



### Course Numbers

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

# English III

## 2020-2021

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:

- 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.**

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](#)) 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.

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 foundational* knowledge toward level 3 (could include Level 2 learning targets or success criteria)	2.0
Demonstrate some foundational* knowledge of Level 2 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
<small>*“foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2”</small>	

### **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.

## 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.

		A: Fiction	B: Non-Fiction Prose	C: Speech or Historical Document	D: Non-Fiction Essay	E: Drama	F: Poem	I: 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					

## English III 2020-2021

Evidence should be collected for every learning target and reported in the Body of Evidence. Post grades as soon as a reasonable Topic Score has been issued for any topic, even if the entire unit is not yet complete. Every effort should be made to update Topic Scores for lengthy assignments such as essays and speeches with interim assessments on each learning target.

### Developing Core Proficiencies: Making evidence Based Claims

#### Instructional Expectations

- All classrooms will utilize the attached materials as the first unit in grades 9-11.
- Post common evidence using the pacing schedule located below.
- Teachers and PLC should work to develop a text set that utilizes the grade level anchor texts that plays off of an essential question or theme.
- Anchor texts should be used as a component of the unit, but may be embedded into a PLC constructed text set. Assessments should be based off of the anchor texts.
- During the 2020-2021 school year, District PLC's will continue to develop common text set options that will connect all buildings around common materials.

SEMESTER I	Core Proficiency Unit Making Evidence Based Claims		Unit 1 Elements of Literature		Unit 2 Literary Analysis		Year Long Topics
<b>Topic Scales To Be Reported In IC</b>	Utilizing Text Evidence	CCSS ELA RL.11-12.1 CCSS ELA RI.11-12.1	Analyzing Story Elements	CCSS ELA RL.11-12.3 CCSS ELA RL.11-12.5	Writing Literary Analyses	CCSS ELA W.11-12.1 CCSS ELA I.11-12.9	<ul style="list-style-type: none"> <li>• Constructing Writing [L3, W4, W5, W6]</li> <li>• Utilizing Text Evidence [RI1, RL1]</li> <li>• Mastering Vocabulary [RI4, RL4, L4a, L4d, L6]</li> <li>• Collaborating in Discussions [SL1] Applying Grammar and Mechanics I [L1, L2]</li> </ul>
	Constructing Writing	CCSS ELA W.11-12.4 CCSS ELA W.11-12.9	Analyzing Author's Style	CCSS ELA RL.11-12.4	Interpreting Themes	CCSS ELA RL.11-12.2 CCSS E;A RL.-11-12.9	
	Collaborating in Discussions	CCSS ELA SL.11-12.1	Interpreting Figurative Language	CCSS ELA L.11-12.5			
<b>Approximate Beginning/End Dates For Unit</b>	9/4-9/24		9/22-11/13		11/16-1/15		Evidence can be collected throughout the year and Topic Scores continually updated to reflect increase in complexity. Grammar and Vocabulary evidence should reflect use in writing, not simply practice of foundational skills.
<b>Reporting Frequency Of Topic Scores</b>	Total: 2-3 weeks UTE – 2-3 weeks (post by 9/18) CW – 2-3 weeks (post by 9/18) CD – 2-3 weeks (post by 9/18)		8 weeks If a novel is used here, consider timing to ensure assessment occurs throughout the course of the novel. Utilizing short stories here will allow for faster assessment for all LTs		7 weeks This will likely overlap the end of the novel used in Unit 3 but can also be about a separate text.		

## Extended Topics

### **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](#)

[Rubric to Assess Non-Fiction](#)

