



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School English Language Arts 3 Curriculum

Course Description: As the junior level English course, ELA 3 continues to enhance student skills in language arts. The course builds on the previous ELA courses, increasing rigor in the areas of reading, writing, speaking, listening, research, and critical thinking. Skills and concepts taught in this course will help students use language purposefully as they comprehend, construct, and convey meaning.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
5-10 Blocks	Close Reading	Topic 1: Identifying main idea and point of view Topic 2: Analyzing syntax and word choice Topic 3: Providing and citing textual evidence
25-30 Blocks	Argumentation	Topic 1: Conducting research Topic 2: The writing process Topic 3: Multimodal rhetoric
5-10 Blocks	Author's Craft	Topic 1: Figurative language Topic 2: Word choice and point of view Topic 3: Subtext and context
25-30 Blocks	Theme and Perspective	Topic 1: Analyzing theme development Topic 2: Text-to-real life connections Topic 3: Writing literary texts
Ongoing Throughout	Independent Reading	Topic 1: Reading for Personal Growth Topic 2: Writing for Multiple Creative Purposes

Workshop Instructional Model:

The workshop model is a key structure that prioritizes time spent in student-centered learning activities over large group instruction. The teacher is responsible for establishing an explicit focus, designing activities based on needs of students, and using student work time to confer with individuals or small groups in order to formatively assess and differentiate instruction as needed.

This is an example of a block breakdown using the Workshop Model. While students must read and write every class period, the specific sequence is flexible and up to the teacher's discretion.

Workshop Elements	Suggested Time	Suggestions or Examples
Read	10-15 minutes	• Daily Reading Time • Independent Choice Reading • Book Clubs • Book Talks • Mentor Texts
Write	5-10 minutes	• Quickwrite • Thought Logs • Writer's Notebooks • Mentor Texts Exercises
Study (Mini Lessons)	20-30 minutes	• Modeling • Demonstration • Direct Instruction • Lecture
Do (Student Work Time)	35-45 minutes	• Practicing Content • Application of Knowledge • Independent Practice • Small Group Practice • Conferencing • Differentiated Instruction
Share (Reflection)	5 minutes	• Exit Ticket • Metacognitive Exercise • Debrief • Beautiful Words • Reading Minute • Stand and Deliver

Unit 1: Close Reading

Subject: ELA 3

Grade: 11

Name of Unit: Close Reading

Length of Unit: 5-10 Blocks

Overview of Unit: In this unit, students will continue to deepen their knowledge of the concept of how a similar message can be conveyed in different forms. Students will cite textual evidence that documents a similar theme or message that appears across multiple texts of various genres. During these close-reading activities, students will cite textual evidence on the key reading task.

Priority Standards for unit:

- 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.
- 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- 11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- 11-12.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text

Supporting Standards for unit:

- 11-12.RL.3.C Evaluate how an author's work reflects his or her historical/cultural perspective.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.

<u>Essential Questions:</u> 1. How do authors convey deeper meanings within a text? 2. What makes a text complex?	<u>Unit Vocabulary:</u> • Archetype • Symbol • Syntax • Literary Analysis • Dialect • Vernacular • Verbal Irony • Tone • Denotation • Connotation • Figurative Language • Simile • Metaphor • Thesis • Paraphrase • Summary • Quotation • Parenthetical Citation • Ethos • Pathos • Logos
<u>Enduring Understanding/Big Ideas:</u> 1. Authors can convey deeper meanings within a text by using literary devices such as symbolism, metaphor, and allegory. These devices can be used to evoke emotion, create a deeper understanding of a character, or even establish a theme. 2. Factors such as word and sentence length; text meaning, purpose, and structure; and student background knowledge and motivation all contribute to text complexity.	
<u>Final Product: Guided Literary Analysis Paper</u> <i>You will find the details for this assignment on the <u>Engaging Scenario</u> page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below, but may also be a small part of several class periods that span the suggested length of time.

Topic	Title	Engaging Experience	Suggested Length of Time
1	Identifying Main Idea and Perspective	What's the Truth?	2 blocks
2	Providing and Citing Textual Evidence	Writing and Editing for Tone	2 blocks
3	Analyzing Syntax and Word Choice	Poem Genius	3 blocks

Topic 1: Identifying Main Idea and Perspective

Engaging Experience 1

Title: What's the Truth?

