English III
2018-2019

A 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 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: Delta+

Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

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 none of the learning targets from Level 3	2.0
Demonstrate at least half of the Level 2 learning targets and no Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked** requirement of the target

Scale Level Symbols

▲	The targets on this level can be **changed**
🔒	Targets on this level can **not** be changed
➕	**More** targets can be added to this level
✖	**No** targets are written at this level

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

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

Some scales, particularly **Writing** and **Speaking & Listening** Topics, use an arrow for bullets instead of letters. While letters indicate **Learning Targets**, arrows indicate **Success Criteria** – think of them as the descriptors of what a student's total product or performance must show to score a 3 on that scale.

Multiple Opportunities

It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning. Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. They're about allowing students to demonstrate their learning multiple times in units after their current unit or when learning is scaffolded into future units.

Multiple Opportunities suggestions will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections developed through their PLCs.

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.

Course Map

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]* • 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: *Elements of Non-Fiction*	*6 weeks*	• Reading Informational Text 3 • Reading Informational Text 7	• Analyzing Text Interactions	
Unit Three: *Elements of Literature*	*12 weeks*	• Reading Literature 3 • Reading Literature 5	• Analyzing Story Elements	*Collected and Reported* • Constructing Writing *[L3, W4, W5, W6]* • 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*	• Reading Literature 2 • Reading Literature 9	• Interpreting Themes	
		• Writing 9	• Writing Literary Analyses	

Reporting Information
# GEAR

Fall Deadline
First District PLC, S1

Spring Deadline
First District PLC, S2

Textbooks

Student Literature:
McGraw Hill: StudySync Grade 11
© 2017

Student Grammar/Writing:
Perfection Learning: Writing with Power Grade 11
© 2012

Snapshot
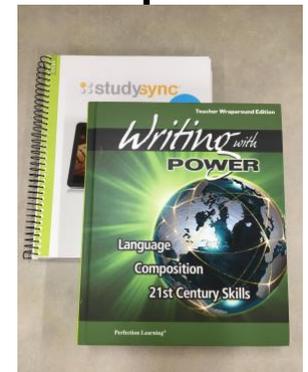
Genre and Era Audit Report (GEAR)

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.

Unit	Grading Topic	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
		Genres						**Eras**					

American Lit GEAR

CCSS: RI11.10, RL11.1

Extended Topics

Year-Long

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.

Standard Support

Testing Bank

Additional Resources

Grading Topic:
Constructing Writing

4 △ *In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.*

3 🔒
Learning Goal

Students demonstrate they have the ability to:
A. **Produce** clear and coherent writing in which the development, organization, and style are appropriate the task, purpose, and audience
B. **Develop** and **strengthen** writing as needed by planning, revising, editing, rewriting, or logically sequencing claims
C. **Use** technology, including the Internet, to produce, publish, and present individual or shared writing products in response to ongoing feedback, including new arguments or information

2 ➕
Students demonstrate they have the ability to:
A. **Describe** the task, purpose, and audience for a given writing task
B. **Explain** how to modify samples of writing for a specific task, purpose, and audience
C. **Plan** writing using a template or graphic organizer
D. **Demonstrate** the features of various technologies for producing and publishing writing
E. **Write** and **edit** work so that it conforms to the guidelines of the MLA Handbook

1 ✖ *Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Development, Organization, Style, Task, Purpose, Audience, Syntax

Standard Language: CCSS ELA L.11-12.3
Standard Language: CCSS ELA W.11-12.4
Standard Language: CCSS ELA W.11-12.5
Standard Language: CCSS ELA W.11-12.6

Click link at right for additional details on these standards.