## Constructing Writing

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><i>Students demonstrate they have the ability to engage in the writing process to produce clear and coherent writing for multiples purposes.</i></p> <ul style="list-style-type: none"> <li>➤ <b>Develop</b> a plan for writing, focusing on what is most significant for a specific purpose and audience</li> <li>➤ <b>Create</b> an organizational structure that logically sequences claims and helps accomplish the purpose</li> <li>➤ <b>Produce</b> clear and coherent writing in which the development is appropriate to the task, purpose and audience.</li> <li>➤ <b>Create</b> multiple drafts, examining rough drafts and considering ways to revise through the addition or subtraction of material.</li> <li>➤ <b>Apply</b> the stylistic conventions and expectations of the task or genre</li> <li>➤ <b>Use</b> technology to <b>produce, publish, and present</b> individual or shared writing products in response to ongoing feedback, including new arguments or information</li> </ul>	
<p><b>Standard Language: CCSS.ELA L.11-12.3</b>  <b>Standard Language: CCSS.ELA W.11-12.4</b>  <b>Standard Language: CCSS.ELA W.11-12.5</b>  <b>Standard Language: W.11-12.6</b></p>		
<p><b>Ideal Student Experience:</b></p> <p>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.</p>	<p><b>Teacher Clarifications</b></p> <p><b>While evidence for constructing writing may take many forms, length expectations for 11<sup>th</sup> grade are 4+ pages for full length papers.</b></p> <p><b>Development:</b> Is able to support all paragraphs with sufficient detail, evidence, explanation, and relevant qualifiers or counterclaims closely related to a strong thesis.</p> <p><b>Organization:</b> 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.</p> <p><b>Style:</b> Is able to make effective word choices (particularly in terms of persuasiveness) suited to the situation while also varying syntax for effect.</p>	
<p><b>Academic Vocabulary</b></p> <p>Development, Organization, Style, Task, Purpose, Audience, Syntax</p>	<p><b>Additional Resources</b></p> <p>No Red Ink Pro: Writing Coach</p>	

## Applying Grammar and Mechanics

4		3	2
		<b>LEARNING GOAL</b>	
<b>Semester 1</b>	<p><b>Students:</b></p> <p>A. Delete punctuation around essential/restrictive appositives or clauses</p>	<p><b>Students:</b></p> <p>A. Use the appropriate word in less-common confused pairs (e.g., <i>loose</i> and <i>lose</i>, <i>because</i> and <i>cause</i>, <i>illusion</i> and <i>allusion</i>, <i>whether</i> and <i>weather</i>, <i>then</i> and <i>than</i>)</p> <p>B. Use commas to avoid confusion when the syntax or language is sophisticated (e.g., to set off a complex series of items)</p> <p>C. Use punctuation to set off a nonessential appositive or clause</p>	<p><b>Students:</b></p> <p>A. 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)</p> <p>B. Recognize and correct inappropriate uses of colons and semicolons</p>
<b>Semester 2</b>	<p><b>Students:</b></p> <p>A. 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)</p> <p>B. Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb</p>	<p><b>Students:</b></p> <p>A. 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)</p> <p>B. Maintain consistent verb tense and voice in writing</p>	<p><b>Students:</b></p> <p>A. 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)</p> <p>B. Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence</p> <p>C. Form simple and compound verb tenses, both regular and irregular, including forming verbs by using have rather than of (e.g., <i>would have gone</i>, not <i>would of gone</i>)</p>

*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.*

<p style="text-align: center;"><b>Ideal Student Experience:</b></p> <p>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.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>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.</p>
<p><b>Academic Vocabulary</b></p>	<p><b>Additional Resources</b></p> <p>No Red Ink Premium  <a href="#">NRI &amp; DMPS Pacing Guide</a>                  Chompchomp.com                  Writing With Power textbook                  The Common Core Grammar Toolkit, Sean Ruday</p>

## Mastering Vocabulary

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p> <p><b>Possible Level 4 Guidance:</b></p> <p>A. Investigate the evolution of form and meaning of an unusual word in a text</p> <p>B. Analyze examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><i>Students demonstrate they have the ability to:</i></p> <div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-bottom: 5px;"> <p><b>A. Use</b> context as a clue to the meaning of a word or phrase</p> <ul style="list-style-type: none"> <li>➤ Use words in the same or surrounding sentences (also: synonyms, definitions within the sentence or comparison of ideas) to determine the meaning of a specific word.</li> <li>➤ Verify meaning of specific word using a dictionary.</li> </ul> </div> <div style="border: 1px solid black; background-color: #e6f2ff; padding: 5px;"> <p><b>B. Identify</b> and correctly use patterns of word changes that indicate different meanings or parts of speech</p> <ul style="list-style-type: none"> <li>➤ Identify the meanings of certain common affixes.</li> <li>➤ Identify how the affixes change the meaning of the root word.</li> </ul> </div>
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<p><b>Standard Language: CCSS ELA RL.1.4</b></p> <p>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</p>
<p><b>Standard Language: CCSS ELA RI.1.4</b></p> <p>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).</p>
<p><b>Standard Language: CCSS ELA L.1.4</b></p> <p>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.</p>