Suggested Length of Time: Two blocks

Priority Standards Addressed:

- **11-12.RI.1.A** Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- **11-12.RI.2.B** Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- **11-12.RI.2.C** Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- **11-12.RI.2.D** Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.
- **11-12.RI.3.B** Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- **11-12.RL.1.A** Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- **11-12.RL.1.B** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials

Detailed Description/Instructions:

- The teacher will identify a non-controversial political issue and find two politically biased articles (one from each end of the political spectrum) and one that is free of bias
- Teacher will give a mini-lesson over tone, connotation, denotation, and word choice
- Students will read and annotate to find the facts (object pieces of information that are found in all three articles)
- Students will re-read the biased articles, annotating for heavily connotative language
- Students then will reflect on their annotations and write a brief essay
 - The essay will identify the objective facts
 - The essay will identify the political affiliation of the biased articles
 - The essay will explain what connotative language led them to their conclusions
 - The essay will describe the tone of each article
 - The student will express their personal beliefs on the subject (This might be used for Topic 2: Providing and Citing Textual Evidence)

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 2: Providing and Citing Textual Evidence

Engaging Experience 1

Title: Writing and Editing for Tone

Suggested Length of Time: 2 Blocks

Priority Standards Addressed:

- **11-12.RI.2.D** Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.
- **11-12.RI.3.B** Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.
- **11-12.RL.1.A** Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- **11-12.W.3.A.b** Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text

Supporting Standards Addressed:

- **11-12.RL.3.C** Evaluate how an author's work reflects his or her historical/cultural perspective.
- **11-12.RI.3.D** Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions:

- Students will take the essay portion from Topic 1: Main Idea and Perspective
 - Students will do basic research to find two objective sources
 - Students will revise their essay into a brief persuasive essay
 - Unlike their previous piece, which focused on explaining connotative language and tone, this piece will focus using sources to persuade the reader
 - Students will include three citations
 - Students will print their essays
 - Students will exchange their essays with a peer
 - Students will then edit the essay, adding connotative language to enhance the persuasiveness of the work
 - Students will make grammatical and syntactical changes to the essay, but maintain the citations
 - Essay will be returned to its original author
 - The students will reread the essay and evaluate the success or failure of the editor

Bloom's Levels: Evaluate

Webb's DOK: 4

Topic 3: Analyzing Syntax and Word Choice

Engaging Experience 1

Title: Poem Genius

Suggested Length of Time: 3 blocks

Priority Standards Addressed:

- **11-12.RI.1.A** Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
- **11-12.RI.2.C** Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Supporting Standards Addressed:

- **11-12.RL.3.C** Evaluate how an author's work reflects his or her historical/cultural perspective.

Detailed Description/Instructions:

- Teachers will select 2-3 songs from the website Genius ([Example 1](#), [Example 2](#)) and demonstrate to students that the annotations on the site analyze word choice, figurative language, syntax, and allusions.
- Students will select 2-3 songs of their choice to read the Genius annotations and write a paragraph explaining what they learned from the annotations, and how the songwriter's word choice contributes to the meaning of the song.
- Students will select a poem from a provided anthology and create their own word choice and syntax annotations, using Genius as their model.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario: The Guided Literary Analysis Paper is the first attempt at the level of critical thinking that is required with high level analysis. In this paper, students will be making connections between text and cultural happenings in the 1690s, the 1950s, and the 2020s and making inferences on authorial intent.

While students will eventually do open analysis with little guidance over the content, for this assignment, students will be writing a paper by answering the following questions:

- Reflect on the movie and/or read the play, *The Crucible*. In what ways does Reverend Hale change?
- What differences exist between the fictional Reverend Hale and what you can gather about the real Reverend Hale from the excerpt of *A Modest Inquiry Into the Nature of Witchcraft*?
- What might Arthur Miller's purpose have been in creating these differences? What might he have been trying to say about the world in which he lived?
- Give an example of a modern, real-world situation in which his commentary is still applicable (Cite all sources).

Students will be expected to provide textual evidence (Quotations from the text). This means that students will need to do some cursory research about a modern issue. This is a student's first attempt to show that they noticed authorial choice, that they understand why those choices were made, that they understand what the author was trying to say about the world in which he lived, and that you are capable of drawing connections to the world in which you live.

