-style-type: none"> • Use Tree Map to summarize short stories • Use Tree Maps to identify characteristics of author's writing • Use Circle Maps to make connections of author's <p>-Research project on patriotism in literature</p> <p>-SOL Practice Paper (persuasive and argumentative), with counterclaim and rebuttal</p> <p>-Students will choose a text and identify tone, mood, and setting and then will analyze how</p>
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	<p>application for college admission</p> <p>11.5c Analyze technical writing for clarity</p> <p>11.5d Paraphrase and synthesize ideas within and between texts</p> <p>11.5e Draw conclusions and make inferences on explicit and implied information using textual support</p> <p>11.5f Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions</p>				<p>these elements affect each other in a brief analytical essay, using MLA format.</p> <p>-Narrative Essay on how characters show their patriotism, using MLA format</p> <p>-Students will read several articles on modern issues about standing or kneeling for the national anthem. Then, students will write a persuasive/argument paper on the following topic: "Should people stand for the pledge of allegiance?", using MLA format and counterclaim and rebuttal</p> <p>-Students will analyze cause and effect of events of country and popular culture; write to explain how these causes led to effects and how the effects could have been different, using MLA format.</p> <p>-Read both a literary and informational nonfiction passages and then compare and contrast them using a bubble map or Venn diagram. Write a</p>
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					<p>summary describing your findings, using MLA format.</p> <p>-Read a short passage from a fiction text or poem and evaluate how the word choice, syntax, tone, and voice support the author's purpose, using MLA format. Share your ideas with a partner or small group. Create a poster that demonstrates your ideas using specific quotes or words from the text.</p> <p>-Write college and job applications and analyze workplace documents</p> <p>CLOSURE:</p> <p>-Exit ticket</p> <p>-Sticky note questions</p> <p>-Summarize days lesson</p> <p>-Review vocabulary</p> <p>-Thinking map to review days lesson</p> <p>FORMATIVE ASSESSMENTS:</p> <p>-Students will read several articles on modern issues about standing or kneeling for the national anthem.</p>
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					<p>Then, students will write a persuasive/argument paper on the following topic: "Should people stand for the pledge of allegiance?, using MLA format and counterclaim and rebuttal</p> <p>-Students will read lyrics from multiple songs and will identify examples of figurative language, sound devices, vocabulary, and persuasive/argument elements in each; then, the student will use these to write an explanation of how these elements persuade the reader to be patriotic or nationalistic, using MLA format.</p> <p>-Students will analyze cause and effect of events of country and popular culture; write to explain how these causes led to effects and how the effects could have been different, using MLA format.</p> <p>-Practice assessments with released EOC Reading SOL materials</p> <p>-Read both a literary</p>
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					<p>and informational nonfiction passages and then compare and contrast them using a bubble map or Venn diagram, using MLA format. Write a summary describing your findings, using MLA format.</p> <p>-Read a short passage from a fiction text or poem and evaluate how the word choice, syntax, tone, and voice support the author's purpose, using MLA format. Share your ideas with a partner or small group. Create a poster that demonstrates your ideas using specific quotes or words from the text.</p> <p>-Write college and job applications and analyze workplace documents</p> <p>SUMMATIVE ASSESSMENTS:</p> <p>-Students will read several articles on modern issues about standing or kneeling for the national anthem. Then, students will write a persuasive/argument paper on the following topic: "Should people stand for the pledge of</p>
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					allegiance?", using MLA format and counterclaim and rebuttal.
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VDOE SKILL PROGRESSION CHARTS

Key for Progression Charts

Standard Introduction Level	Symbol
The skill has not been introduced.	-
The skill is introduced and appears in the grade-level reading standards.	I
The skill is not formally introduced in the grade level reading standard. Students should be knowledgeable about the skill from previous instruction. Teachers should review skills taught in previous grades.	P