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>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.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>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 <b>OPTIONAL</b> 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.</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p>Technical, Context, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Evolution, Form</p>	<p style="text-align: center;"><b>Additional Resources</b></p> <p>If using A STUDY OF WORD FAMILIES, some Quizlet materials have been prepared by the publisher. Access them by clicking <a href="#">HERE</a>.</p> <p><i>Note: Grade 11 uses Book VI (the Quizlet page labels that book as Grade 12)</i></p>

## Collaborating in Discussions

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><b><i>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:</i></b></p> <ul style="list-style-type: none"> <li>➤ <b>Come to discussions prepared</b>, 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</li> <li>➤ <b>Propel conversations</b> 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</li> <li>➤ <b>Respond thoughtfully to diverse perspectives</b>; 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</li> </ul>
<p style="text-align: center;"><b>Standard Language: CCSS ELA SL.11-12.1</b></p> <p style="text-align: center;">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.</p>	

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>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 <i>and</i> the associated reading topic.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>This topic is posted in both Semester 1 and Semester 2.</p> <p>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.</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p>Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize</p>	<p style="text-align: center;"><b>Additional Resources</b></p>

## Utilizing Text Evidence

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><b><i>Students demonstrate they have the ability to utilize textual evidence to support analysis in both written and verbal communication.</i></b></p> <ul style="list-style-type: none"> <li>➤ <b>Distinguish</b> between relevant and irrelevant evidence in a text</li> <li>➤ <b>Support</b> analysis with inferences and evidence paraphrased from text with appropriate credit given to the source</li> <li>➤ <b>Support</b> analysis with inferences and evidence cited directly from text</li> </ul>
<p style="text-align: center;"><b>Standard Language: CCSS ELA RL.11-12.1</b></p> <p>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 style="text-align: center;"><b>Standard Language: CCSS ELA RI.11-12.1</b></p> <p>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 style="text-align: center;"><b>Multiple Opportunities:</b></p> <p>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.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>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.</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p>Cite, Explicit, Inference, Textual Evidence, Paraphrase, Relevant, Irrelevant</p>	<p style="text-align: center;"><b>Additional Resources</b></p> <p>The Bedford Handbook Easybib.com</p>

**Unit I: Elements of Literature**



**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. An 11<sup>th</sup> grader should be exceeding 1200L to be proficient in comprehending texts.

**Full Length Texts**

- The Great Gatsby*, F. Scott Fitzgerald (1010L)
- The Catcher in the Rye*, J. D. Salinger (790L)
- Mexicanville*, Lorenzo Sandoval (NP)
- The Things They Carried*, Tim O'Brien (880L)
- The Secret Life of Bees*, Sue Monk Kidd (840L)
- Death of a Salesman*, Arthur Miller (NP)
- The Road*, Cormac McCarthy (670L)

**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.

**Analyzing Story Elements**  
[ELA3-ASEv3](#)

**Analyzing Author's Style**  
[ELA3-AASv3](#)

**Interpreting Figurative Language**  
[ELA3-IFLv4](#)

## Analyzing Story Elements

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b>  <i>Students demonstrate they have the ability to:</i></p> <p><b>A. Analyze</b> how the author’s various uses of story elements develop and relate to one another</p> <ul style="list-style-type: none"> <li>➤ <b>Describe</b> the specific story elements in a text.</li> <li>➤ <b>Describe</b> how the author use the story elements.</li> <li>➤ <b>Infer</b> how one story element develops another story element (e.g., how setting affects characterization, how characterization affects theme, or how setting affects plot).</li> </ul> <p><b>B. Analyze</b> how an author’s choices concerning how to arrange specific parts of a text contribute to its overall meaning.</p> <ul style="list-style-type: none"> <li>➤ <b>Determine</b> whether the text is told in chronological order or another structure.</li> <li>➤ <b>Analyze</b> how the author uses specific parts of the text to create an effect in a text.</li> <li>➤ <b>Justify</b> how the author’s choice regarding structure affects the meaning of the text. (e.g. whether the author chooses to use chronological or disjointed order, what is the nature of the ending of the story)</li> </ul>
<p style="text-align: center;"><b>Standard Language: CCSS ELA RL.11-12.3</b>          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).</p> <p style="text-align: center;"><b>Standard Language: CCSS ELA RL.11-12.5</b>          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.</p>	