[Example Rubric](#)

Unwrapped Priority Standards:

Priority Standard: 11-12.RI.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	3
	Analyze
The student will make inferences based on an analysis of what the text says explicitly.	2
	Understand
The student will cite relevant and thorough textual evidence to support inferences drawn from the text.	2
	Apply

Priority Standard: 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will analyze how an author uses rhetoric to advance point of view in a text.	3
	Analyze
The student will analyze how an author uses rhetoric to advance purpose in a text.	3
	Analyze

Priority Standard: 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will analyze the cumulative impact of specific word choices on meaning in a text.	3
	Analyze
The student will analyze the cumulative impact of syntax on meaning in a text.	3
	Analyze
The student will analyze the cumulative impact of specific word choices on tone in a text.	3
	Analyze
The student will evaluate how the author's use of syntax contributes to a text's tone.	2
	Apply

Priority Standard: 11-12.RI.2.D Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility and relevance of the evidence.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate an author's argument for effectiveness.	3
	Evaluate
The student will assess whether an author's argument is valid.	3
	Evaluate

The student will assess whether an author's argument is logical.	3
	Evaluate
The student will assess whether an author's evidence is credible and relevant.	3
	Evaluate

Priority Standard: 11-12.RI.3.B Synthesize information from two or more texts about similar ideas/topics to articulate the complexity of the issue.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will synthesize information from two or more texts about similar ideas/topics.	3
	Analyze
The student will articulate the complexity of the issue to synthesize ideas from multiple texts.	3
	Analyze

Priority Standard: 11-12.RL.1.A Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will draw conclusions by citing textual evidence that supports the analysis of what the text says explicitly.	2
	Apply

The student will make inferences based on an analysis of what the text says explicitly.	3
	Analyze
The student will cite relevant and thorough textual evidence to support inferences drawn from the text.	3
	Analyze
The student will make inferences based on analysis of where the text leaves matters uncertain.	3
	Analyze

Priority Standard: 11-12.RL.1.B Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will determine the meaning of words as they are used in the text.	2
	Understand
The student will use context clues to determine the meaning of words and phrases as they are used in the text.	2
	Understand
The student will use affixes to determine the meaning of words and phrases as they are used in the text.	2
	Understand
The student will use reference materials to determine the meaning of words and phrases as they are used in the text.	2
	Understand

Priority Standard: 11-12.W.3.A.b Review, revise, and edit writing with consideration for the task, purpose, and audience. B Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	2
	Apply
The student will choose precise language to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	2
	Apply
The student will make syntactical choices to reflect an understanding of how language functions in different contexts and enhances the reader's understanding of the text.	2
	Apply

Unit 2: Argumentation

Subject: ELA 3

Grade: 11

Name of Unit: Argumentation (Analyzing Informational Text)

Length of Unit: 25-30 blocks

Overview of Unit: This unit asks students to analyze informational texts, conduct research, and follow a complete writing/revision process to produce a multimodal persuasive presentation.

Priority Standards for unit:

- 11-12.W.1.A.a Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- 11-12.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
- 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts
- 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Supporting Standards for unit:

- 11-12.RL.1.C Interpret visual elements of a text and draw conclusions from them (when applicable).
- 11-12.RL.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.

- 11-12.RL.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.SL.2.A Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.
- 11-12.SL.2.B Make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.
- 11-12.SL.2.C Plan and deliver appropriate presentations based on the task, audience and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.
- 11-12.W.3.A.e Review, revise, and edit writing with consideration for the task, purpose, and audience. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

<u>Essential Questions:</u> 1. What makes a source credible and relevant when answering a research question? 2. What structures and tools do authors use to make their arguments persuasive and engaging?	<u>Unit Vocabulary:</u> ● Inquiry ● Authorial bias ● Credibility & relevance ● Logical fallacies ● Thesis & support (Toulmin Method) ● Counterclaim & rebuttal ● Implicit/Explicit ● Quoting, paraphrasing, & summarizing ● Revision & editing ● Dialect ● Vernacular ● Allegory ● Tone ● Diction ● Euphemism ● Denotation ● Connotation ● Figurative language ● Simile ● Metaphor ● Hyperbole ● Understatement ● Allusion ● Assonance ● Consonance ● Dissonance ● Rhetoric ● Rhetorical question ● Rhetorical tools (anecdote, aphorism, analogy, paradox, parallelism, inversion) ● Primary & secondary source ● Modes of persuasion (ethos, pathos, logos)
<u>Enduring Understanding/Big Ideas:</u> 1. Students will determine the validity of sources through assessing their currency, relevance, accuracy, authority, and purpose. 2. Students will understand how to construct and support an argument, using research, rhetorical devices, and figurative language to make their writing persuasive and engaging.	
<u>Final Product: Multi-modal Project or Speech</u> <i>You will find the details for this assignment on the <u>Engaging Scenario</u> page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below, but may also be a small part of several class periods that span the suggested length of time.