Strand: Communication and Multimodal Literacies

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Listen actively and speak using agreed-upon rules for discussion.	I	I	I	I	I	P	P	P	P	P	P	P	P
Follow implicit rules for conversation, including taking turns and staying on topic.	I	I	P	P	P	P	P	P	P	P	P	P	P
Listen and speak in informal conversations with peers and adults.	I	I	P	P	P	P	P	P	P	P	P	P	P
Discuss various texts and topics collaboratively and with partners.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use voice level, phrasing, and intonation appropriate for various language situations.	I	I	I	P	P	P	P	P	P	P	P	P	P
Ask how and why questions to seek help, get information, or clarify information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Work respectfully with others.	I	I	I	I	P	P	P	P	P	P	P	P	P
Listen and respond to a variety of text and media.	I	I	P	P	P	P	P	P	P	P	P	P	P
Initiate conversation with peers and adults	-	I	P	P	P	P	P	P	P	P	P	P	P
Adapt or change oral language to fit the situation.	-	I	I	I	I	I	I	I	P	P	P	P	P
Use oral language for different purposes: to inform, persuade, entertain, clarify, and respond.	-	-	I	I	I	I	I	I	P	P	P	P	P
Share information orally with appropriate facts and relevant details.	-	-	I	I	P	P	P	P	P	P	P	P	P
Participate as a contributor and leader in collaborative and partner discussions.	-	-	I	I	I	I	P	P	P	P	P	P	P
Create a simple presentation using multimodal tools.	-	-	I	I	I	P	P	P	P	P	P	P	P

Use active listening strategies including but not limited to making eye contact, facing the speaker, asking questions, and summarizing.	-	-	-	I	I	I	P	P	P	P	P	P	P
Orally summarize information expressing ideas clearly.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use language appropriate for context and audience.	-	-	-	I	I	I	P	P	P	P	P	P	P
Organize ideas sequentially or around major points of information using appropriate facts and relevant details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Contribute to group discussions across content areas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Connect comments to the remarks of others.	-	-	-	-	I	I	I	I	P	P	P	P	P
Use specific vocabulary to communicate ideas.	-	-	-	-	I	I	P	P	P	P	P	P	P
Demonstrate the ability to collaborate with diverse teams, while sharing responsibility for the work.	-	-	-	-	I	I	I	P	P	P	P	P	P
Locate, organize, and analyze information from a variety of multimodal texts.	-	-	-	-	I	I	I	I	I	P	P	P	P
Effectively use verbal and nonverbal communication skills to plan and deliver collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	P	P	P	P	P	P
Evaluate group activities.	-	-	-	-	-	-	I	P	P	P	P	P	P
Analyze the effectiveness of participant interactions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Evaluate one's own contributions to discussions.	-	-	-	-	-	-	I	I	I	P	P	P	P
Give collaborative and individual, formal and informal, interactive presentations.	-	-	-	-	-	-	I	I	I	P	P	P	P
Make statements to communicate agreement or tactful disagreement with others' ideas.	-	-	-	-	-	-	-	I	I	I	P	P	P
Exhibit willingness to make necessary compromises to accomplish a goal.	-	-	-	-	-	-	-	I	I	I	I	P	P
Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	-	-	-	-	-	-	-	-	I	I	I	P	P
Select, organize, and create multimodal content that encompasses opposing points of view.	-	-	-	-	-	-	-	-	I	I	I	I	P
Respond to audience questions and comments.	-	-	-	-	-	-	-	-	I	I	P	P	P
Differentiate between Standard English and informal language.	-	-	-	-	-	-	-	-	I	P	P	P	P
Evaluate presentations.	-	-	-	-	-	-	-	-	I	I	I	P	P
Assist with setting rules for group work, including informal consensus, taking votes on key issues, presentation of alternate views, and goal setting.	-	-	-	-	-	-	-	-	-	I	I	I	I
Access, critically evaluate, and use information accurately to solve problems.	-	-	-	-	-	-	-	-	-	-	I	I	I
Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric and identify any faulty reasoning.	-	-	-	-	-	-	-	-	-	-	I	I	I
Anticipate and address alternative or opposing perspectives and counterclaims.	-	-	-	-	-	-	-	-	-	-	-	I	I
Evaluate various techniques used to construct arguments in multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	I	I

