

**Course Numbers**

* LA305/306
* LA305F/306F
* LA3050/3060
* LA933/934 (ELL)

**English III**

2019-2020

1.0 English credit.

English III builds on the structures of reading and writing, using a variety of materials representing different literary forms and authors.  An emphasis on **American literature**, both foundational and contemporary,through a global perspective will support critical analysis of author's style, character motivation, point of view, mood, and tone.  Composition will focus on argumentation that synthesizes new understandings with background knowledge and analyses drawn from insight into the author's craft while adhering to conventions generally established in conventions, usage, syntax, and style.

<http://secondaryliteracy.dmschools.org/>

<http://grading.dmschools.org>

Version: 1.0

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but fewer than half of the learning targets from Level 3 | 2.0 |
| Demonstrate at least half of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Course Map**

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| **Unit** | **Estimated Duration** | **Content Standards** | **Grading Topics** | **Extended Topics** |
| **Unit One:**  ***Argument*** | *12 weeks* | * Reading Informational Text 6 * Reading Informational Text 8 * Reading Informational Text 9 * Speaking and Listening 3 | * Evaluating Arguments | *Collected and Reported*   * Constructing Writing *[L3, W4, W5, W6]* * Utilizing Text Evidence *[RI1, RL1]* * Mastering Vocabulary *[RI4, L4a, L4d, L6]* * Collaborating in Discussions *[SL1]* * Applying Grammar and  Mechanics 1 *[L1, L2]* |
| * Writing 1 | * Writing Arguments |
| * Speaking and Listening 4 | * Presenting Verbal Arguments |
| **Unit Two:**  ***Capturing Fact Through Fiction*** | *6 weeks* | * Reading Informational Text 3 * Reading Informational Text 7 * Reading Literature 7 | * Analyzing Text Interactions |
| **Unit Three:**  ***Elements of Literature*** | *8 weeks* | * Reading Literature 3 * Reading Literature 5 | * Analyzing Story Elements | *Collected and Reported*   * Constructing Writing *[L3, W4, W5, W6]* * Utilizing Text Evidence *[RI1, RIL1]* * Collaborating in Discussions *[SL1]* * Applying Grammar and  Mechanics 2 *[L1, L2]* * Mastering Vocabulary *[RI4, L4a, L4d, L6]* |
| * Reading Literature 4b and 4c | * Analyzing Author’s Style |
| * Language 5a and 5b | * Interpreting Figurative Language |
| **Unit Four:**  ***Literary Analysis*** | *6 weeks* | * Writing 9 | * Writing Literary Analyses |
| **Unit Five:**  ***Themes in American Literature*** | *4 weeks* | * Reading Literature 2 * Reading Literature 9 | * Interpreting Themes |

**Request for Texts & Transfer of Materials: Novels or Textbooks**

*To streamline our transfer procedures and provide better accountability for the location of texts, please review these updates to our textbook policy.*

Current grade-level adopted textbooks are expected to be housed in buildings and accounted for yearly through the inventory process. A minimum of a class set for each instructor should be available in the building and checked out to teachers by name. Outdated adoptions are not supported by the district and no additional materials are available. Increased or decreased need can be initiated with the curriculum coordinator during yearly inventory.

Classroom sets of novels are available through Central Stores. Please complete a Novel Requisition Request form and the Curriculum Coordinator will initiate a Transfer of Materials Form. Books should be scanned into your building by your textbook manager or librarian prior to distribution to students. Classroom sets should arrive in quantities of 40, or 15 for literature circle sets. Any loss of books at the end of usage must be indicated prior to return back to Central Stores for accurate records and replacement.

Please DO NOT alter books in any way, including writing your name, numbering the spine, even using blue painters’ tape. This damages the resale value of the book and diminishes our investments. Classroom sets are intended to remain in the classroom. If a student needs to remove the book from the classroom, that book should be checked out to the student using the guidance **Textbook Inventory Handbook.**

Teachers should not initiate a transfer request without the express permission of the building textbook manager or the curriculum coordinator.