Topic	Title	Engaging Experience	Suggested Length of Time
1	Conducting a Research Inquiry	Research to Solve Problems	10 blocks
2	The Writing Process	Writing, Reviewing, and Revising	10 blocks
3	Multimodal Rhetoric	Multimodal Revision and Collaboration	10 blocks

Topic 1: Conducting a Research Inquiry

Engaging Experience 1

Title: Research to Solve Problems

Suggested Length of Time: 10 Blocks

Priority Standards Addressed

- **11-12.W.1.A.a** Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- **11-12.W.1.A.b** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Detailed Description/Instructions: Students will develop and implement a research plan in order to:

- Explain a problem in their community
- Propose a solution (see later Engaging Experiences)
- Students will utilize the CRAAP Method (Credibility, Relevance, Authority, Accuracy, and Purpose) to evaluate the sources they find through their research, and assemble a collection of properly cited sources to back up their assertions.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: The Writing Process

Engaging Experience 1

Title: Writing, Reviewing, and Revising

Suggested Length of Time: 10 Blocks

Priority Standards Addressed

- **11-12.W.3.A.a** Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
- **11-12.W.3.A.d** Review, revise, and edit writing with consideration for the task, purpose, and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts

Detailed Description/Instructions: Students will write a developed, well-thought out plan to solve their chosen problem and work with peers to review, revise, and edit their plan.

Bloom's Levels: 3

Webb's DOK: Analyze

Topic 3: Multimodal Rhetoric

Engaging Experience 1

Title: Multimodal Revision and Collaboration

Suggested Length of Time: 10 Blocks

Priority Standards Addressed

- **11-12.SL.1.B** Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- **11-12.SL.1.C** Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Supporting Standards Addressed:

- **11-12.W.3.A.e** Review, revise, and edit writing with consideration for the task, purpose, and audience. E Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information

Detailed Description/Instructions: Students will revise their written plan (researched in Engaging Experience 1 and drafted in Engaging Experience 2) into a multimodal persuasive speech. Students can collaborate and respond to one another's speeches, and respond in written form to the ideas proposed by their peers.

Bloom's Levels: 3

Webb's DOK: Analyze

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario

Throughout the unit, students will have researched a variety of questions and topics, solving problems and making connections across mediums and forms. Then students will create a multi-modal final project or speech which addresses what they learned from their inquiry and research, presenting their findings and conclusions through a multimedia presentation, including various forms of audio and video content.

[Example Rubric](#)

Unwrapped Priority Standards:

Priority Standard: 11-12.W.1.A.a Conduct research to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will conduct research to answer a question (including a self-generated question) or solve a problem.	3
	Analyze
The student will narrow or broaden research inquiry when appropriate.	2
	Apply
The student will gather multiple relevant, credible print and digital sources.	2
	Understand
The student will integrate information using a standard citation system.	2
	Understand

Priority Standard: 11-12.W.1.A.b Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
Learning Targets	Webb's DOK Level
	Bloom's Level

The student will gather relevant information from multiple authoritative print and digital sources.	2
	Apply
The student will use advanced searches effectively.	2
	Understand
The students will assess the strengths and limitations of each source in terms of task, purpose, and audience.	2
	Understand
The student will integrate information into a selection to maintain the flow of ideas.	2
	Apply
The student will avoid plagiarism and overreliance on any one source.	2
	Understand
The student will follow a standard format for citation.	1
	Understand

Priority Standard: 11-12.W.3.A.a Review, revise, and edit writing with consideration for the task, purpose, and audience. A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Analyze

The student will organize the content of the writing by introducing the topic, maintaining a clear focus throughout the text, and providing a conclusion that follows from the text.	3
	Analyze
The student will achieve a purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.	3
	Analyze

Priority Standard: 11-12.W.3.A.d Review, revise, and edit writing with consideration for the task, purpose, and audience. D Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will review, revise, and edit writing with consideration for the task, purpose, and audience.	3
	Analyze
The student will use a variety of appropriate transitions to clarify relationships and connect ideas or claims within a piece of writing.	2
	Apply
The student will use a variety of appropriate transitions to signal time shifts within a piece of writing.	2
	Apply