Critique effectiveness of multimodal presentations.	-	-	-	-	-	-	-	-	-	-	-	-	-	I
Media Literacy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Differentiate between auditory, visual, and written media messages and their purposes.	-	-	-	-	I	I	P	P	P	P	P	P	P	P
Compare and contrast how ideas and topics are depicted in a variety of media and formats.	-	-	-	-	I	I	I	I	P	P	P	P	P	P
Identify the purpose and audience of auditory, visual, and written media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P	P
Identify the characteristics and effectiveness of a variety of media messages.	-	-	-	-	-	I	I	I	I	P	P	P	P	P
Interpret information presented in diverse media formats and explain how it contributes to the topic.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Craft and publish audience-specific media messages.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify persuasive/argument/informative techniques used in media.	-	-	-	-	-	-	-	I	I	I	P	P	P	P
Distinguish between fact and opinion, and between evidence and inference.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Describe how word choice, visual images, and sound convey a viewpoint.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Evaluate sources for relationships between intent and factual content.	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.	-	-	-	-	-	-	-	-	I	I	P	P	P	P
Describe possible cause-and-effect relationships between mass media coverage and public opinion trends.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Monitor, analyze, and use multiple streams of simultaneous information.	-	-	-	-	-	-	-	-	-	I	I	I	P	P
Analyze the impact of selected media formats on meaning.	-	-	-	-	-	-	-	-	-	-	I	P	P	P

Strand: Reading

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Relate previous experiences to what is read.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify text features.	I	I	I	I	P	P	P	P	P	P	P	P	P
Set a purpose for reading.	-	I	I	I	P	P	P	P	P	P	P	P	P
Make and confirm predictions.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify theme.	-	I	I	I	P	P	P	P	P	P	P	P	P
Identify the main idea.	-	I	I	I	P	P	P	P	P	P	P	P	P

Ask and answer questions using the text for support.	-	-	I	I	I	I	P	P	P	P	P	P	P
Describe characters, setting, and plot events in fiction and poetry.	-	-	I	I	I	I	P	P	P	P	P	P	P
Identify the conflict and resolution.	-	-	I	I	I	P	P	P	P	P	P	P	P
Summarize stories and events with beginning, middle, and end in the correct sequence.	-	-	I	I	I	P	P	P	P	P	P	P	P
Draw conclusions based on the text.	-	-	I	I	I	P	P	P	P	P	P	P	P
Make connections between reading selections.	-	-	-	I	I	I	I	P	P	P	P	P	P
Compare and contrast settings, characters, and plot events.	-	-	-	I	I	I	P	P	P	P	P	P	P
Differentiate between fiction and nonfiction.	-	-	-	I	I	P	P	P	P	P	P	P	P
Identify the author's purpose.	-	-	-	I	I	I	P	P	P	P	P	P	P
Summarize information found in nonfiction texts.	-	-	-	I	I	I	P	P	P	P	P	P	P
Identify supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P
Describe how the choice of language, setting, and characters contributes to the development of plot.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify genres.	-	-	-	-	I	I	P	P	P	P	P	P	P
Draw conclusions/make inferences about text using the text as support.	-	-	-	-	I	I	P	P	P	P	P	P	P
Compare/contrast details in literary and informational nonfiction texts.	-	-	-	-	I	I	P	P	P	P	P	P	P
Identify cause-and-effect relationships.	-	-	-	-	I	I	P	P	P	P	P	P	P
Distinguish between fact and opinion.	-	-	-	-	I	I	P	P	P	P	P	P	P
Discuss the impact of setting on plot development.	-	-	-	-	-	I	I	P	P	P	P	P	P
Describe character development.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between first and third person point of view.	-	-	-	-	-	I	I	I	P	P	P	P	P
Differentiate between free verse and rhymed poetry.	-	-	-	-	-	I	I	P	P	P	P	P	P
Explain how an author's choice of vocabulary contributes to the author's style.	-	-	-	-	-	I	I	I	P	P	P	P	P
Skim materials to develop a general overview of content and to locate specific information.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify organizational pattern(s).	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify transitional words and phrases that signal an author's organizational pattern.	-	-	-	-	-	I	I	I	P	P	P	P	P
Identify the elements of narrative structure, including setting, character, plot, conflict, and theme.	-	-	-	-	-	-	I	I	I	P	P	P	P
Describe how word choice and imagery contribute to the meaning of a text.	-	-	-	-	-	-	I	I	I	P	P	P	P
Identify and analyze the author's use of figurative language.	-	-	-	-	-	-	I	I	I	P	P	P	P
Analyze ideas within and between selections providing textual evidence.	-	-	-	-	-	-	I	I	I	I	P	P	P
Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other.	-	-	-	-	-	-	-	I	I	I	P	P	P
Identify the source, viewpoint, and purpose of texts.	-	-	-	-	-	-	-	I	I	I	P	P	P
Explain the use of symbols and figurative language.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast the authors' use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	-	-	-	-	-	-	-	-	I	I	P	P	P
Compare and contrast authors' styles.	-	-	-	-	-	-	-	-	I	I	P	P	P
Analyze details for relevance and accuracy.	-	-	-	-	-	-	-	-	I	I	P	P	P

