

BLOOMFIELD PUBLIC SCHOOLS
Bloomfield, New Jersey 07003

Curriculum Guide

**English 3: Grade 11 – American Literature with
Strategies for Reading and Writing**

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Conforms to National Common Core Standards

Board Approved: August 25, 2015

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Reading Strategy: Questioning	Grade Level	11 th
Curriculum Area	English Language Arts	Time Frame	5-6 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Informational Texts</u>			
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			
RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).			
RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			
RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.			
RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).			
RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.			
RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<u>Reading Literature</u>			
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			

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RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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

RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

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

Speaking and Listening

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

Language

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Primary Interdisciplinary Connections

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

_____ Global Awareness

__X__ Civic Literacy

_____ Financial, economic, business, and entrepreneurial literacy

_____ Health Literacy

Transfer

Students will be able to independently use their learning to...

T1 – read, comprehend, analyze, and critique everyday texts.

T2 – become active readers, good listeners, and critical thinkers in everyday situations.

Meaning

Understandings

Essential Questions

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Understanding by Design Unit Template

Students will understand that...		Students will keep considering...
U1 – Readers need to read with a question in mind in order to give purpose to their reading. U2 – Questions about the text should help the reader to garner meaning. U3 – Good readers question the text throughout their reading (self-monitoring). U4 – Good readers use questions to investigate what the text says, as well as how it connects to other texts, the reader, and/or the world.		Q1 – Why should readers ask questions of/about the texts they read? Q2 – How do readers find answers to the questions they ask of a text? Q3 – How does questioning a text help to develop our understanding of its meaning? Q4 – How does questioning a text help us to discuss and write about the text?
Acquisition		
Knowledge Students will know...		Skills Students will be able to...
K1 – selected vocabulary from the text K2 – how to define, recognize, and analyze the plot, characters, setting, point of view, and themes of various texts. K3 – how to identify and define literary devices as listed in <i>Successful Reader</i> texts. K4 – how to question while reading as a means to improve reading comprehension.		S1 – stop, ask questions, and wonder about their reading. S2 – ask questions to clarify confusion. S3 – read to gain information and answer questions. S4 – consider lingering questions to expand thinking. S5 – use note-taking skills to answer questions about the text.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-Q4 Q1-Q4 K1-K4 S1-S5	• Degree of accuracy • Comprehension • Observation • Rubrics • Preparedness	<u>Transfer Task(s)</u> Formative • Select tasks as required by <i>Successful Reader</i> • Classroom discussion • Graphic organizers

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		• Dialectic writing • Homework • Quizzes
		Summative • Select tasks as required by <i>Successful Reader</i> • Tests
		<u>Other Evidence</u> Formative • STAR Reading • Accelerated Reader Program
		Summative • STAR Reading • Accelerated Reader Program
Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction		
The teaching and learning needed to achieve the unit goals.		
	Activities	Resources

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Understanding by Design Unit Template

T1-T2 U1-Q4 Q1-Q4 K1-K4 S1-S5	Select tasks as required by <i>Successful Reader</i> “I do, We do, You do” activities Interviewing Question journal Chalking/Silent discussion Reading “speed bumps” Sign posts Double-entry journals Graphic organizers Reader response notecards KWL charts	<u>Primary texts:</u> <i>Buddha Boy</i> by Kathe Koja (<i>Successful Reader</i>) <i>Whirligig</i> by Paul Fleischman (<i>Successful Reader</i>) <u>Additional texts:</u> <i>The Gettysburg Address</i> by Abraham Lincoln <i>Second Inaugural Address</i> by Abraham Lincoln <u>Other:</u> ZPD (Zone of Proximal Development) Books
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Strategies for Differentiation	
<u>Students Below Target:</u> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom’s) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) • Embedded visual cues • Chunking • Advanced notice of assignments • Guided organizational skills • One-minute essays • Test modifications/Time extensions • Pre-test to assess readiness	<u>Students Meeting/Exceeding Target:</u> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom’s) • Role play • Cooperative learning • Entrance/Exit tickets

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• Offer choice of response (verbal, visual, etc.)	
<u>Reading:</u> • Encourage oral reading • Teach multiple meanings of vocabulary words • Use oral and written questions to check comprehension • Direct questioning to elicit knowledge • Pre-teach vocabulary • Clearly define (oral and written) limits and expectations • Small-group instruction • Allow additional “wait” time	<u>Writing:</u> • Allow student to write based upon vocabulary word bank • Visual aids to allow student to organize plot structure • Teach outlining skills • Provide questions for student to allow organization

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Title of Unit	Reading Strategy: Inferring	Grade Level	11 th
Curriculum Area	English Language Arts	Time Frame	5-6 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Informational Texts</u>			
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			
RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			
RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).			
RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.			
RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<u>Reading Literature</u>			
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			

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

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

Speaking and Listening

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Primary Interdisciplinary Connections

6.2 World History / Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

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9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

 X **Global Awareness**

_____ **Financial, economic, business, and entrepreneurial literacy**

__X__ Civic Literacy

_____ Health Literacy

Transfer

Students will be able to independently use their learning to...