Priority Standard: 11-12.SL.1.B Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will delineate a speaker's argument and claims.	3
	Analyze
The student will evaluate the speaker's point of view, reasoning, and evidence.	3
	Analyze
The student will pose and respond to questions that probe reasoning and evidence.	2
	Apply
The student will ensure hearing for a full range of positions on a topic or issue.	3
	Analyze
The student will pose and respond to questions that clarify, verify, or challenge ideas and conclusions.	3
	Analyze
Students will promote divergent and creative perspectives.	3
	Analyze

Priority Standard: 11-12.SL.1.C Respond thoughtfully to diverse perspectives including those presented in diverse media: synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will respond thoughtfully during collaboration to diverse perspectives, including those presented in diverse media.	3
	Analyze
The student will summarize claims made on all sides of an issue	2
	Understand
The student will qualify or justify their own views or understanding.	3
	Analyze
The student will make new connections in light of the evidence and reasoning presented.	3
	Analyze

Unit 3: Author's Craft

Subject: ELA3

Grade: 11

Name of Unit: Author's Craft

Length of Unit: 5-10 Blocks

Overview of Unit: This unit allows students to develop analytical skills by focusing on how authors craft sentences and paragraphs in order to establish meaning, tone, and a specific aesthetic.

Priority Standards for unit:

- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.
- 11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.
- 11-12.RL.2.D Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. C Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation

Supporting Standards for unit:

- 11-12.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

<u>Essential Questions:</u> 1. How do the choices an author makes convey the author's purpose? 2. How does authorial word choice (diction) impact readers?	<u>Unit Vocabulary:</u> ● Point of view ● Inference ● Word choice ● Syntax ● Tone ● Aesthetic ● Conventions ● Punctuation ● Grammar ● Visual ● Mechanics ● Irony (Verbal, Dramatic, Situational) ● Style ● Oral Tradition ● Plot ● Sentence Structure ● Voice ● Imagery ● Irony ● Mood ● Dialogue ● Setting ● Foreshadowing ● Flashback ● Flash forward ● Conflict (Internal, External) ● Suspense ● Tone ● Mood ● Denotation ● Connotation ● Imagery ● Simile ● Metaphor ● Personification ● Rhyme Scheme ● Free Verse ● Parenthetical Citation ● Foil ● Foreshadowing ● Motif
<u>Enduring Understanding/Big Ideas:</u> 1. An author's purpose should be supported at all times by how he or she develops and relates characterization, setting, plot, structure of a text, manipulation of time, and tone. 2. Fresh, engaging, or beautiful words and phrases add to the aesthetic impact felt by readers.	
<u>Final Product:</u> Literary Analysis Paper <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below, but may also be a small part of several class periods that span the suggested length of time.

Topic	Title	Engaging Experience	Suggested Length of Time
1	Figurative Language	Song of you	2 Blocks
2	Word Choice and Point of View	Which POV?	2 Blocks
3	Subtext and Context	What's the context?	2 Blocks

Topic 1: Figurative Language

Engaging Experience 1

Title: Song of You

Suggested Length of Time: 2 blocks

Priority Standards Addressed

- 11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.
- 11-12.RL.2.D Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Supporting Standards Addressed:

- 11-12.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

Detailed Description/Instructions:

Students will read, listen, and analyze several songs which are entitled with just a person's name (Jolene, Allison, Daniel, Veronica, Valerie, etc.), focusing on how the author creates an image and tone of the eponymous character. Students will then write their *own* song, titled with their *own* name. They will use figurative language to help the reader understand their own personalities.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Word Choice and Point of View

Engaging Experience 1

Title: Which point of view?

Suggested Length of Time: 2 Blocks

Priority Standards Addressed

- 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.

Supporting Standards Addressed:

- 11-12.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

Detailed Description/Instructions:

Students will read short excerpts from various points of view (1st, 2nd, and 3rd person). They will then choose any of the provided excerpts and rewrite it in a different point of view. For example, if they take a third person omniscient passage and rewrite it in first person, they will need to include information about that character's thoughts and feelings from their perspective, rather than a separate narrator. The new point of view must reflect the character or narrator faithfully. The students will need to ensure correct word choice to accurately portray the new POV.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 3: Subtext and Context

Engaging Experience 1

Title: What's the Context?