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..
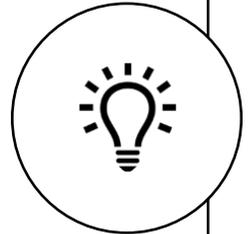
Multiple Opportunities

Any time students are doing writing that is not a full-length Argument or Literary Analysis, consider also assessing this topic. Keep in mind that to fairly measure Learning Target 3A, the task, purpose, and audience for the writing should be clearly articulated in the prompt or directions.
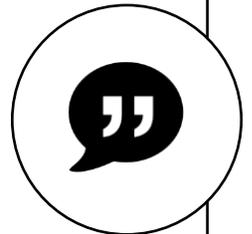
	Grading Topic: **Mastering Vocabulary**
4 △	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* A. **Investigate** the evolution of form and meaning of an unusual word in a text B. **Analyze** examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study
3 🔒 Learning Goal	*Students demonstrate they have the ability to:* A. **Determine** figurative, connotative, and technical meanings of words B. **Use** context as a clue to the meaning of a word or phrase C. Identify and correctly **use** patterns of word changes that indicate different meanings or parts of speech D. **Analyze** how an author of American works uses and refines the definitions of key terms to advance their perspective
2 ➕	*Students demonstrate they have the ability to:* A. **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 B. **Verify** the preliminary determination of the meaning of a word or phrase
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

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

Identical to CCSS ELA RL.11.4 except adds "technical meanings"

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.

Click link at right for additional details on this standard.

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.
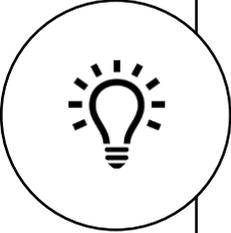
BONUS MATERIALS

If using A STUDY OF WORD FAMILIES, some Quizlet materials have been prepared by the publisher. Access them by clicking HERE.
Note: Grade 11 uses Book VI (the Quizlet page labels that book as Grade 12)

Academic Vocabulary

Technical, Context, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Evolution, Form

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.
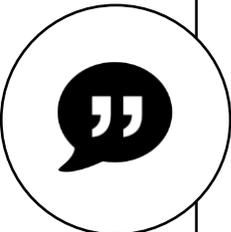
Grading Topic:
Collaborating in Discussions

4 △ *In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.*

3 🔒

Learning Goal

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

2 ➕

Students demonstrate they have the ability to:
A. **Work** with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed
B. **Participate** actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner
C. **Prepare** for participation in a discussion

1 ✖ *Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize

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.

Click link at right for additional details on this standard.

Teacher Clarifications
This topic is posted in both Semester 1 and Semester 2.

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.
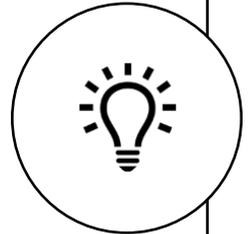
Multiple Opportunities
The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic *and* the associated reading topic.
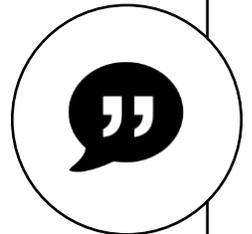
Grading Topic:
Applying Grammar and Mechanics

4 🔒	3 🔒 Learning Goal	2 🔒
Semester 1 *Students:* A. Delete punctuation around essential/restrictive appositives or clauses	*Students:* A. Use the appropriate word in less-common confused pairs (e.g., *allude* and *elude*) B. Use commas to avoid confusion when the syntax or language is sophisticated (e.g., to set off a complex series of items) C. Use punctuation to set off a nonessential appositive or clause	*Students:* 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) B. Recognize and correct inappropriate uses of colons and semicolons
Semester 2 *Students:* 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) B. Ensure subject-verb agreement when a phrase or clause between the subject and verb suggests a different number for the verb	*Students:* 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) B. Maintain consistent verb tense, voice, and pronoun person in writing	*Students:* 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) B. Maintain consistent and logical verb tense and pronoun person on the basis of the preceding clause or sentence C. 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*)

1 ❌ Student's performance reflects insufficient progress towards foundational skills and knowledge.

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.

Unit 1: Argument

12 Weeks

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.

Don't forget: **GEARs** due at the beginning of the unit.

Materials

Commonly Used Full-Length Texts

Commonly Used Short Pieces

Grammar Guidance
Use the editing process on student arguments to practice and collect evidence on as many targets from Applying Grammar and Mechanics as possible. Record evidence separately from Infinite Campus since this topic doesn't show up in the grade book until Semester 2.