\*\*\*Link for Novel Requisition Request

**Genre and Era Audit Report (GEAR)**

American Literature can be taught in chronological order, but it is not *required* to be arranged in such a way. To facilitate a more thematic approach, DMPS has adopted a planning and consultation model to text selection for English III. Each semester, every English III PLC must complete this chart and submit to the Secondary Literacy Curriculum Coordinator for approval. When completing the *second semester* GEAR, be sure to consider the contents of your *first semester* GEAR—**all** identified genres and eras must be adequately represented somewhere on either the S1 or S2 GEAR.

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| **CCSS: RI11.10, RL11.1**  **American Lit**  **GEAR** | | A: Fiction | B: Non-Fiction Prose | C: Speech or Historical Document | D: Non-Fiction Essay | E: Drama | F: Poem | 1: Origins to 1789 | 2: 1789 to 1837 | 3: 1837 to 1865 | 4: 1865 to 1933 | 5: 1933 to 1970 | 6: 1970 to Now |
| **Unit** | **Grading Topic** | **Genres** | | | | | | **Eras** | | | | | |
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**Extended Topics**

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| **Organizing Principles:**  Some skills are so fundamental to the function and organization of a course that they persist throughout the course instead of being limited to a specific unit. These skills are described in this section of the curriculum guide and should be taught in tandem with unit-based instruction throughout the year. |
| **Considerations**  **Mastering Vocabulary**  This topic is collected and reported in both semesters. Activities used to collect evidence for this topic should be rooted in text-based vocabulary, not the vocabulary words associated with the academic scales in this curriculum guide. Pay careful attention to what the Level 3 requires on this scale—this is often overlooked.  **Applying Grammar and Mechanics**  This scale has a tight vertical alignment with other courses. Be advised that the instruction of isolated skills, such as the basics of parts of speech, should be provided only when absolutely required—the emphasis in each grade level should be only those supporting skills required to help students access and achieve the Level 3 Learning Targets assigned to each semester.  **Constructing Writing**  This topic is used specifically when either revising work generated by a different writing standard or when assessing writing that is not covered by the course’s other writing topics.  **Collaborating in Discussions**  Use this scale when students are working in groups to process reading topics throughout the course. Strategies such as defined student roles and Socratic seminars help facilitate the collection of this evidence.  **Utilizing Text Evidence**  The use of text evidence is vital for the success of all topics. This topic will be reported in both semesters and allow teachers to capture evidence and learning of strong use of textual evidence throughout all topics of instruction. |

As you select all texts for instruction, determine the level of complexity in conversation with your PLC. Norming around what grade-level complex texts are will be the way to make progress in this standard.

[Rubric to Assess Fiction](file:///C:\Users\sheridanel\Pictures\SCASS_Text_Complexity_Qualitative_Measures_Lit_Rubric_2.8.pdf)

[Rubric to Assess Non-Fiction](file:///C:\Users\sheridanel\Pictures\SCASS_Info_Text_Complexity_Qualitative_Measures_Info_Rubric_2.8.pdf)

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| **Constructing Writing** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   * **Develop** a plan for writing, focusing on what is most significant for a specific purpose and audience * **Create** an organizational structure that logically sequences claims and helps accomplish the purpose * **Produce** clear and coherent writing in which the development is appropriate to the task, purpose and audience. * **Create** multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material. * **Apply** the stylistic conventions and expectations of the task or genre * Use technology to **produce**, **publish**, and **present** individual or shared writing products in response to ongoing feedback, including new arguments or information | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (but still acceptable) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**  Students demonstrate they have the ability to:   * Describe the task, purpose, and audience for a given writing task * Produce writing that attends to the requirements of a specific task or prompt * Produce writing for a specific purpose * Produce writing with a specific audience in mind * Produce writing with organization (a clear beginning, middle, and end) * Produce writing with consistent style (formal or informal) * Plan the development of writing using a template or graphic organizer |
| **Standard Language:** [**CCSS.ELA L.11-12.3**](http://www.corestandards.org/ELA-Literacy/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. 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.  **Standard Language:** [**CCSS.ELA W.11-12.4**](http://www.corestandards.org/ELA-Literacy/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.)  **Standard Language:** [**CCSS.ELA W.11-12.5**](http://www.corestandards.org/ELA-Literacy/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.  **[Standard Language: W.11-12.6](http://www.corestandards.org/ELA-Literacy/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. | | |