T1 – read, comprehend, analyze, and critique everyday texts.

T2 – become active readers, good listeners, and critical thinkers in everyday situations.

Meaning

Understandings

Students will understand that...

U1 – An inference is a conclusion based on evidence and reasoning.

U2 – Good readers look for contextual clues to make accurate inferences.

U3 – Good readers will infer things the author has not told them outright in the text.

U4 – Utilizing background knowledge is a cornerstone of making quality inferences.

Essential Questions

Students will keep considering...

Q1 – What is an inference?

Q2 – What kind of information do we use to make strong inferences?

Q3 – How can inferring help us to understand the meaning of unknown words, concepts, or ideas?

Q4 – How can we use other reading comprehension strategies to inform our inferring?

Acquisition

Knowledge

Students will know...

Skills

Students will be able to...

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K1 – selected vocabulary from the text. K2 – how to define, recognize, and analyze the plot, characters, setting, point of view, and themes of various texts. K3 – how to identify and define literary devices as listed in <i>Successful Reader</i> texts. K4 – making inferences while reading is a means to improve reading comprehension. K5 – inferring what the text leaves vague is a cornerstone of good reading.		S1 – infer the meaning of unfamiliar words. S2 – use textual evidence to infer themes and bigger ideas. S3 – infer and draw conclusions from informational text using features and text structures. S4 – infer details where the text leaves matters uncertain.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U4 Q1-Q4 K1-K5 S1-S4	• Degree of accuracy • Comprehension • Observation • Rubrics • Preparedness	<u>Transfer Task(s)</u> Formative • Select tasks as required by <i>Successful Reader</i> • Classroom discussion • Graphic organizers • Self-assessment • Dialectic writing • Homework • Quizzes
		Summative • Select tasks as required by <i>Successful Reader</i> • Self-assessment • Tests

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		<u>Other Evidence</u> Formative • STAR Reading • Accelerated Reader Program Summative • STAR Reading • Accelerated Reader Program
Learning Plan (Stage 3)		
Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
Checks for alignment and best practice		
	Activities	Resources
T1-T2 U1-U4 Q1-Q4 K1-K5 S1-S4	Select activities as required by <i>Successful Reader</i> Wall walks Role play Embedded visual cues Chalking/Silent discussion Sign posts	<u>Primary texts:</u> <i>Tears of a Tiger</i> by Sharon Draper (<i>Successful Reader</i>) <i>On My Honor</i> by Marion Bauer (<i>Successful Reader</i>) <u>Additional texts:</u> Selections from <i>Civil Disobedience</i> by Henry David Thoreau <u>Other:</u> ZPD (Zone of Proximal Development) Books

Strategies for Differentiation	
<u>Students Below Target:</u> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom's) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) • Embedded visual cues • Chunking • Advanced notice of assignments • Guided organizational skills • One-minute essays • Test modifications/Time extensions • Pre-test to assess readiness • Offer choice of response (verbal, visual, etc.)	<u>Students Meeting/Exceeding Target:</u> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom's) • Role play • Cooperative learning • Entrance/Exit tickets
<u>Reading:</u> • Encourage oral reading • Teach multiple meanings of vocabulary words • Use oral and written questions to check comprehension • Direct questioning to elicit knowledge • Pre-teach vocabulary • Clearly define (oral and written) limits and expectations • Small-group instruction • Allow additional "wait" time	<u>Writing:</u> • Allow student to write based upon vocabulary word bank • Visual aids to allow student to organize plot structure • Teach outlining skills • Provide questions for student to allow organization

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Title of Unit	Reading Strategy: Determining Importance	Grade Level	11 th
Curriculum Area	English Language Arts	Time Frame	5-6 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Informational Texts</u>			
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
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RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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Primary Interdisciplinary Connections

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21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Financial, economic, business, and entrepreneurial literacy**

☒ **Civic Literacy**

☐ **Health Literacy**

Transfer

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T1 – read, comprehend, analyze, and critique everyday texts.

T2 – become active readers, good listeners, and critical thinkers in everyday situations

Meaning

Understandings

Essential Questions

Students will understand that...

Students will keep considering...

U1 – Not all information presented in a text is equally important.

Q1 – What makes information important?