Suggested Length of Time:

Priority Standards Addressed:

- 11-12.RL.2.D Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.
- 11-12.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. C Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation

Supporting Standards Addressed:

- 11-12.RI.1.C Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).

Detailed Description/Instructions:

Students will be given a small piece of dialogue without any of the surrounding text. They will then each write down what they think the situation surrounding the conversation is. Then, the teacher will reveal the surrounding paragraphs, showing the correct context. Students will then write a short conversation between two people without context. Then, they will exchange their writing with another student who will add context. The class will then discuss how the context changed the entire subtext of each written conversation.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario:

This is the final step in the academic study of literature: sharing findings with other literary scholars. Students will be writing a Literary Analysis Paper.

In this type of paper, students are trying to add to the body of knowledge about an author's body of work, to bring a unique insight. This will take place in the form of a claim that will be supported with textual evidence from the author's body of work.

What students discuss in the paper will vary based on their claim but might include much of the following: voice, tone, mood, syntax, style, grammar, character development, character change, symbolism, plot elements, plot construction, etc. Students are writing about an author's BODY OF WORK, not a single piece. The goal of the paper is to make the reader see something new in the author's work.

Instructions:

1. Choose an author-Students should choose an author they have enjoyed reading, as they will be reading much of their work.
2. Use Google/the library to find five pieces of work from one author.
3. Read the stories closely looking for stylistic and thematic commonalities
4. Create a Two-Part thesis statement
5. Create an outline following the roadmap/reasons in the two-part thesis
6. Write a paper
7. Edit the paper
8. Rewrite the paper
9. Submit

The biggest challenge for most students is figuring out what they want their claim to be.

It is an essential part of the two-part thesis statement.

Teachers can't tell students what the claim should be!!! If they did, that would mean that they did the thinking for students. This is what the Literary Analysis is not:

It is not a summary of their work (Though it may be necessary to summarize some of the text for clarity)

It is not a biography (Though it may be beneficial to have some historical context)

It is not analysis of a single piece (Though students will certainly have to discuss the text)

Example of a two-part thesis statement: "Through the application of the Iceberg Theory of Writing, ambiguous endings, and the use of declarative sentences to create a dark, depressing tone throughout his work, Ernest Hemingway creates the theme that the youthful cannot possibly understand the gradual erosion of life by 'The Nothingness.'"

[Example Rubric](#)

Unwrapped Priority Standards:

Priority Standard: 11-12.RL.2.B Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will analyze point of view in a text.	3
	Analyze
The student will recognize when point of view is directly stated in a text.	1
	Understand
The student will recognize when point of view is implied in a text.	1
	Understand

Priority Standard: 11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate how the author's word choices contribute to a text's overall meaning.	3
	Evaluate
The student will evaluate how the author's word choices contribute to a text's tone.	3
	Evaluate
The student will evaluate how the author's word choices contribute to a text's aesthetic impact.	3
	Evaluate

Priority Standard: 11-12.RL.2.D Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate the development of the plot of a text.	3
	Evaluate
The student will evaluate the development of the characters of a text.	3
	Evaluate
The student will evaluate the development of the setting of a text.	3
	Evaluate
The student will evaluate the development of the theme(s) of a text.	3
	Evaluate
The student will evaluate how the development of the plot, characters, setting, and theme of a text are related.	3
	Evaluate

Priority Standard: 11-12.W.3.A.c Review, revise, and edit writing with consideration for the task, purpose, and audience. C Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation

Learning Targets	Webb's DOK Level
	Bloom's Level

The student will review, revise, and edit writing with consideration for the task, purpose, and audience.

3

Analyze

The student will demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation within a piece of writing.

2

Apply

Unit 4: Theme and Perspective

Subject: ELA 3

Grade: 11

Name of Unit: Theme and Perspective

Length of Unit: 25-30 blocks

Overview of Unit: This unit challenges students to analyze the development of themes in literary texts of various genres, make text-to-world connections, and produce a creative writing project with a reflective analysis.