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| **Ideal Student Experience:**  Any time a student response is provided in written form and expectations have been outlined to account for task, audience, and purpose, it can be collected to show development of writing skills. Students should be exposed to a variety of writing prompts to explore expository, narrative, argumentative, and informative text structure. Students should engage in the writing process of revision and creating multiple drafts of a response at least once per semester. | **Teacher Clarifications**  **Development**: Is able to support all paragraphs with sufficient detail, evidence, explanation, and relevant qualifiers or counterclaims closely related to a strong thesis.  **Organization:** Is able to arrange ideas and details throughout the piece to support the thesis, central idea, or theme and use strong transitions to create flow.  **Style**: Is able to make effective word choices (particularly in terms of persuasiveness) suited to the situation while also varying syntax for effect. |
| **Academic Vocabulary**  Development, Organization, Style, Task, Purpose, Audience, Syntax | **Additional Resources**  No Red Ink Pro: Writing Coach |

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| **Applying Grammar and Mechanics** | | | | | | |
| **4** | |  | **3** |  | **2** |  |
| **LEARNING GOAL** | |
| **Semester 1** | ***Students:***   1. Delete punctuation around essential/restrictive appositives or clauses | | ***Students:***   1. Use the appropriate word in less-common confused pairs (e.g., *allude* and *elude*) 2. Use commas to avoid confusion when the syntax or language is sophisticated (e.g., to set off a complex series of items) 3. Use punctuation to set off a nonessential appositive or clause | | ***Students:***   1. Delete commas in long or complex sentences when an incorrect understanding of the sentence suggests a pause that should be punctuated (e.g., between the elements of a compound subject or compound verb joined by and) 2. Recognize and correct inappropriate uses of colons and semicolons | |
| **Semester 2** | ***Students:***   1. Recognize and correct very subtle disturbances in sentence structure (e.g., weak conjunctions between independent clauses, run-ons that would be acceptable in conversational English, lack of parallelism within a complex series of phrases or clauses)   Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb | | ***Students:***   1. Recognize and correct awkward phrasing in sentence structure (e.g., clauses where the intended meaning is clear but the sentence is ungrammatical, incorrect use of clauses in complex sentences) 2. Maintain consistent verb tense, voice, and pronoun person in writing | | ***Students:***   1. Recognize and correct errors in sentence structure (e.g., faulty placement of phrases, faulty coordination and subordination of clauses, lack of parallelism within a simple series of phrases) 2. Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence 3. Form simple and compound verb tenses, both regular and irregular, including forming verbs by using have rather than of (e.g., *would have gone*, not *would of gone*) | |

*These standards are derived from both the Core (CCSS ELA L 1 and CCSS ELA L 2) and the ACT College and Career Readiness Standards for English.*

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| **Ideal Student Experience:**  Students should be able to demonstrate mastery of a skill in their own writing. Isolated practice and assessment of grammar skills is acceptable if students are also provided authentic opportunities to apply these skills. No Red Ink or other grammar tools should be used in conjunction with quality teacher led instruction and authentic assessment. | **Teacher Clarifications**  The design of this scale is to demonstrate vertical articulation. The level 2’s indicate the skills required to meet proficiency at the grade below. The level 4’s indicate the skills required to meet proficiency in the grade following. |
| **Academic Vocabulary** | **Additional Resources**  No Red Ink Pro: Writing Coach  Chompchomp.com  Writing With Power textbook |