Q2 – How does a reader determine importance?

Q3 – How does my prior knowledge help me recognize when information is important?

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U2 – Using a variety of strategies to delineate important information (e.g., highlighting, underlining) will aid in better reading comprehension. U3 – Good readers remember ideas that are important. U4 – Determining importance allows the reader to identify the text's most significant or relevant information.		Q4 – What is the difference between important information and interesting information? Q5 – How can determining a text's importance improve reading comprehension? Q6 – Why does an author include information in a text that is not as important as other information?	
Acquisition			
Knowledge Students will know...		Skills Students will be able to...	
K1 – selected vocabulary from the text. K2 – signal words/phrases that authors often use to signify important information. K3 – how to acquire information and decide what is most important to remember. K4 – the difference between important and interesting information. K5 – readers determine importance before, during, and after reading. K6 – determining importance extends beyond reading to daily life.		S1 – gain important information from text and visual features. S2 – sift and sort the important information from the details and merge their thinking with it. S3 – make a distinction between what they think is most important and what the author most wants them to take away from the reading. S4 – use textual evidence to form opinions and understand big ideas and issues. S5 – distinguish between important and interesting information. S6 – make note of important information throughout reading and observation.	
Evidence (Stage 2)			
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>	
T1-T2 U1-U4 Q1-Q6 K1-K6 S1-S6	• Degree of accuracy • Comprehension • Observation • Rubrics • Preparedness	<u>Transfer Task(s)</u> Formative • Select tasks as required by <i>Successful Reader</i> • Classroom discussion • Reader's notebook • Self-assessment	

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		• Homework • Quizzes
		Summative • Select tasks as required by <i>Successful Reader</i> • Self-assessment • Tests
		<u>Other Evidence</u> Formative • STAR Reading • Accelerated Reader Program
		Summative • STAR Reading • Accelerated Reader Program
Learning Plan (Stage 3)		
Checks for alignment and best practice		
Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
	Activities	Resources

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T1-T2 U1-U4 Q1-Q6 K1-K6 S1-S6	Select tasks as required by <i>Successful Reader</i> “I do, We do, You do” activities Wall walks Cooperative learning	<u>Primary texts:</u> <i>Queenie Peavy</i> by Robert Burch (<i>Successful Reader</i>) <i>The Great Fire</i> by Jim Murphy (<i>Successful Reader</i>) <u>Additional texts:</u> “The Story of an Hour” by Kate Chopin <u>Other:</u> ZPD (Zone of Proximal Development) Books
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Strategies for Differentiation	
<u>Students Below Target:</u> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom’s) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) • Embedded visual cues • Chunking • Advanced notice of assignments • Guided organizational skills • One-minute essays • Test modifications/Time extensions • Pre-test to assess readiness • Offer choice of response (verbal, visual, etc.)	<u>Students Meeting/Exceeding Target:</u> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom’s) • Role play • Cooperative learning • Entrance/Exit tickets

Bloomfield Public Schools
Understanding by Design Unit Template

Reading:

- Encourage oral reading
- Teach multiple meanings of vocabulary words
- Use oral **and** written questions to check comprehension
- Direct questioning to elicit knowledge
- Pre-teach vocabulary
- Clearly define (oral **and** written) limits and expectations
- Small-group instruction
- Allow additional “wait” time

Writing:

- Allow student to write based upon vocabulary word bank
- Visual aids to allow student to organize plot structure
- Teach outlining skills
- Provide questions for student to allow organization

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Reading Strategy: Synthesizing	Grade Level	11 th
Curriculum Area	English Language Arts	Time Frame	5-6 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Literature</u>			
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).			
RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			
RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.			
RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<u>Speaking and Listening</u>			
SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			

Bloomfield Public Schools
Understanding by Design Unit Template

SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

Primary Interdisciplinary Connections

Bloomfield Public Schools
Understanding by Design Unit Template

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☐ **Financial, economic, business, and entrepreneurial literacy**

☒ **Civic Literacy**

☐ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1 – read, comprehend, analyze, and critique everyday texts.

T2 – become active readers, good listeners, and critical thinkers in everyday situations

Meaning

Understandings

Essential Questions

Students will understand that...

Students will keep considering...

U1 – Reading comprehension improves when readers summarize and synthesize a text.

U2 – Synthesis allows a reader to draw conclusions based on facts and inferences.

Q1 – What is synthesis?

Q2 – What is the difference between synthesizing and summarizing?

