

Jefferson City Public Schools

Rigorous Curriculum Design

Unit Planning Organizer

Subject(s)	ELA
Grade/Course	English III
Unit of Study	Unit 1: Writing to Inform
Pacing	<u>12</u> instructional days

“Unwrapped” Priority Common Core State Standards SKILLS and <u>concepts</u>
<p>11-12.RI.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 <u>a question</u> or solve a problem.</p> <p>11-12.W.4 PRODUCE <u>clear and coherent writing</u> 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.)</p> <p>11-12.W.8 GATHER <u>relevant information</u> from <u>multiple authoritative print and digital sources</u>, using <u>advanced searches</u> effectively; ASSESS the <u>strengths and limitations</u> of each source in terms of the task, purpose, and audience; INTEGRATE <u>information into the text</u> selectively to maintain the flow of ideas, AVOIDING plagiarism and overreliance on any one source and FOLLOWING <u>a standard format for citation</u>.</p> <p>11-12.SL.1 INITIATE and PARTICIPATE effectively <u>in a range of collaborative discussions</u> (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.</p> <p>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.</p>

“Unwrapped” Skills (students need to be able to do)	“Unwrapped” Concepts (students need to know)	Bloom’s Taxonomy Levels (for each skills)	DOK (for overall standard)
11-12.RI.7 INTEGRATE EVALUATE ADDRESS	•		
11-12.W.4 PRODUCE			
11-12.W.8 GATHER ASSESS INTEGRATE AVOID FOLLOW			
11-12.SL.1 INITIATE PARTICIPATE			

Supporting Standards
<p>11-12.RI.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.</p> <p>11-12.W.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.</p> <p>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.</p>

11-12.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)

11-12.W.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.

11-12.W.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.

11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

11-12.L.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.

11-12.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

11-12.L.2b Spell correctly.

11-12.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

Overarching Standards

11-12.RL.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 (if applicable)

11-12.RI.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

11-12.W.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.

11-12.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

Essential Questions	Corresponding Big Ideas
How can I convince my readers that I am a credible source? What makes a source reliable?	Teacher: Integrate a variety of reliable sources to support your own ideas. Student: Writers need to support their ideas with a variety of information.
How do I decide which sources to use for support?	Teacher: Evaluating a source involves both assessing its credibility and relevance to my ideas. Student: Writers need to evaluate a source thoroughly before using to support an idea.
How do I correctly paraphrase, summarize, and cite sources? What tools or guides can help me document sources correctly?	Teacher/Student: Correct use of sources makes writing convincing and easy to follow.
	Writers balance evidence with their original ideas to create well-planned and revised essays.