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| **Mastering Vocabulary** | | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.  **Possible Level 4 Guidance:**   1. Investigate the evolution of form and meaning of an unusual word in a text 2. Analyze examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study | **LEVEL 3 LEARNING GOAL: (AT)** | | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * **Consult** reference materials, both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning or its part of speech * **Verify** the preliminary determination of the meaning of a word or phrase |
| **Semester 1**  *Students demonstrate they have the ability to:*   1. **Determine** figurative, connotative, and technical meanings of words 2. **Identify** and correctly **use** patterns of word changes that indicate different meanings or parts of speech | **Semester 2**  *Students demonstrate they have the ability to:*   1. **Use** context as a clue to the meaning of a word or phrase 2. **Analyze** the cumulative impact of specific word choices on meaning and tone in a text |
| **Standard Language: CCSS ELA RL.11.4**  Determine the meaning of words and phrases as they are used in a 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  **Standard Language: CCSS ELA RI.11.4**  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).  **Standard Language: CCSS ELA L.11.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies. | | | |

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| **Multiple Opportunities**  Students being taught and assessed using the A STUDY OF WORD FAMILIES materials can be assessed multiple times throughout the semester (particularly using Exercise V (for 3C) and VI (for 3B) in each unit). To account for the ongoing nature of this process, grades can be determined using the three most recent assessments—this sort of Process-Based grading is a way to pull a grade at any given time while also requiring students to continuously work to keep up with vocabulary acquisition. | **Teacher Clarifications**  Instructional materials and word lists can be found at the link to the right, which connects to the A STUDY OF WORD FAMILIES materials assigned to this grade level. When using these materials, Exercises I-IV are best viewed as practice. These materials are **OPTIONAL** but could be a powerful routine homework assignment for your class. In such a case, consider assigning one unit per week and connecting students to materials either through print-outs or an online platform such as Canvas.  ONLY REPORT ON THE 2 LEARNING TARGETS ASSIGNED TO EACH SEMESTER |
| **Academic Vocabulary**  Technical, Context, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Evolution, Form | **Additional Resources**  If using A STUDY OF WORD FAMILIES, some Quizlet materials have been prepared by the publisher. Access them by clicking [HERE](https://www.prestwickhouse.com/quizlet/vocabulary-from-latin-and-greek-roots).  *Note: Grade 11 uses Book VI (the Quizlet page labels that book as Grade 12)* |

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| **Collaborating in Discussions** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others’ ideas and expressing their own clearly and persuasively:***   * **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 to stimulate a thoughtful, well-reasoned exchange of ideas * **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; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives * **Respond thoughtfully to diverse perspectives**; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed * Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner * Prepare for participation in a discussion |
| **Standard Language: CCSS ELA 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. | | |

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| **Multiple Opportunities**  The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic *and* the associated reading topic. | **Teacher Clarifications**  This topic is posted in both Semester 1 and Semester 2**.**  Consider this in 3 parts: Preparation, Presentation, Response. The clarifiers in the targets allow you to determine the nature of the conversation and which skills to focus on for the day’s assessment. |
| **Academic Vocabulary**  Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize | **Additional Resources** |

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| **Utilizing Text Evidence** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Support** analysis with inferences and evidence paraphrased from text with appropriate credit given to the source 2. **Support** analysis with inferences and evidence cited directly from text 3. **Distinguish** between relevant and irrelevant evidence in a text | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * **Describe** what a text says explicitly * **Draw** logical inferences from the text |
| **Standard Language: CCSS ELA 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.  **Standard Language: CCSS ELA 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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| **Multiple Opportunities:**  This topic establishes the baseline for the way that claims can and will be supported with evidence (and commentary/explanation) in any topic, and it may be wise to emphasize this early on to set the proper tone for students. | **Teacher Clarifications**  If requiring students to use a format other than MLA, be certain those procedures have been explicitly taught. This topic is not simply to note whether a student can cite evidence, but how well they use evidence in support of their claim. The variety of applications used to assess this topic can range from full length essays, to how a student utilizes evidence from a source in discussion. |
| **Academic Vocabulary**  Cite, Explicit, Inference, Textual Evidence, Paraphrase, Relevant, Irrelevant | **Additional Resources**  The Bedford Handbook  Easybib.com |