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Understanding by Design Unit Template

U3 – Synthesizing is a process by which readers merge new information with prior knowledge so as to produce new insights into a text.		Q3 – How do effective readers combine new information and prior knowledge? Q4 – How can synthesis of a text allow a reader to construct an argument?
Acquisition		
Knowledge Students will know...		Skills Students will be able to...
K1 – synthesis is the sorting through the information presented in a text and creating new insight as thinking evolves. K2 – effective readers will stop throughout their reading and think about what he/she has read. K3 – synthesis relies on a reader’s evolution of thought.		S1 – summarize information by retelling. S2 – become aware of when they add to their knowledge base and revise their thinking as they read. S3 – synthesize information through writing. S4 – use a variety of strategies to synthesize information and share their learning.
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U3 Q1-Q4 K1-K3 S1-S4	• Degree of accuracy • Comprehension • Observation • Rubrics • Preparedness	<u>Transfer Task(s)</u> Formative • Select tasks as required by <i>Successful Reader</i> • Classroom discussion • Informal observation • Think alouds • Self-assessment • Graphic organizers • Handouts/Worksheets • Homework • Quizzes

Bloomfield Public Schools
Understanding by Design Unit Template

		Summative • Select tasks as required by <i>Successful Reader</i> • Self-assessment • Tests
		<u>Other Evidence</u> Formative • STAR Reading • Accelerated Reader Program
		Summative • STAR Reading • Accelerated Reader Program
Learning Plan (Stage 3)		
Checks for alignment and best practice Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>		
	Activities	Resources
T1-T2 U1-U3 Q1-Q4 K1-K3 S1-S4	Select activities as required by <i>Successful Reader</i> “I do, We do, You do” activities Written responses Double-entry journals	<u>Primary texts:</u> <i>Rascal</i> by Sterling North (<i>Successful Reader</i>) <i>The Time Machine</i> by H.G. Wells (<i>Successful Reader</i>) <u>Additional texts:</u> <i>The Great Gatsby</i> by F. Scott Fitzgerald Supplemented by film adaptation (1974 or 2013)

Bloomfield Public Schools
Understanding by Design Unit Template

		<u>Other:</u> ZPD (Zone of Proximal Development) Books
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Strategies for Differentiation	
<u>Students Below Target:</u> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom's) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) • Embedded visual cues • Chunking • Advanced notice of assignments • Guided organizational skills • One-minute essays • Test modifications/Time extensions • Pre-test to assess readiness • Offer choice of response (verbal, visual, etc.)	<u>Students Meeting/Exceeding Target:</u> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom's) • Role play • Cooperative learning • Entrance/Exit tickets
<u>Reading:</u> • Encourage oral reading	<u>Writing:</u>

Bloomfield Public Schools
Understanding by Design Unit Template

• Teach multiple meanings of vocabulary words • Use oral and written questions to check comprehension • Direct questioning to elicit knowledge • Pre-teach vocabulary • Clearly define (oral and written) limits and expectations • Small-group instruction • Allow additional “wait” time	• Allow student to write based upon vocabulary word bank • Visual aids to allow student to organize plot structure • Teach outlining skills • Provide questions for student to allow organization
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Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Narrative Writing	Grade Level	11 th
Curriculum Area	English Language Arts	Time Frame	5-6 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Literature</u>			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)			
RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.			
RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).			
RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<u>Speaking and Listening</u>			
SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
<u>Language</u>			
L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies.			

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Understanding by Design Unit Template

L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

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

Primary Interdisciplinary Connections

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Bloomfield Public Schools
Understanding by Design Unit Template

21st Century Interdisciplinary Themes: ☒ Global Awareness ☒ Financial, economic, business, and entrepreneurial literacy ☒ Civic Literacy ☒ Health Literacy	
Transfer	
Students will be able to independently use their learning to... T1 – write effectively to convey meaning. T2 – interpret texts to infer and understand authors' positions.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1 – Writers use storytelling techniques to craft narratives. U2 – Narrative writing captures universal themes, showing how we can all connect and relate to one another regardless of cultural differences. U3 – Many writers base their writing on personal experience.	Q1 – Why do writers write? Q2 – How does process shape the writer's product? Q3 – How do personal experiences affect one's writing? Q4 – How do details shape narrative writing? Q5 – How does point of view affect the fluency, comprehension, and insight of storytelling? Q6 – What precise details are included in the text and why are they important?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...