Priority Standards for unit:

- 11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- 11-12.RL.2.D Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Supporting Standards for unit:

- 11-12.RI.3.A Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.
- 11-12.RL.3.B Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- 11-12.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

<u>Essential Questions:</u> 1. What tools do authors use to develop complex themes in fiction, nonfiction, and poetry? 2. How can we use literary tools to express our unique experiences and perspectives?	<u>Unit Vocabulary:</u> • Word choice, connotation & denotation • Theme • Context & Subtext • Point of View & Perspective • Setting • Characterization • Narrative & plot • Conflict • Figurative language • Poetic forms • Imagery • Main Idea • Objective/subjective • Writer's voice • Nonlinear Plot
<u>Enduring Understanding/Big Ideas:</u> 1. Authors express ideas on the sentence level through diction (word choice), sentence structure (syntax), and figurative language (imagery, metaphor, et cetera). 2. Authors develop themes across long form narratives through plot structure, characterization, setting, conflict, and point of view. 3. Students will leverage their deconstruction of themes in literature as they construct their own works of fiction or poetry.	
<u>Final Product: Creative Writing</u> <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below, but may also be a small part of several class periods that span the suggested length of time.

Topic	Title	Engaging Experience	Suggested Length of Time
1	Analyzing Theme Development	Passage Studies	5-10 blocks
2	Text-to-Life Connections	Dialectic Journal	15 blocks
3	Writing a Literary Text	Creative Writing Workshop	10 blocks
4	Reflecting on the Writing Process	“Dear” Reader Letter	2-3 blocks

Topic 1: Analyzing Theme Development

Engaging Experience 1

Title: Passage Studies

Suggested Length of Time: 5-10 blocks (ongoing as class reads various texts)

Priority Standards Addressed:

- **11-12.RL.1.D** Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- **11-12.RL.2.D** Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.

Supporting Standards Addressed:

- **11-12.RL.3.B** Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.

Detailed Description/Instructions: Students will analyze selected passages from whole-class texts to determine the choices the author makes to develop complex themes.

- Suggested format:
 - 2-3 paragraph responses
 - Objective summary of the main ideas of the passage
 - Analysis of author's choices (style, characterization, etc.)
 - Make a claim about the complex themes of the passage in context of the larger narrative or poem

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 2: Text-to-Life Connections

Engaging Experience 1

Title: Dialectic Journal

Suggested Length of Time: 15 blocks

Priority Standards Addressed

- **11-12.RI.1.B** Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.
- **11-12.RI.1.D** Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

Supporting Standards Addressed:

- **11-12.RL.3.D** Read and comprehend literature, including stories, dramas and poems, independently and proficiently.

Detailed Description/Instructions: Students will create a dialectic journal in which they record their observations and connections as they explore the fiction and poetry covered in this unit.

- Observations:
 - Author's style
 - Vocabulary (Including denotation/connotation)
 - Tone and figurative language
 - Plot summaries
 - Theme and character development
- Connections:
 - Text-to-world
 - Text-to-self
 - Text-to-text
- Students must use appropriate in-text citations within the journal.
- Teachers will conference weekly with students to monitor and encourage their journaling process.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Writing a Literary Text

Engaging Experience 1

Title: Writing Workshop

Suggested Length of Time: 10 blocks

Priority Standards Addressed

- **11-12.W.2.A** Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting Standards Addressed:

- **11-12.RL.3.B** Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.
- **11-12.SL.1.A** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Detailed Description/Instructions: As students select their mentor texts and create their creative writing projects (see Engaging Scenario), they will work with a partner or group to give and receive feedback on each other's 1) analysis of the mentor text and 2) original creative writing.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 4: Reflecting on the Writing Process

Engaging Experience 1

Title: Creative Writing Reflection (“Dear Reader” Letter)

Suggested Length of Time: 2-3 blocks

Priority Standards Addressed:

- **11-12.RI.1.D** Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

Supporting Standards Addressed:

- **11-12.RI.3.A** Analyze the representation of a subject in two different artistic mediums, including what is emphasized or absent in each treatment.

Detailed Description/Instructions: Students will draw on their dialectic journal (Topic 2) and analysis of a mentor text (Topic 3) to create a reflection on their writing process.

- This could be framed as a “Dear Reader” letter, an extended journal entry, or a brief formal paper.
- Suggested inclusions:
 - Comparing and contrasting the main ideas and themes of the mentor text(s) with the student’s original writing
 - Reflection on the writing experience

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario

Exploring Theme in Original Creative Writing

- After becoming acquainted with the nuances of meaning in fiction and poetry, students will select mentor texts to inspire the creation of their own original piece. Students will be asked to:
 - Select a mentor text (a short story, personal essay, or collection of 2-3 poems)
 - Analyze the mentor text for “how it works”:
 - Figurative language
 - Theme/Main Idea
 - Tone
 - Word Choice
 - Syntax
 - Structure
 - Create their own original work with contributing components from the mentor text (for example, they may include a common motif, structure, image, or theme).
 - Short story or essay of 2-3 typed pages
 - Collection of 2-3 poems
- If time allows, students will share their writing and/or present their analysis to a larger group.