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>As students dig into literature in both this unit and the next, skills from this scale should naturally recur throughout the semester, especially in <b>Writing Literary Analyses</b> tasks. Additionally, students can practice these skills when <b>Collaborating in Discussions</b> and can write shorter analysis pieces that serve the <b>Constructing Writing</b> topic (perhaps even demonstrating key <b>Applying Grammar and Mechanics</b> targets in the process).</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>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.</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p>Story Elements, Structure</p>	<p style="text-align: center;"><b>Additional Resources</b></p>

## 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:*

**A. 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

- **Identify** words of artistic value
- **Justify** why a specific word choice better communicates meaning and tone (as opposed to using a synonym)

**B. Analyze** connotations in the meanings of words with similar denotations

- **Define** connotation and denotation.
- **Identify** tone of the text.
- **Identify** the connotations and denotations of a given word.
- **Identify** the meaning of the text.
- **Identify** specific words that impact meaning and tone in a text.

**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.)

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>As students dig into literature in both this unit and the next, skills from this scale should naturally recur throughout the semester, especially in <b>Writing Literary Analyses</b> tasks. Additionally, students can practice these skills when <b>Collaborating in Discussions</b> and can write shorter analysis pieces that serve the <b>Constructing Writing</b> topic (perhaps even demonstrating key <b>Applying Grammar and Mechanics</b> targets in the process).</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p>
<p style="text-align: center;"><b>Academic Vocabulary</b> Connotation, Denotation, Impact</p>	<p style="text-align: center;"><b>Additional Resources</b></p>

## Interpreting Figurative Language

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><i>Students demonstrate they have the ability to:</i></p> <div style="border: 1px solid black; background-color: #e6f2ff; padding: 2px; margin-bottom: 5px;"> <p><b>A. Analyze</b> the role of figurative language in a text</p> <ul style="list-style-type: none"> <li>➤ Identify the figurative language used in a text.</li> <li>➤ Interpret the author’s meaning of specific figurative language in a text.</li> <li>➤ Interpret the author’s purpose of using figurative language in a text.</li> </ul> </div> <div style="border: 1px solid black; background-color: #e6f2ff; padding: 2px;"> <p><b>B. Evaluate</b> the effectiveness of figurative language in a text</p> <ul style="list-style-type: none"> <li>➤ Determine how an example of figurative language is effective for a particular audience (for example, did it work for the audience of the time and does it still work for today).</li> <li>➤ Determine how a piece of figurative language is effective in contributing to a text’s overarching meaning.</li> </ul> </div>
<p><b>Standard Language: CCSS ELA L.11-12.5</b></p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	

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

**Unit 2: Literary Analysis**

**7  
Weeks**

**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. An 11<sup>th</sup> grader should be exceeding I200L to be proficient in comprehending texts.

**Full Length Texts**

- The Great Gatsby*, F. Scott Fitzgerald (1010L)
- The Catcher in the Rye*, J. D. Salinger (790L)
- Mexicanville*, Lorenzo Sandoval (NP)
- The Things They Carried*, Tim O'Brien (880L)
- The Secret Life of Bees*, Sue Monk Kidd (840L)
- Death of a Salesman*, Arthur Miller (NP)
- The Road*, Cormac McCarthy (670L)

**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**  
[ELA3-WLAv3](#)

**Interpreting Themes**  
[ELA3-ITv3](#)

## Writing Literary Analyses

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Students demonstrate they have the ability to write <b>4+ page</b> literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:</i></p> <ul style="list-style-type: none"> <li>➤ <b>Draw</b> evidence from literature to support analysis and reflection</li> <li>➤ <b>Introduce</b> precise claims about literature that relate explicitly to theme</li> <li>➤ <b>Address</b> a variety of literary devices (analogy, allegory, allusion, foil, imagery, motif, symbol, tone, etc.) in analysis of literature</li> <li>➤ <b>Develop</b> claims fully, supplying evidence and relevant commentary/explanation in order to support the analysis.</li> </ul> </div>
<p><b>Standard Language: CCSS ELA W.11-12.1</b></p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>Standard Language: CCSS ELA W.11-12.9</b></p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>As a cumulative writing product, this topic should include opportunities for students to demonstrate <b>Analyzing Story Elements, Interpreting Figurative Language, Analyzing Author’s Style, and Interpreting Themes</b>. Revision of this paper (multiple drafts count as multiple pieces of evidence) also supports <b>Constructing Writing</b>, while also showing <b>Applying Grammar and Mechanics</b>.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>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).</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p style="text-align: center;">Literary Analysis, Literary Devices, Syntax</p>	<p style="text-align: center;"><b>Additional Resources</b></p> <p style="text-align: center;">No Red Ink Writing Coach</p>