Bloomfield Public Schools
Understanding by Design Unit Template

K1 – how to identify and define the basic elements of storytelling (e.g., characters, setting, plot, conflict, theme). K2 – how to identify and define literary devices (imagery, similes, metaphor) K3 – how to write using proper grammar. K4 – good writers utilize a process by which they develop and refine their writing. K5 – inclusion of vivid details creates a more effective narrative.		S1 – write narratives that show relationships among experiences and events and include the elements of compelling storytelling. S2 – use narrative techniques to develop experiences, events, and characters. S3 – examine how writers convey their intended themes by analyzing the plots, conflicts, and language choices. S4 – develop the ability to convey one’s point of view through writing and speaking. S5 – combine the elements of narrative writing to create a specific tone.	
Evidence (Stage 2)			
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>	
T1-T2 U1-U3 Q1-Q6 K1-K5 S1-S5	• Observations • Rubrics	<u>Transfer Task(s)</u>	
		Formative • Prewriting • Writing process • Graphic organizers • Narrative piece • Quizzes	
		Summative • Revised/Edited narrative piece • Tests	

Bloomfield Public Schools
Understanding by Design Unit Template

		<u>Other Evidence</u> Formative • Summative •
Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Activities	Resources
T1-T2 U1-U3 Q1-Q6 K1-K5 S1-S5	Compose fictional/personal narrative (including the basic elements of narrative writing) - Characters - Setting - Plot - Conflict - Resolution Story mapping Drafting/Revision Peer review Grammar mini-lessons	<u>Mentor texts:</u> “The Turtle” by John Steinbeck “The Life You Save May Be Your Own” by Flannery O'Connor

Strategies for Differentiation	
<u>Students Below Target:</u> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom's) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) • Embedded visual cues • Chunking • Advanced notice of assignments • Guided organizational skills • One-minute essays • Test modifications/Time extensions • Pre-test to assess readiness • Offer choice of response (verbal, visual, etc.)	<u>Students Meeting/Exceeding Target:</u> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom's) • Role play • Cooperative learning • Entrance/Exit tickets
<u>Reading:</u> • Encourage oral reading • Teach multiple meanings of vocabulary words • Use oral and written questions to check comprehension • Direct questioning to elicit knowledge • Pre-teach vocabulary • Clearly define (oral and written) limits and expectations • Small-group instruction • Allow additional "wait" time	<u>Writing:</u> • Allow student to write based upon vocabulary word bank • Visual aids to allow student to organize plot structure • Teach outlining skills • Provide questions for student to allow organization

Bloomfield Public Schools
Understanding by Design Unit Template

Title of Unit	Argument Writing	Grade Level	11 th
Curriculum Area	English Language Arts	Time Frame	5-6 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Informational Texts</u>			
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			
RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).			
RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			
RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.			
RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).			
RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<u>Speaking and Listening</u>			
SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.			
SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.			

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Understanding by Design Unit Template

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

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

Primary Interdisciplinary Connections

Bloomfield Public Schools
Understanding by Design Unit Template

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Financial, economic, business, and entrepreneurial literacy**

☒ **Civic Literacy**

☒ **Health Literacy**

Transfer

Students will be able to independently use their learning to...

T1 – write effectively to convey meaning.

T2 – interpret texts to infer and understand authors' positions.

Meaning

Understandings

Essential Questions

Students will understand that...

Students will keep considering...

U1 – Writing clearly is essential to effective communication.

U2 – Writers use specific techniques to craft an argumentative essay.

Q1 – Why do writers write?

Q2 – How does a writer make his or her position clear?

Q3 – How do writers organize their ideas?

Bloomfield Public Schools
Understanding by Design Unit Template

U3 – Argument writing is most effective when it integrates the most relevant evidence to support the claim.	Q4 – What is the purpose of exploring and analyzing information from a variety of sources? Q5 – How does the inclusion of counter claims make a writer’s central claim more effective? Q6 – How do writers use the writing process to create a more clear and concise argument?	
Acquisition		
Knowledge Students will know...	Skills Students will be able to...	
K1 – how to identify and define the basic elements of argument writing (e.g., claim, factual appeals, emotional appeals, evidence and examples, intended audience). K2 – why it is necessary to write using proper grammar as well as varied syntax. K3 – how to include the most relevant evidence to support a claim. K4 – effective writers maintain an objective tone to distinguish arguments from persuasion. K5 – utilizing the writing process allows the writer to refine and polish their writing.	S1 – produce a precise and knowledgeable argumentative essay that includes the elements of a thoroughly effective argument. S2 – explore the uses of argument writing. S3 – summarize a writer’s position, main ideas, and key details. S4 – evaluate a text to determine what an author says and to infer what he implies by identifying the most relevant evidence. S5 – evaluate the credibility of evidence and resources. S6 – thoroughly support central claims using the most relevant evidence. S7 – thoroughly develop counterclaims using the most relevant evidence.	
Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U3 Q1-Q6 K1-K5 S1-S7	• Observations • Rubrics	<u>Transfer Task(s)</u> Formative • Prewriting • Writing process • Graphic organizers • Argumentative essay