Standard Support

Testing Bank

Additional Resources

Grading Topic:
Evaluating Arguments

4 △

In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:
- Possible Target: Investigation

3 🔒

Learning Goal

Students demonstrate they have the ability to:
A. **Analyze** links among ideas, diction, points of emphasis, and tone of written and spoken works of public advocacy
B. **Evaluate** the effectiveness of reasoning, premises, purposes, and arguments of written or spoken works of public advocacy
C. **Analyze** the style and content of a text in which the rhetoric contributes to the text's power, persuasiveness, or beauty

2 ➕

Students demonstrate they have the ability to:
A. **Determine** links among ideas, diction, points of emphasis, and tone
B. **Determine** an author's or speaker's point of view or purpose
C. **Identify** rhetorical devices and persuasive techniques in a text

1 ✖

Student's performance reflects insufficient progress towards foundational skills and knowledge.

Standard Language: CCSS ELA RI.11-12.6
Standard Language: CCSS ELA RI.11-12.8
Standard Language: CCSS ELA RI.11-12.9
Standard Language: CCSS ELA SL.11-12.3

Click link at right for additional details on these standards.

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 may require significant support.

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

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.
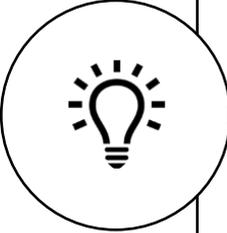
Academic Vocabulary

Rhetoric, Premise, Rhetorical Devices (Diction, Syntax, Imagery, Figurative Language)
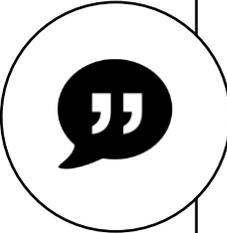
	Grading Topic: **Writing Arguments**
4 ⬆	*In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing.*
3 🔒 **Learning Goal**	*Students demonstrate they have the ability to write 4+ page arguments to support claims in an analysis of substantive 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 ➢ Use varied syntax to link the major sections of the text, create cohesion, and clarify the relationships among claims, evidence, commentary, and counterclaims ➢ Establish and maintain a formal style and objective tone while attending to the norms and conventions as appropriate to academic writing ➢ Provide a conclusion that follows from and supports the argument
2 ➕	*Students demonstrate they have the ability to:* A. **Identify** claims and counterclaims in example arguments B. **Articulate** specified patterns of logical sequence for argumentation C. **Establish** a claim and provide relevant evidence for the claim D. **Write** short-form arguments that demonstrate elements of the learning goal
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary
Claim, Audience, Counterclaim, Style, Objective, Cohesion

**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.

Click the link at the right for additional details about this standard.

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.
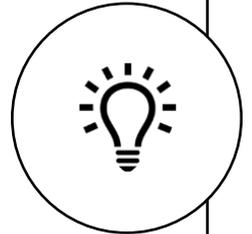
Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

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.**
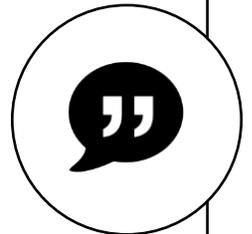
The Revision Assistant software can support this standard in numerous ways. The following argumentative prompts are reserved for English III: Prep Work and School Search

Grading Topic:
Presenting Verbal Arguments

4 ⬳ | *In addition to meeting the Learning Goal, students fluently and confidently deliver a highly engaging speech.*

3 🔒

Learning Goal

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

2 ➕
Students demonstrate they have the ability to:
A. **Prepare** outlines or speaking notes for presentation
B. **Identify** techniques appropriate to a given audience or speaking task

1 ✖
Student's performance reflects insufficient progress towards foundational skills and knowledge.

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.

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.
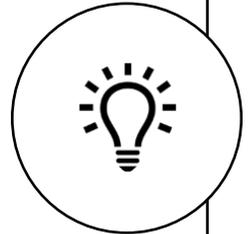
Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

Academic Vocabulary
Opposing, Perspective

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.
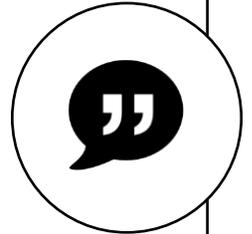
Unit 2: Elements of Non-Fiction

6 Weeks

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).