## Interpreting Themes

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><b>Students demonstrate they have the ability to:</b></p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <p><b>A. Analyze</b> how two or more themes are developed over the course of a text.</p> <ul style="list-style-type: none"> <li>➤ Identify two themes in a text.</li> <li>➤ Identify how each theme is introduced and created over the course of the text.</li> </ul> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <p><b>B. Analyze</b> how themes interact and build on one another</p> <ul style="list-style-type: none"> <li>➤ Describe how one theme impacts another throughout the story (multiple impacts).</li> <li>➤ Describe how one theme adds to or enhances another theme.</li> </ul> </div> <div style="border: 1px solid black; padding: 2px;"> <p><b>C. Analyze</b> two or more works of American literature by comparing and contrasting how they develop similar themes</p> <ul style="list-style-type: none"> <li>➤ Identify a common theme topic in multiple texts.</li> <li>➤ Create theme statements for each story that shares the common theme topic.</li> <li>➤ Compare and contrast how the authors develop the theme topics differently.</li> </ul> </div>
<p><b>Standard Language: CCSS ELA RL.11-12.2</b></p> <p>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.</p> <p><b>Standard Language: CCSS ELA RL.11-12.9</b></p> <p>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.</p>	

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>As the final reading topic of the year, there can (and should) be many ways to connect to the <b>Constructing Writing, Applying Grammar and Mechanics</b>, and especially the <b>Collaborating in Discussions</b> topics. Of course, the primary connection in this unit is between this topic and its ultimate expression: <b>Writing Literary Analyses</b></p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>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.</p> <p>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.</p>
<p><b>Academic Vocabulary</b></p> <p>Theme, Compare, Contrast, Developed</p>	<p><b>Additional Resources</b></p> <p><a href="#">Clarification for Interact &amp; Build</a></p>

### English III 2020-2021

Evidence should be collected for every learning target and reported in the Body of Evidence. Post grades as soon as a reasonable Topic Score has been issued for any topic, even if the entire unit is not yet complete. Every effort should be made to update Topic Scores for lengthy assignments such as essays and speeches with interim assessments on each learning target.

SEMESTER 2	Unit 3 Capturing Fact Through Fiction		Unit 4 Argument		Year Long Topics
<b>Topic Scales to Be Reported in IC</b>	Analyzing Text Interaction	CCSS ELA RI.11-12.3 CCSS ELA RI.11-12.7 CCSS ELA RL.11-12.7	Evaluating Argument	CCSS ELA RI.11-12.6 CCSS ELA RI.11-12.8 CCSS.RI.11-12.9 CCSS ELA SL.11-12.3	<ul style="list-style-type: none"> <li>• Constructing Writing [L3, W4, W5, W6]</li> <li>• Utilizing Text Evidence [RI1, RL1]</li> <li>• Mastering Vocabulary [RI4, RL4, L4a, L4d, L6]</li> <li>• Collaborating in Discussions [SL1]</li> <li>• Applying Grammar and Mechanics I [L1, L2]</li> </ul>
			Writing Arguments	CCSS ELA W.11-12.1	
			Presenting Verbal Arguments	CCSS ELA SL.11-12.4	
<b>Approximate Beginning/End Dates for Unit</b>	1/21-2/26		3/1-6/1		<p style="text-align: center;">Evidence can be collected throughout the year and Topic Scores continually updated to reflect increase in complexity. Grammar and Vocabulary evidence should reflect use in writing, not simply practice of foundational skills.</p>
<b>Reporting Frequency of Topic Scores</b>	Total 5-6 weeks ATI – 2/26		Total: 9-10 weeks EA – Aim to Post by 4/2 WA – Aim to Post by 5/3 PVA – 6/1		

## Unit 3: Capturing Fact Through Fiction



### 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. An 11<sup>th</sup> grader should be exceeding 1200L to be proficient in comprehending texts.