Bloomfield Public Schools
Understanding by Design Unit Template

		Quizzes
		Summative - Revised/Edited argumentative essay - Tests
		<u>Other Evidence</u> Formative
		Summative
Learning Plan (Stage 3)		
Checks for alignment and best practice	Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>	
	Activities	Resources

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Understanding by Design Unit Template

T1-T2 U1-U3 Q1-Q6 K1-K5 S1-S7	Compose argumentative (literary analysis) essay (including basic elements of argument writing) Central claim Opposing claims Reasoning Relevant evidence Conclusion Drafting/Revision Peer review Grammar mini-lessons	Primary resources: District Writing Assessment <i>The New York Times</i> Op-Eds <i>The Star Ledger</i> Op-Eds Supplements: MLA Style Guide Perdue OWL (https://owl.english.purdue.edu/owl/)
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Strategies for Differentiation	
<u>Students Below Target:</u> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom's) • I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) • Embedded visual cues • Chunking • Advanced notice of assignments • Guided organizational skills • One-minute essays • Test modifications/Time extensions • Pre-test to assess readiness	<u>Students Meeting/Exceeding Target:</u> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons • I do, We do, You do activities • Tiered products/activities (Utilizing Bloom's) • Role play • Cooperative learning • Entrance/Exit tickets

Bloomfield Public Schools
Understanding by Design Unit Template

• Offer choice of response (verbal, visual, etc.)	
<u>Reading:</u> • Encourage oral reading • Teach multiple meanings of vocabulary words • Use oral and written questions to check comprehension • Direct questioning to elicit knowledge • Pre-teach vocabulary • Clearly define (oral and written) limits and expectations • Small-group instruction • Allow additional “wait” time	<u>Writing:</u> • Allow student to write based upon vocabulary word bank • Visual aids to allow student to organize plot structure • Teach outlining skills • Provide questions for student to allow organization

Bloomfield Public Schools
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Title of Unit	Expository Writing	Grade Level	11 th
Curriculum Area	English Language Arts	Time Frame	5-6 weeks
Developed By	Bloomfield High School English/Language Arts Staff		
Desired Results (Stage 1)			
Established Goals			
<u>Reading Informational Texts</u>			
RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RI.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.			
RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.			
RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			
RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.			
RI.11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).			
RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			
<u>Reading Literature</u>			
RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.			
RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.			
RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).			
RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.			

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Speaking and Listening

SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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

SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

L.11-12.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

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

Primary Interdisciplinary Connections

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

21st Century Interdisciplinary Themes:

☒ **Global Awareness**

☒ **Civic Literacy**

☒ **Financial, economic, business, and entrepreneurial literacy**

☒ **Health Literacy**

Transfer

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Students will be able to independently use their learning to... T1 – write effectively to convey meaning. T2 – interpret texts to infer and understand authors' positions.	
Meaning	
Understandings	Essential Questions
Students will understand that...	Students will keep considering...
U1 – Writers use expository writing to inform their audience. U2 – Quality research and good note-taking skills are the foundation of successful expository writing. U3 – Proper grammar and use of writing mechanics make writing clearer and stronger.	Q1 – Why do writers write? Q2 – What is the purpose of exploring and analyzing information from a singular source, as well as from a variety of sources? Q3 – What is the difference between fact and opinion? Q4 – Why is it important to consider purpose and audience? Q5 – How does an author locate and support the most significant and relevant facts to support his central claim?
Acquisition	
Knowledge Students will know...	Skills Students will be able to...
K1 – the basic elements of expository writing (e.g., introduction, central claim, topic sentences, body paragraphs, evidence, conclusion). K2 – research and note-taking skills. K3 – the effectiveness of writing using proper grammar and varied syntax.	S1 – write an essay that is unified and incorporates the most significant and relevant concrete evidence to support their central claim. S2 – determine the difference between facts and opinions. S3 – read and evaluate fiction and non-fiction texts to compile research to write an expository essay. S4 – incorporate quotes and research into the body of an essay. S5 – use techniques such as metaphor, simile, and analogy to discuss the topic.