**Unit 1: Argument**

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| **Organizing Principles**  A unit focused on evaluating the effectiveness of rhetorical devices in American texts.  This unit demands students communicate their own arguments in written and verbal forms.  Foundational U.S. documents should be incorporated to demonstrate how argumentation has evolved. | | | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. | | | |
| **Full-Length Texts** | | **Short Texts** | |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | | | |
| **Evaluating Arguments** | **Writing Arguments** | | **Presenting Verbal Arguments** |

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| **Evaluating Arguments** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** links among ideas, diction, points of emphasis, and tone of written and spoken works of public advocacy 2. **Evaluate** the effectiveness of reasoning, premises, purposes, and arguments of written or spoken works of public advocacy 3. **Analyze** the style and content of a text in which the rhetoric contributes to the text’s power, persuasiveness, or beauty | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Determine links among ideas, diction, points of emphasis, and tone * Determine an author’s or speaker’s point of view or purpose   Identify rhetorical devices and persuasive techniques in a text |
| **Standard Language: CCSS ELA 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.  **Standard Language: CCSS ELA 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).  **Standard Language: CCSS ELA 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.  **Standard Language: CCSS ELA 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. | | |

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| **Multiple Opportunities:**  In addition to obvious opportunities to bring **Collaborating in Discussions** into these activities, students can also likely demonstrate **Mastering Vocabulary** in the various texts they analyze.  Circling back to this topic through both **Writing Arguments** and **Presenting Verbal Arguments** should provide students ample opportunity to demonstrate these skills throughout this unit. | **Teacher Clarifications**  Be certain to include at least some foundational text (letters, speeches, etc.) from the 17th, 18th, and 19th century when evaluating arguments in order to fully attend to the requirements of the standards in this topic.  In previous courses, student focus on rhetoric has been on appeals (ethos, logos, pathos) so the shift to these four devices (Links among ideas, diction, emphasis, tone) may require significant support. |
| **Academic Vocabulary**  Rhetoric, Premise, Rhetorical Devices (Diction, Syntax, Imagery, Figurative Language) | **Additional Resources** |

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| **Writing Arguments** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to write 4+ page arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:***   * Introduce precise, knowledgeable claims * Establish the significance of the claims * Distinguish the claims from alternate or opposing claims * Create an organization that logically sequences claims, counterclaims, and evidence * Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both * Address the audience’s knowledge level, values, and possible biases in the development of the argument | **LEVEL 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Identify claims and counterclaims in example arguments * Articulate specified patterns of logical sequence for argumentation * Establish a claim and provide relevant evidence for the claim * Write short-form arguments that demonstrate elements of the learning goal |
| **Standard Language: CCSS ELA 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. | | |

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| **Multiple Opportunities:**  There should be several opportunities to connect to revision (which can support the **Constructing Writing** topic) and use of rhetorical devices and analysis skills from **Evaluating Arguments** and **Analyzing Text Interactions.** | **Teacher Clarifications**  Students have previously learned about *explanation* of how evidence supports claims in this standard’s earlier iterations. Starting on this scale, this term is shifting to *commentary* to better describe the role of that part of the argument in articulating how specific evidence supports particular claims.  Students must demonstrate proficiency in all 6 targets to |
| **Academic Vocabulary**  Claim, Audience, Counterclaim, Style, Objective, Cohesion | **Additional Resources**  No Red Ink Writing Coach |

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| **Presenting Verbal Arguments** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to engage an audience by preparing and delivering verbal arguments that:***   * Present information, findings, and supporting evidence, conveying clear and distinct perspectives, such that listeners can follow the line of reasoning * Apply techniques, substance, and style appropriate to audience and task * Effectively use organization to develop claims and address alternate or opposing perspectives | **LEVEL 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Prepare outlines or speaking notes for presentation * Identify techniques appropriate to a given audience or speaking task |
| **Standard Language: CCSS ELA 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. | | |