#### Full-Length Texts

##### Plays

*Inherit the Wind*, Jerome Lawrence and Robert E. Lee (850L)

*The Crucible*, Arthur Miller (NP)

*The Night Thoreau Spent in Jail*, Jerome Lawrence and Robert E. Lee (NP)

*Red*, John Logan (NP)

##### Novels/Biography/Memoir

*Just Mercy*, Byron Stevenson (1130L)

*The Scarlet Letter*, Nathaniel Hawthorne (940L)

*Beloved*, Toni Morrison (870L)

*Before We Were Yours*, Lisa Wingate (HL760L)

#### 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

[ELA3-ATiv3](#)

## Analyzing Text Interactions

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><b>Students demonstrate they have the ability to:</b></p> <p><b>A. Analyze</b> a complex set of ideas or sequence of events by examining how specific individuals, ideas, or events interact over the course of a text</p> <ul style="list-style-type: none"> <li>➤ Describe a complex set of ideas or sequence of events</li> <li>➤ Explain how specific individuals, ideas or events develop</li> <li>➤ Explain the relationship between individuals, ideas, or events over the course of a text</li> </ul> <p><b>B. Integrate and evaluate</b> 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</p> <ul style="list-style-type: none"> <li>➤ Describe the relationship between multiple sources of information.</li> <li>➤ Describe the different interpretations of the source text</li> </ul>
<p style="text-align: center;"><b>Standard Language: CCSS ELA RI.11-12.3</b></p> <p style="text-align: center;">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.</p> <p style="text-align: center;"><b>Standard Language: CCSS ELA RI.11-12.7</b></p> <p style="text-align: center;">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.</p> <p style="text-align: center;"><b>Standard Language: CCSS ELA RL 11-12.7</b></p> <p style="text-align: center;">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.)</p>	

<p style="text-align: center;"><b>Multiple Opportunities</b></p> <p>Students could start this topic earlier (in Unit I) alongside their study of <b>Evaluating Arguments</b> or in their <b>Writing Arguments</b> experiences.</p> <p>Evaluating effectiveness is an ideal subject of <b>Collaborating in Discussions</b>, and each text under consideration could provide opportunities for students to demonstrate <b>Mastering Vocabulary</b>.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>Historical fiction lends itself well to this topic. Consider how authors portray true events to communicate</p>
<p style="text-align: center;"><b>Academic Vocabulary</b></p> <p>Ideas, Sequence, Interact, Integrate, Sources</p>	<p style="text-align: center;"><b>Additional Resources</b></p>

## Unit 4: Argument



### 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. An 11<sup>th</sup> grader should be exceeding 1200L to be proficient in comprehending texts.

#### Full-Length Texts

#### Short Texts

The Declaration of Independence  
National Anthem  
Ben Franklin’s Speech to the Convention

### 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**  
[ELA3-EAv3](#)

**Writing Arguments**  
[ELA3-WAv3](#) (blank template)

**Presenting Verbal Arguments**  
[ELA3-PVAv3](#)

[English III Writing Assessment 2015-2016](#) (structured synthesis with passages)

**Recommended Academic Literature:** Looking for professional reading to support your own understanding of argumentative writing and analysis? Check out these great resources.

*They Say / I Say: The Moves That Matter in Academic Writing* by Cathy Birkenstein & Gerald Graff  
(There are 4 editions of this. All are excellent extensions to the conversation)

*Models for Writers: Short Essays for Composition* by Alfred Rosa & Paul Eschholz  
(There are at least 13 editions of this. All offer excellent exemplars of short essays that could serve as investigation for what high level writing looks like, including going beyond formulaic writing for Level 4)