Materials

Commonly Used Full-Length Texts

Commonly Used Short Pieces

Grammar Guidance
Use exercises (such as ACT prep activities) to start assessing where on the Applying Grammar and Mechanics scale instruction needs to start. Any time students are writing, take the opportunity to talk about grammar targets that are relevant to the type of writing they are doing.

Standard Support

Testing Bank

Additional Resources

Grading Topic:
Analyzing Text Interactions

4 △
In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:
- Possible Target: Decision-Making

3 🔒

Learning Goal

Students demonstrate they have the ability to:
A. **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
B. **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

2 ➕
Students demonstrate they have the ability to:
A. **Describe** a complex set of ideas or sequence of events
B. **Describe** the relationship between multiple sources of information

1 ✖
Student's performance reflects insufficient progress towards foundational skills and knowledge.

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.

Teacher Clarifications

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.
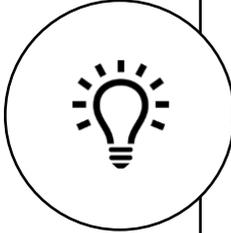
Academic Vocabulary

Ideas, Sequence, Interact, Integrate, Sources

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**.
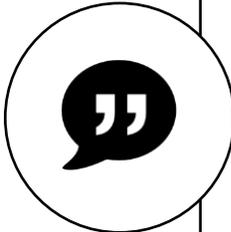
Unit 3: Elements of Literature

12 Weeks

Organizing Principles
A unit focused on the analysis of the relationships among story elements. This prepares students for Unit 4 by building a base of fiction readings from American texts.

Don't forget: **GEARs** due at the beginning of the unit.

Materials

<u>Commonly Used Full-Length Texts</u>
The Great Gatsby
The Catcher in the Rye

<u>Commonly Used Short Pieces</u>

<u>Grammar Guidance</u>
When students are engaging in written responses to their reading, require them to demonstrate specific targets from Applying Grammar and Mechanics, varying the target from task to task and addressing errors with instruction as needed. As of this unit, evidence can now be entered in the grade book.

Standard Support

Testing Bank

Additional Resources

		Grading Topic: **Analyzing Story Elements**
4	▲	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Investigation
3 🔒 **Learning Goal**		*Students demonstrate they have the ability to:* A. **Analyze** how the author's various uses of story elements develop and relate to one another B. **Analyze** how an author's choices concerning how to arrange specific parts of a text contribute to its overall meaning
2	➕	*Students demonstrate they have the ability to:* A. **Explain** the use of specific story elements by an author B. **Describe** the structure of a text and the author's structural choices
1	✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

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.

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.

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

Academic Vocabulary
Story Elements, Structure

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).

		Grading Topic: **Analyzing Author's Style**
4	△	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Investigation
3 **Learning Goal**	🔒	*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 B. **Analyze** connotations in the meanings of words with similar denotations
2	➕	*Students demonstrate they have the ability to:* A. **Identify** specific words that impact meaning and tone in a text B. **Identify** the connotations and denotations of a given word
1	✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

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.)
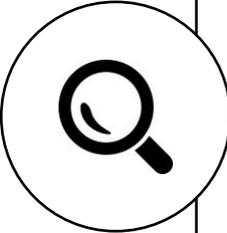
Teacher Clarifications
Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.
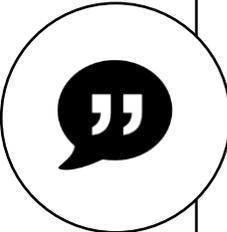
Academic Vocabulary
Connotation, Denotation, Impact

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).