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| **Multiple Opportunities:**  Avoid connecting to **Collaborating in Discussions** here in order to reduce ambiguity between the two topics. An easy connection to make for students is for the presentation to be linked to their **Writing Arguments** task(s). Additionally, students could use this topic to aid in sharing the results of Level 4 learning from any of the scales in this semester of the course. | **Teacher Clarifications**  This scale demands speaking in front of peer audiences, but not necessarily formal speeches; students can engage in Socratic circles or seminars, presentations to small groups, etc. as long as they have the floor for a notable portion of uninterrupted time.  If connected to their 4-page written argument, many use the guidance of 1 pg. = 1 minute of dialogue as a guide for extended time.  Techniques in 3c refer to standard public speaking concepts like pacing, eye contact, gesture, and tone. |
| **Academic Vocabulary**  Opposing, Perspective | **Additional Resources** |

**Unit 2: Capturing Fact Through Fiction**

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| **Organizing Principles**  A unit focused on the structure and interactions of texts and their interpretation in diverse media  (such as film, stage, author readings, and the like). This topic can address historical fiction and compare  events as they are portrayed in literature to events that occurred in American history.  Again, texts from a range of time periods should be considered for a full experience of American writing. | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. | |
| **Full-Length Texts**  **Plays**  *Inherit the Wind,* Jerome Lawrence and Robert E. Lee  *The Crucible,* Arthur Miller  *The Night Thoreau Spent in Jail, J*erome Lawrence and Robert E. Lee  *Red*, John Logan  **Novels/Biography/Memoir**  *Just Mercy,* Byron Stevenson  *The Scarlet Letter*, Nathaniel Hawthorne  *Beloved,* Toni Morrison  *Before We Were Yours,* Lisa Wingate | **Short Texts** |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |
| **Analyzing Text Interactions** | |

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| **Analyzing Text Interactions** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** a complex set of ideas or sequence of events by examining how specific individuals, ideas, or events interact over the course of a text 2. **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 | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Describe a complex set of ideas or sequence of events * Describe the relationship between multiple sources of information * Describe the different interpretations of the source text |
| **Standard Language: CCSS ELA 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.  **Standard Language: CCSS ELA 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.  **Standard Language: CCSS ELA 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.) | | |

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| **Multiple Opportunities**  Students could start this topic earlier (in Unit 1) alongside their study of **Evaluating Arguments** or in their **Writing Arguments** experiences.  Evaluating effectiveness is an ideal subject of **Collaborating in Discussions**, and each text under consideration could provide opportunities for students to demonstrate **Mastering Vocabulary.** | **Teacher Clarifications**  Historical fiction lends itself well to this topic. Consider how authors portray true events to communicate |
| **Academic Vocabulary**  Ideas, Sequence, Interact, Integrate, Sources | **Additional Resources** |

**Unit 3: Elements of Literature**

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| **Organizing Principles**  A unit focused on the analysis of the relationships among story elements.  This prepares students for Units 4 and 5 by building a base of fiction readings from American texts.  Traditionally the home of a novel study, this unit also lends itself to short-stories and drama. | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. | |
| **Full Length Texts**  *The Great Gatsby,* F. Scott Fitzgerald  *The Catcher in the Rye,* J. D. Salinger  *Mexicanville*, Lorenzo Sandoval  *The Things They Carried,* Tim O’Brien  *The Secret Life of Bees,* Sue Monk Kidd  *Death of a Salesman*, Arthur Miller  The Road, Cormac McCarthy | **Short Texts**  *Hills Like White Elephants,* Ernest Hemingway  *Story of an Hour,* Kate Chopin  *The Yellow Wallpaper*, Charlotte Perkins Gilman  *The Invalid’s Story*, Mark Twain  *Thank you, Ma’am*, Langston Hughes  *Because I Could Not Stop for Death*, Emily Dickenson  *What to the Slave is the Fourth of July,* Frederick Douglass |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |

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| **Analyzing Story Elements** | **Analyzing Author’s Style** | **Interpreting Figurative Language** |