## Evaluating Arguments

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><b>Students demonstrate they have the ability to:</b></p> <p><b>A. Analyze</b> links among ideas, diction, points of emphasis, and tone of written and spoken works of public advocacy</p> <ul style="list-style-type: none"> <li>➤ Identify the four linguistic components (ideas, diction, emphasis, tone) of an argumentative text</li> <li>➤ Explain how the four components interact to construct the author’s message</li> </ul> <p><b>B. Evaluate</b> the effectiveness of reasoning, premises, purposes, and arguments of written or spoken works of public advocacy</p> <ul style="list-style-type: none"> <li>➤ Identify the four components of argument in each text (Premise, purpose, argument, reasoning)</li> <li>➤ Analyze the effectiveness of the argument based on those 4 criteria</li> </ul> <p><b>C. Analyze</b> the style and content of a text in which the rhetoric contributes to the text’s power, persuasiveness, or beauty</p> <ul style="list-style-type: none"> <li>➤ Identify examples of rhetoric that contribute to the overall style of the text</li> <li>➤ Analyze how rhetorical language supports the development of a texts power, persuasiveness, or overall aesthetic</li> </ul>
<p>Standard Language: <b>CCSS ELA RI.11-12.6</b>                  Standard Language: <b>CCSS ELA RI.11-12.8</b>                  Standard Language: <b>CCSS ELA RI.11-12.9</b>                  Standard Language: <b>CCSS ELA SL.11-12.3</b></p>	

<p><b>Multiple Opportunities:</b></p> <p>In addition to obvious opportunities to bring <b>Collaborating in Discussions</b> into these activities, students can also likely demonstrate <b>Mastering Vocabulary</b> in the various texts they analyze.</p> <p>Circling back to this topic through both <b>Writing Arguments</b> and <b>Presenting Verbal Arguments</b> should provide students ample opportunity to demonstrate these skills throughout this unit.</p>	<p><b>Teacher Clarifications</b></p> <p>Be certain to include at least some foundational text (letters, speeches, etc.) from the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> century when evaluating arguments in order to fully attend to the requirements of the standards in this topic.</p> <p>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.</p>
<p><b>Academic Vocabulary</b></p> <p>Rhetoric, Premise, Rhetorical Devices (Diction, Syntax, Imagery, Figurative Language)</p>	<p><b>Additional Resources</b></p>

## Writing Arguments

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <p><b><i>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:</i></b></p> <ul style="list-style-type: none"> <li>➤ Introduce precise, knowledgeable claims</li> <li>➤ Establish the significance of the claims</li> <li>➤ Distinguish the claims from alternate or opposing claims</li> <li>➤ Create an organization that logically sequences claims, counterclaims, and evidence</li> <li>➤ Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both</li> <li>➤ Address the audience’s knowledge level, values, and possible biases in the development of the argument</li> </ul>
<p style="text-align: center;"><b>Standard Language: CCSS ELA W.11-12.1</b></p> <p style="text-align: center;">Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	

<p><b>Multiple Opportunities:</b></p> <p>There should be several opportunities to connect to revision (which can support the <b>Constructing Writing</b> topic) and use of rhetorical devices and analysis skills from <b>Evaluating Arguments</b> and <b>Analyzing Text Interactions</b>.</p>	<p><b>Teacher Clarifications</b></p> <p>Students have previously learned about <i>explanation</i> of how evidence supports claims in this standard’s earlier iterations. Starting on this scale, this term is shifting to <i>commentary</i> 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 fully master this topic.</p>
<p><b>Academic Vocabulary</b></p> <p>Claim, Audience, Counterclaim, Style, Objective, Cohesion</p>	<p><b>Additional Resources</b></p> <p>No Red Ink Writing Coach</p>

## Presenting Verbal Arguments

<p><b>LEVEL 4: (ET)</b></p> <p>A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom.</p>	<p><b>LEVEL 3 LEARNING GOAL: (AT)</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b><i>Students demonstrate they have the ability to engage an audience by preparing and delivering verbal arguments that:</i></b></p> <ul style="list-style-type: none"> <li>➤ Present information, findings, and supporting evidence, conveying clear and distinct perspectives, such that listeners can follow the line of reasoning</li> <li>➤ Apply techniques, substance, and style appropriate to audience and task</li> <li>➤ Effectively use organization to develop claims and address alternate or opposing perspectives</li> </ul> </div> <p style="text-align: center;"><b>Standard Language: CCSS ELA SL.11-12.4</b></p> <p>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.</p>
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<p><b>Multiple Opportunities:</b></p> <p>Avoid connecting to <b>Collaborating in Discussions</b> 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 <b>Writing Arguments</b> 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.</p>	<p style="text-align: center;"><b>Teacher Clarifications</b></p> <p>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.</p> <p>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.</p> <p>Techniques in 3c refer to standard public speaking concepts like pacing, eye contact, gesture, and tone.</p>
<p><b>Academic Vocabulary</b></p> <p>Opposing, Perspective</p>	<p><b>Additional Resources</b></p>