Grading Topic:
Interpreting Figurative Language

4 △	*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Investigation
3 🔒 **Learning Goal**	*Students demonstrate they have the ability to:* A. **Analyze** the role of figurative language in a text B. **Evaluate** the effectiveness of figurative language in a text
2 ➕	*Students demonstrate they have the ability to:* A. **Describe** the meaning of figures of speech in context B. **Identify** the implied meaning versus the explicit meaning of figures of speech
1 ✖	*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

### Standard Language: CCSS ELA L.11-12.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Click the link at the right for additional details about this standard.

Teacher Clarifications
Figurative language includes metaphor, simile, analogy, allusion, **hyperbole**, **euphemism**, **oxymoron**, and **paradox**. Bolded types are of particular emphasis at this level.

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.
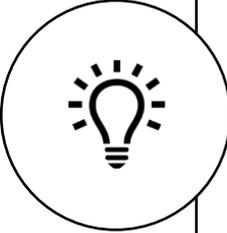
Academic Vocabulary
Figurative Language

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).
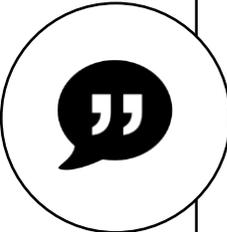
Unit 4: Literary Analysis

6 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.

Materials

Commonly Used Full-Length Texts

Commonly Used Short Pieces

Grammar Guidance
This final unit is the last opportunity to secure the Level 3 Learning Targets in Grammar and Mechanics before students move on to their choice of fourth English credit. With this in mind, place deliberate emphasis on scheduling opportunities for students to learn and apply the skills that have not been demonstrated.

Standard Support

Testing Bank

Additional Resources

Grading Topic:
Interpreting Themes

|		
4 ▲		*In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:* • Possible Target: Decision-Making
3 🔒 **Learning Goal**		*Students demonstrate they have the ability to:* A. **Analyze** how two or more themes are developed over the course of a text, including how they interact and build on one another B. **Analyze** two or more works of American literature by comparing and contrasting how they develop similar themes
2 ➕		*Students demonstrate they have the ability to:* A. **Construct** a theme statement B. **Describe** similar themes in works of American literature
1 ❌		*Student's performance reflects insufficient progress towards foundational skills and knowledge.*

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.

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.
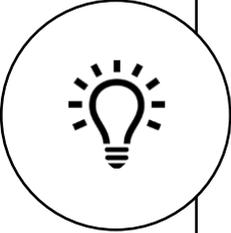
Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

Academic Vocabulary
Theme, Compare, Contrast, Developed

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**
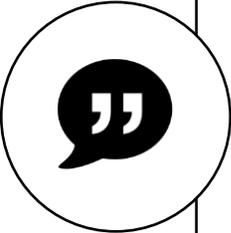
Grading Topic:
Writing Literary Analyses

4 △ | *In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing.*

3 🔒

Learning Goal

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
➢ Use varied syntax to create cohesion and clarify the relationships among claims, evidence, and commentary
➢ Establish and maintain a formal style and objective tone while attending to the norms and conventions of a literary analysis
➢ Provide a conclusion that follows from and reflects upon the analysis

2 ➕

Students demonstrate they have the ability to:
A. **Construct** a thesis
B. **Establish** a claim and provide relevant evidence for the claim
C. **Write** short-form analyses that demonstrate elements of the learning goal

1 ✖ | *Student's performance reflects insufficient progress towards foundational skills and knowledge.*

Academic Vocabulary

Literary Analysis, Literary Devices, Syntax

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

Click the link at the right for additional details about this standard.

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).

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.
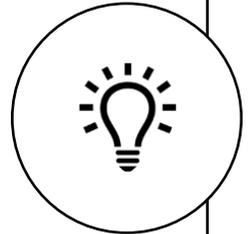
Multiple Opportunities
As a cumulative writing product, this topic should include opportunities for students to demonstrate **Analyzing Story Elements**, **Interpreting Figurative Language**, **Analyzing Author's Style**, and **Interpreting Themes**. Revision of this paper (multiple drafts count as multiple pieces of evidence) also supports **Constructing Writing**, while also showing **Applying Grammar and Mechanics**.

The Revision Assistant software can support this standard in numerous ways. The following analysis prompts are reserved for English III: A Raisin in the Sun and The Horned Toad