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| **Analyzing Story Elements** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** how the author’s various uses of story elements develop and relate to one another 2. **Analyze** how an author’s choices concerning how to arrange specific parts of a text contribute to its overall meaning | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possible Level 2 Guidance:**   * Explain the use of specific story elements by an author * Describe the structure of a text and the author’s structural choices |
| **Standard Language: CCSS ELA 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).  **Standard Language: CCSS ELA 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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| **Multiple Opportunities**  As students dig into literature in both this unit and the next, skills from this scale should naturally recur throughout the semester, especially in **Writing Literary Analyses** tasks. Additionally, students can practice these skills when **Collaborating in Discussions** and can write shorter analysis pieces that serve the **Constructing Writing** topic (perhaps even demonstrating key **Applying Grammar and Mechanics** targets in the process). | **Teacher Clarifications**  Story elements refer to plot, characterization, and setting. In American Lit we should consider a broader definition of setting that includes, time, place, culture, and situation (what is happening in the world).  Avoid the traditional plot diagram. Instead, focus on plot as a progression or sequence of key events. |
| **Academic Vocabulary**  Story Elements, Structure | **Additional Resources** |

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| **Analyzing Author’s Style** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** the impact of specific word choices on meaning and tone in a text, including words with multiple meanings or language that is of artistic value 2. **Analyze** connotations in the meanings of words with similar denotations | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Identify specific words that impact meaning and tone in a text * Identify the connotations and denotations of a given word |
| **Standard Language: CCSS ELA 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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| **Multiple Opportunities**  As students dig into literature in both this unit and the next, skills from this scale should naturally recur throughout the semester, especially in **Writing Literary Analyses** tasks. Additionally, students can practice these skills when **Collaborating in Discussions** and can write shorter analysis pieces that serve the **Constructing Writing** topic (perhaps even demonstrating key **Applying Grammar and Mechanics** targets in the process). | **Teacher Clarifications** |
| **Academic Vocabulary**  Connotation, Denotation, Impact | **Additional Resources** |

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| **Interpreting Figurative Language** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** the role of figurative language in a text 2. **Evaluate** the effectiveness of figurative language in a text | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Describe the meaning of figures of speech in context * Identify the implied meaning versus the explicit meaning of figures of speech |
| **Standard Language: CCSS ELA L.11-12.5**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | |

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| **Multiple Opportunities**  As students dig into literature in both this unit and the next, skills from this scale should naturally recur throughout the semester, especially in **Writing Literary Analyses** tasks. Additionally, students can practice these skills when **Collaborating in Discussions** and can write shorter analysis pieces that serve the **Constructing Writing** topic (perhaps even demonstrating key **Applying Grammar and Mechanics** targets in the process). | **Teacher Clarifications**  Figurative language includes metaphor, simile, analogy, allusion, **hyperbole**, **euphemism**, **oxymoron**, and **paradox**. Bolded types are of particular emphasis at this level. |
| **Academic Vocabulary**  Figurative Language | **Additional Resources**  No Red Ink Writing Coach |

**Unit 4: Literary Analysis**

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| **Organizing Principles**  A unit focused on in-depth analysis of literature through a variety of lenses.  This unit demands students craft an analysis exploring the interactions of literary devices and story elements.  Focus should be given to the writing process and allow for multiple drafts. | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. | |
| **Full Length Texts**  *The Great Gatsby,* F. Scott Fitzgerald  *The Catcher in the Rye,* J. D. Salinger  *Mexicanville*, Lorenzo Sandoval  *The Things They Carried,* Tim O’Brien  *The Secret Life of Bees,* Sue Monk Kidd | **Short Texts**  *Hills Like White Elephants,* Ernest Hemingway  *Story of an Hour,* Kate Chopin  *The Yellow Wallpaper*, Charlotte Perkins Gilman  *The Invalid’s Story*, Mark Twain  *Thank you, Ma’am*, Langston Hughes  *Because I Could Not Stop for Death*, Emily Dickenson  *What to the Slave is the Fourth of July,* Frederick Douglass |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |
| **Writing Literary Analyses** | |