Identify the characteristics that distinguish literary forms.	-	-	-	-	-	-	-	-	-	-	I	P	P	P
Analyze the cultural or social function of a literary text.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Explain the influence of historical context on the form, style, and point of view of a written work.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify characteristics of expository/analytic, technical, and persuasive/argument/argument texts.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Identify a position/argument to be confirmed, disproved, or modified.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Evaluate clarity and accuracy of information.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	-	-	-	-	-	-	-	-	-	-	I	I	P	P
Examine a literary selection from several critical perspectives.	-	-	-	-	-	-	-	-	-	-	-	I	I	P
Compare and contrast character development in a play to characterization in other literary forms.	-	-	-	-	-	-	-	-	-	-	-	I	I	P
Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	-	-	-	-	-	-	-	-	-	-	-	I	I	P
Analyze literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze the use of dramatic conventions.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical-thinking questions about the text(s).	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Read and correctly interpret an application for employment, workplace documents, or an application for college admission.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze technical writing for clarity.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Analyze false premises, claims, counterclaims, and other evidence in persuasive/argument writing.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.	-	-	-	-	-	-	-	-	-	-	-	-	I	I
Identify and synthesize resources to make decisions, complete tasks, and solve specific problems.	-	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Differentiate pictures from writing.	I	P	P	P	P	P	P	P	P	P	P	P	P
Generate ideas.	I	I	I	P	P	P	P	P	P	P	P	P	P
Compose simple sentences.	I	I	I	P	P	P	P	P	P	P	P	P	P

Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P	P
Identify audience and purpose.	-	I	I	I	I	P	P	P	P	P	P	P	P	P
Use prewriting activities.	-	I	I	I	I	I	I	P	P	P	P	P	P	P
Focus on one topic.	-	I	I	I	P	P	P	P	P	P	P	P	P	P
Organize writing to suit purpose.	-	I	I	I	P	P	P	P	P	P	P	P	P	P
Revise writing by adding description.	-	I	I	I	P	P	P	P	P	P	P	P	P	P
Write an opinion and give a reason.	-	I	I	I	I	P	P	P	P	P	P	P	P	P
Engage in the writing process.	-	-	I	I	I	I	P	P	P	P	P	P	P	P
Use strategies for organization according to writing type.	-	-	I	I	I	I	P	P	P	P	P	P	P	P
Organize writing to include a beginning, middle and end.	-	-	I	I	P	P	P	P	P	P	P	P	P	P
Write facts to support the main idea.	-	-	I	I	I	P	P	P	P	P	P	P	P	P
Revise writing for clarity.	-	-	I	I	I	I	P	P	P	P	P	P	P	P
Write a clear topic sentence focusing on main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Elaborate by adding supporting details.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Use transition words for sentence variety.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Give fact based support for opinions.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Write a paragraph focusing on a main idea.	-	-	-	I	I	I	P	P	P	P	P	P	P	P
Select audience and purpose.	-	-	-	-	I	I	P	P	P	P	P	P	P	P
Narrow the topic.	-	-	-	-	I	I	P	P	P	P	P	P	P	P
Recognize different forms of writing have different patterns of organization.	-	-	-	-	I	I	P	P	P	P	P	P	P	P
Write related paragraphs on the same topic.	-	-	-	-	I	I	P	P	P	P	P	P	P	P
Utilize elements of style, including word choice and sentence variation.	-	-	-	-	I	I	I	P	P	P	P	P	P	P
Clearly state a position including reasons and evidence to persuade the intended audience.	-	-	-	-	-	I	I	I	P	P	P	P	P	P
Write multiparagraph compositions.	-	-	-	-	I	I	P	P	P	P	P	P	P	P
Use precise and descriptive vocabulary to create voice and tone.	-	-	-	-	-	I	I	P	P	P	P	P	P	P
Compose thesis statements for expository/analytic and persuasive/argument writing.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Select vocabulary and information to enhance central idea, tone, and voice.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.	-	-	-	-	-	-	I	I	I	P	P	P	P	P
Use transition words and phrases within and between paragraphs	-	-	-	-	-	-	-	I	I	I	I	P	P	P
Distinguish between fact and opinion to support a position.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Develop and modify the central idea, tone and voice to fit the audience and purpose.	-	-	-	-	-	-	-	I	I	I	P	P	P	P
Use clauses and phrases for sentence variety.	-	-	-	-	-	-	-	I	I	P	P	P	P	P
Clearly state and defend a position with reasons and evidence from credible sources.	-	-	-	-	-	-	-	I	I	I	I	P	P	P
Identify a counter-claim and provide a counter-argument.	-	-	-	-	-	-	-	-	I	I	I	P	P	P
Blend multiple forms of writing including embedding a narrative.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Use textual evidence to compare and contrast multiple texts.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Arrange paragraphs in a logical progression using transitions between paragraphs and ideas.	-	-	-	-	-	-	-	-	-	I	I	P	P	P
Adjust writing content, technique, and voice for a variety of audiences and purposes.	-	-	-	-	-	-	-	-	-	-	I	P	P	P

Show relationships between claims, reasons and evidence and include a conclusion that follows logically from the information presented.-	-	-	-	-	-	-	-	-	-	-	I	P	P
Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	-	-	-	-	-	-	-	-	-	-	I	I	I
Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.	-	-	-	-	-	-	-	-	-	-	I	I	I
Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	-	-	-	-	-	-	-	-	-	-	I	I	I
Use a variety of rhetorical strategies to accomplish a specific purpose.	-	-	-	-	-	-	-	-	-	-	-	-	I
Use words, phrases, clauses, and varied syntax to connect all parts of the argument creating cohesion from the information presented.	-	-	-	-	-	-	-	-	-	-	-	-	I
Write to clearly describe personal qualifications for potential occupational or educational opportunities.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Writing (Grammar)

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Begin each sentence with a capital letter and use ending punctuation.	I	I	I	P	P	P	P	P	P	P	P	P	P
Use complete sentences.	-	I	I	I	P	P	P	P	P	P	P	P	P
Capitalize all proper nouns and the word I.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use singular and plural nouns and pronouns.	-	I	I	I	P	P	P	P	P	P	P	P	P
Use apostrophes in contractions and possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use contractions and singular possessives.	-	-	I	I	I	P	P	P	P	P	P	P	P
Use past and present verb tense.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use commas in a series.	-	-	I	I	P	P	P	P	P	P	P	P	P
Use subject-verb agreement.	-	-	-	I	I	P	P	P	P	P	P	P	P
Use noun-pronoun agreement.	-	-	-	I	P	P	P	P	P	P	P	P	P
Eliminate double negatives.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use quotation marks with dialogue.	-	-	-	I	I	I	P	P	P	P	P	P	P
Use plural possessives.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use adjective and adverb comparisons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use interjections.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use prepositional phrases.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use commas to indicate interrupters, items in a series, and to indicate direct address.	-	-	-	-	-	I	P	P	P	P	P	P	P
Edit for fragments and run-ons.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use coordinating conjunctions.	-	-	-	-	-	I	P	P	P	P	P	P	P
Use subject-verb agreement with intervening clauses and phrases.	-	-	-	-	-	-	I	I	P	P	P	P	P