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Evidence (Stage 2)		
<u>Checks for Alignment</u>	<u>Evaluation Criteria</u> Performance is judged in terms of...	<u>Assessment Evidence</u>
T1-T2 U1-U3 Q1-Q5 K1-K3 S1-S5	• Observations • Rubrics	<u>Transfer Task(s)</u> Formative • Prewriting • Writing process • Graphic organizers • Expository essay • Quizzes
		Summative • Revised/Edited expository essay • Tests
		<u>Other Evidence</u> Formative •

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		Summative •
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Learning Plan (Stage 3)

Checks for alignment and best practice		Summary of Key Learning Events and Instruction <i>The teaching and learning needed to achieve the unit goals.</i>
	Activities	Resources
T1-T2 U1-U3 Q1-Q5 K1-K3 S1-S5	Compose expository (research-based) essay (including basic elements of argument writing) Central claim/Thesis statement Key concepts Reasoning Logical organization Relevant and effective evidence Conclusion Drafting/Revision Peer review Grammar mini-lessons	<u>Primary resources:</u> Media Center Databases MLA Style Guide Perdue OWL (https://owl.english.purdue.edu/owl/)

Strategies for Differentiation

<u>Students Below Target:</u> • Learning buddies • Varied rubrics • Tiered products/activities (Utilizing Bloom's)	<u>Students Meeting/Exceeding Target:</u> • Interest-based mini-lessons • Wall walks • Skill-based mini-lessons
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• I do, We do, You do activities • Small group instruction • Paired/Group activities • Guided practice • Cooperative learning (Jigsaw, Frayer model, etc.) • Embedded visual cues • Chunking • Advanced notice of assignments • Guided organizational skills • One-minute essays • Test modifications/Time extensions • Pre-test to assess readiness • Offer choice of response (verbal, visual, etc.)	• I do, We do, You do activities • Tiered products/activities (Utilizing Bloom's) • Role play • Cooperative learning • Entrance/Exit tickets
<u>Reading:</u> • Encourage oral reading • Teach multiple meanings of vocabulary words • Use oral and written questions to check comprehension • Direct questioning to elicit knowledge • Pre-teach vocabulary • Clearly define (oral and written) limits and expectations • Small-group instruction • Allow additional "wait" time	<u>Writing:</u> • Allow student to write based upon vocabulary word bank • Visual aids to allow student to organize plot structure • Teach outlining skills • Provide questions for student to allow organization

ELA Grade 11: Prioritized Standards and Skills

Use the chart below to guide the planning of standards-based instruction that will support students in developing the skills and habits necessary to demonstrate achievement of the coinciding standards. Each standard has been categorized according to priority for the grade level span. Use the columns down the right side to determine priority grouping. Those standards marked with a solid circle in the first column are Priority Group 1, second column are Priority Group 2, and so on. (Standards marked with an open circle can be introduced and assessed at the teacher's discretion). As well, the priority grouping coincides with the time frame of quarterly marking periods. Use that time frame to plan assessments to determine student understanding.

	Standard	Skills and Habits	11.1	11.2	11.3	11.4
RL.11-12.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	- Read closely for textual details - Annotate texts to support comprehension and analysis - Collect evidence from texts to support analysis	○			
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	- Read closely for textual details - Annotate texts to support comprehension and analysis - Collect evidence from texts to support analysis	●	●		●
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	- Read closely for textual details - Annotate texts to support comprehension and analysis - Collect evidence from texts to support analysis - Analyze the impact of an author's choices	●			●
RL.11-12.4*	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	- Read closely for textual details - Annotate texts to support comprehension and analysis - Collect evidence from texts to support analysis - Analyze the impact of an author's choices - Determine meaning of unknown vocabulary - Question texts during reading to deepen understanding	●	●		●

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RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Read closely for textual details Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding	●			●
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Read closely for textual details Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding	●	●		●
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Read closely for textual details Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding				●
RL.11-12.7.a	Analyze multiple interpretations of full-length works by authors who represent diverse world cultures.	Question texts during reading to deepen understanding Make connections to other texts, ideas, cultural perspectives, etc.				●
RL.11-12.8	(Not applicable to literature)	N/A				●

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RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Read closely for textual details Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding	●	●	●	●
RL.11-12.10*	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	Read closely for textual details Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding	●	●	●	
RI.11-12.1*	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Read closely for textual details Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding	○		●	
RI.11-12.1.a*	Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).	Read closely for textual details Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding			●	

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RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Read closely for textual details Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding	●	●	●	
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary	●	●		
RI.11-12.4*	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding		●		
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Read closely for textual details Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding				●
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	Collect evidence from texts to support analysis Track rhetoric and analyze its impact on the text Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding	●	●	●	

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RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	Collect evidence from various forms of media to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding				●
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	Analyze historical documents Analyze themes and concepts		●	●	
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Read closely for textual details Analyze historical documents as forms of literature Analyze themes and concepts	●	●		
RI.11-12.10*	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–12 CCR text complexity band independently and proficiently.	Read closely for textual details Annotate texts to support comprehension and analysis Collect evidence from texts to support analysis Analyze the impact of an author's choices Determine meaning of unknown vocabulary Question texts during reading to deepen understanding	●			
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.	Identify potential topics for research within a text Use questioning to guide research Conduct pre-searches to validate sufficiency of information for exploring topics Use writing process to construct written arguments			●	