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| **Writing Literary Analyses** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to write 4+ page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:***   * **Draw** evidence from literature to support analysis and reflection * **Introduce** precise claims about literature that relate explicitly to theme * **Address** a variety of literary devices (analogy, allegory, allusion, foil, imagery, motif, symbol, tone, etc.) in analysis of literature * **Develop** claims fully, supplying evidence for each point while pointing out the strengths and limitations of both | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Construct a thesis * Establish a claim and provide relevant evidence for the claim * Write short-form analyses that demonstrate elements of the learning goal |
| **Standard Language: CCSS ELA 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. | | |

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| **Multiple Opportunities**  As a cumulative writing product, this topic should include opportunities for students to demonstrate **Analyzing Story Elements**, **Interpreting Figurative Language**, **Analyzing Author’s Style**, and **Interpreting Themes**. Revision of this paper (multiple drafts count as multiple pieces of evidence) also supports **Constructing Writing**, while also showing **Applying Grammar and Mechanics**. | **Teacher Clarifications**  Note that the literary devices indicated in this scale include more than just those figurative language components discussed in Unit 3—these additional devices can be taught as needed (no specific number of them are required by the scale). |
| **Academic Vocabulary**  Literary Analysis, Literary Devices, Syntax | **Additional Resources**  No Red Ink Writing Coach |

**Unit 5: Themes in American Literature**

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| **Organizing Principles**  A unit focused on in-depth analysis of themes as they reflect the American Experience. As the culminating  unit for the course, this unit is designed to lean heavily on the literary devices and story elements that were  analyzed in units 3 and 4 as students explore how American literature is unique to other regions  through thematic development. | |
| **Commonly Used Materials**  Always consider how you will engage ALL students in grade-level complex texts every day. Supporting materials can be used to build vocabulary and differentiate reading level, but core instruction should be anchored around grade-level complex texts. | |
| **Full Length Texts**  *The Great Gatsby,* F. Scott Fitzgerald  *The Catcher in the Rye,* J. D. Salinger  *Mexicanville*, Lorenzo Sandoval  *The Things They Carried,* Tim O’Brien  *The Secret Life of Bees,* Sue Monk Kidd | **Short Texts**  *Hills Like White Elephants,* Ernest Hemingway  *Story of an Hour,* Kate Chopin  *The Yellow Wallpaper*, Charlotte Perkins Gilman  *The Invalid’s Story*, Mark Twain  *Thank you, Ma’am*, Langston Hughes  *Because I Could Not Stop for Death*, Emily Dickenson  *What to the Slave is the Fourth of July,* Frederick Douglass |
| **District Assessments**  District assessments are intended to be used to guide instruction and norm our practices as a district. You may use these assessments as prior to instruction, as an end of unit assessment, or as an opportunity for re-assessment. | |
| **Interpreting Themes** | |

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| **Interpreting Themes** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** how two or more themes are developed over the course of a text, including how they interact and build on one another 2. **Analyze** two or more works of American literature by comparing and contrasting how they develop similar themes | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Construct a theme statement * Describe similar themes in works of American literature |
| **Standard Language: CCSS ELA 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.  **Standard Language: CCSS ELA 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. | | |

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| **Multiple Opportunities**  As the final reading topic of the year, there can (and should) be many ways to connect to the **Constructing Writing**, **Applying Grammar and Mechanics**, and especially the **Collaborating in Discussions** topics. Of course, the primary connection in this unit is between this topic and its ultimate expression: **Writing Literary Analyses** | **Teacher Clarifications**  Pay special attention to the idea of a theme statement rather than a simple one-word theme. One-word themes have been off the table for students throughout high school (contrary to popular belief). Note that most substantial texts at this level have multiple themes to analyze.  This topic clearly can live with Figurative Language, Story Elements, and Style but teaching all topics in one text can become overwhelming. Some teachers prefer a full class novel to address the first 3 topics, that culminates with a Literary Analysis. By Placing Theme last, it allows for lit. circles or independent novel study and student projects can be address all other topics if re-assessment is required. |
| **Academic Vocabulary**  Theme, Compare, Contrast, Developed | **Additional Resources**  [Clarification for Interact & Build](../../../Pictures/interact%20&%20build.png) |