Use pronoun-antecedent agreement to include indefinite pronouns.	-	-	-	-	-	-	I	I	P	P	P	P	P
Maintain consistent verb tense across paragraphs.	-	-	-	-	-	-	I	I	I	P	P	P	P
Edit for verb tense consistency and point of view.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use quotation marks with dialogue and direct quotations.	-	-	-	-	-	-	-	I	P	P	P	P	P
Use and punctuate correctly varied sentence structures to include conjunctions and transition words.	-	-	-	-	-	-	-	-	I	P	P	P	P
Correctly use pronouns in prepositional phrases with compound objects.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use comparative and superlative degrees in adverbs and adjectives.	-	-	-	-	-	-	-	-	I	P	P	P	P
Use parallel structures across sentences and paragraphs.	-	-	-	-	-	-	-	-	-	I	P	P	P
Use appositives, main clauses, and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use commas and semicolons to distinguish and divide main and subordinate clauses.	-	-	-	-	-	-	-	-	-	-	I	P	P
Distinguish between active and passive voice.	-	-	-	-	-	-	-	-	-	-	I	P	P
Use colons correctly.	-	-	-	-	-	-	-	-	-	-	-	I	P
Use verbals and verbal phrases to achieve sentence conciseness and variety.	-	-	-	-	-	-	-	-	-	-	-	-	I

Strand: Research

Standard	K	1	2	3	4	5	6	7	8	9	10	11	12
Generate topics of interest.	I	I	I	P	P	P	P	P	P	P	P	P	P
Generate questions to gather information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Identify pictures, texts, or people as sources of information.	I	I	I	P	P	P	P	P	P	P	P	P	P
Find information from provided sources.	I	I	I	P	P	P	P	P	P	P	P	P	P
Gather and record information.	-	I	I	P	P	P	P	P	P	P	P	P	P
Organize information in writing or a visual display.	-	-	I	I	P	P	P	P	P	P	P	P	P
Create a research product.	-	-	I	I	P	P	P	P	P	P	P	P	P
Describe the difference between plagiarism and using one's own words.	-	-	I	I	P	P	P	P	P	P	P	P	P
Access appropriate resources.	-	-	-	I	I	I	P	P	P	P	P	P	P
Collect and organize information about the topic.	-	-	-	I	I	P	P	P	P	P	P	P	P
Evaluate the relevance of information.	-	-	-	I	I	I	P	P	P	P	P	P	P
Demonstrate ethical use of the Internet.	-	-	-	I	I	I	I	I	P	P	P	P	P
Collect and organize information from multiple resources.	-	-	-	-	I	I	I	P	P	P	P	P	P
Give credit to sources used in research.	-	-	-	-	I	I	I	P	P	P	P	P	P
Formulate and revise questions about a research topic.	-	-	-	-	-	-	I	I	P	P	P	P	P
Evaluate and analyze the validity and credibility of sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Cite primary and secondary sources.	-	-	-	-	-	-	I	I	I	P	P	P	P
Avoid plagiarism by using one's own words and follow ethical and legal guidelines for gathering and using information.	-	-	-	-	-	-	I	I	I	P	P	P	P

Synthesize information from multiple sources.	-	-	-	-	-	-	-	I	I	I	P	P	P
Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.	-	-	-	-	-	-	-	-	I	I	I	P	P
Cite sources using Modern Language Association (MLA) or American Psychological Association (APA) style.	-	-	-	-	-	-	-	-	I	I	I	P	P
Quote, summarize, and paraphrased research findings.	-	-	-	-	-	-	-	-	I	I	I	P	P
Publish findings and respond to feedback.	-	-	-	-	-	-	-	-	I	I	I	P	P
Verify the validity and accuracy of all information.	-	-	-	-	-	-	-	-	-	I	I	I	P
Evaluate and select evidence from a variety of sources to support claims and introduce counterclaims.	-	-	-	-	-	-	-	-	-	I	I	I	P
Synthesize relevant information from primary and secondary sources and present it in a logical sequence.	-	-	-	-	-	-	-	-	-	-	-	I	P
Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	-	-	-	-	-	-	-	-	-	-	-	-	P