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W.11-12.1.a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	Construct an argument Apply knowledge of structures for argument writing			●	
W.11-12.1.b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	Write original evidence-based claims Develop, refine and select inquiry questions for research Develop and continually assess a research frame to guide independent searches			●	
W.11-12.1.c	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Generate and respond to questions in scholarly discourse Write arguments using precise language			●	
W.11-12.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Write formal arguments			●	
W.11-12.1.e	Provide a concluding statement or section that follows from and supports the argument presented.	Draft effective introduction, body paragraphs and conclusion			●	
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Read closely for textual details Collect and organize evidence from texts to support analysis in writing Use writing process to construct informative writing	●	●	●	●

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W.11-12.2.a	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Construct an informative piece Apply knowledge of structure for informative writing	●	●	●	●
W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.		●	●	●	●
W.11-12.2.c	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	Write informative pieces using precise language	●	●		●
W.11-12.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Write formal, objective informative pieces	●	●	●	●
W.11-12.2.e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Write formal, objective informative pieces Adhere to standard conventions of English-language Adhere to MLA citation conventions	●	●	●	●
W.11-12.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	Draft effective introduction, body paragraphs and conclusion Construct supportive conclusions	●	●	●	●

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

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W.11-12.3.f	Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts.	Write using proper techniques to reflect on a variety of cultures Write narratives for appropriate audience Appropriately alter voice and language to support narrative				●
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Generate and respond to questions in scholarly discourse Present information, findings and evidence clearly, concisely and logically Collect and organize evidence from texts to support analysis in writing		○	●	●
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)		○	●	●	●
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Use technology to draft, revise, edit and produce writing				○
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Develop claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research			●	○
W.11-12.7.a	Explore topics dealing with different cultures and world viewpoints.	Develop counterclaims in opposition to claims Develop an evidence-based perspective from the synthesized research				●

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W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Gather information about selected topics Research and cite sources effectively Address research questions Integrate information to create cohesive text			●	
W.11-12.9*	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Read closely for textual details Annotate texts to support comprehension and analysis Collect and organize evidence from texts to support analysis in writing	○	○	●	○
W.11-12.9.a*	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	Apply reading standards to written responses	○	○		●
W.11-12.9.b*	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).	Apply reading standards to written responses	○	○	●	
W.11-12.10*	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Write for a variety of timeframes for a variety of purposes	●			

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

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SL.11-12.1.f	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Collaborate with peers	○			
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Engage in productive, evidence-based discussions about texts Make claims about texts using specific textual evidence Generate and respond to questions and scholarly discourse Determine resource's credibility				●
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Analyze how an author uses rhetoric to advance his point of view		○	●	
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Engage in productive, evidence-based discussions about texts			●	
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Use technology			●	
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)	Engage in effective code switching			●	

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L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Incorporate newly learned vocabulary in written and verbal responses	●	●	●	●
L.11-12.1.a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Engage in effective code switching			○	
L.11-12.1.b	Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.	Use varying resources to determine history and meaning of unknown or contested words			○	
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of the English language	●		●	●
L.11-12.2.a	Observe hyphenation conventions.	Use proper punctuation			○	
L.11-12.2.b	Spell correctly.	Demonstrate command of the conventions of the English language			○	

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L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Engage in effective code switching		☐	☒	
L.11-12.3.a	Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	Demonstrate command of the conventions of the English language Consult various reference materials		☐	☐	
L.11-12.4*	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	Develop and incorporate domain-specific vocabulary in written and verbal responses Determine meaning of unknown vocabulary Use vocabulary strategies to define unknown words	☐	☐	☐	☐
L.11-12.4.a*	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	Use context clues to determine meanings of unknown words	☐	☐	☐	☐
L.11-12.4.b*	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i>).	Identify and incorporate vocabulary in written and verbal responses	☐	☐	☐	☐
L.11-12.4.c*	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	Use varying resources to determine history and meaning of unknown or contested words	☐		☐	

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L.11-12.4.d*	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Use context clues to determine meanings of unknown words	○		○	
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Incorporate newly learned vocabulary in written and verbal responses	●	●	○	○
L.11-12.5.a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	Use context clues to determine meanings of words	○	●	○	
L.11-12.5.b	Analyze nuances in the meaning of words with similar denotations.	Use context clues to determine meaning of words	○			
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Develop and incorporate domain-specific vocabulary in written and verbal responses Determine meaning of unknown vocabulary Use vocabulary strategies to define unknown words			○	