Unwrapped Priority Standards:

11-12.RI.1.B Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.

Learning Targets	Webb's DOK Level
	Bloom's Level
The student will determine the meaning of words and phrases, including denotative and connotative meanings, as they are used in a text.	2
	Understand
The student will determine the meaning of words and phrases, including figurative and content specific meanings, as they are used in a text.	2
	Understand
The student will use context clues to determine the meaning of words and phrases as they are used in a text.	2
	Understand
The student will use affixes to determine the meaning of words and phrases as they are used in a text.	2
	Understand
The student will use reference materials to determine the meaning of words and phrases as they are used in a text.	2
	Understand

11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

Learning Targets	Webb's DOK Level
	Bloom's Level

The student will determine two or more themes in a text.	2
	Apply
The student will analyze the development of themes throughout a text.	3
	Analyze
The student will relate the themes in a text to human nature and the world.	3
	Analyze
The student will provide an objective and concise summary of a text.	1
	Understand

11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will explain two or more central/main ideas in a text.	2
	Understand
The student will analyze the development of central/main ideas throughout a text.	3
	Analyze
The student will relate the central ideas in a text to human nature and the world.	3
	Analyze

The student will provide an objective and concise summary of a text.	1
	Understand

11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will follow a writing process focused on development, organization, style, and voice to produce clear and coherent writing.	2
	Apply
The student will follow a writing process appropriate to the task, purpose, and audience to produce clear and coherent writing.	2
	Apply
The student will self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	3
	Analyze

11-12.RL.2.D Evaluate the impact of the author's choices regarding how to develop and relate elements of a text.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate the development of the plot of a text.	3
	Evaluate

The student will evaluate the development of the characters of a text.	3
	Evaluate
The student will evaluate the development of the setting of a text.	3
	Evaluate
The student will evaluate the development of the theme(s) of a text.	3
	Evaluate
The student will evaluate how the development of the plot, characters, setting, and theme of a text are related.	3
	Evaluate

Unit 5: Independent Reading

Subject: ELA 3

Grade: 11

Name of Unit: Independent Reading

Length of Unit: Ongoing/Semester

Overview of Unit: This unit is an ongoing unit to foster student independent reading. This unit will introduce students to reading books of choice throughout the course and incorporating mentor texts to guide creative writing. Students will track and document the books and genres that they read.

Priority Standards for unit:

- 11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.
- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.

Supporting Standards for unit:

- 11-12.RL.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 11-12.RI.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

<u>Essential Questions:</u> 1. How can we choose books that we will enjoy? 2. How can we connect with others who read in our community?	<u>Unit Vocabulary:</u> • Authorial Intent • Characterization • Connotation • Context • Figurative language • Inference • Literary Analysis • Plot elements • Point of View • Setting • Theme
<u>Enduring Understanding/Big Ideas:</u> 1. Choosing a good book can come from a friend's recommendation, a trusted adult, browsing a bookshelf or library, or internet research. Often, you can find other books by a favorite author, or even a similar genre to one you've already read. 2. Modern technology and education offer us numerous opportunities to connect with other readers and broaden our scope of literature. From in person book talks to online reviews, our society offers us multiple ways to engage with new books and other readers.	
<u>Final Product: Reading Journal</u> <i>You will find the details for this assignment on the Engaging Scenario page on the end of this unit.</i>	

Summary of Engaging Learning Experiences for Topics

An engaging learning experience is an example of an activity that provides opportunity to teach, support, and assess the corresponding standards. These singular experiences can be integrated, adjusted, supplemented by, or replaced by other activities that also support the same designated standards and topics. Please note that the activities as described may not take the entirety of blocks suggested below, but may also be a small part of several class periods that span the suggested length of time.

Topic	Title	Engaging Experience	Suggested Length of Time
1	Reading for Personal Growth	What I'm Reading	Ongoing
2	Writing for Multiple Creative Purposes	Book Reviews and Recommendations	Ongoing

Topic 1: Reading for personal growth

Engaging Experience 1

Title: What I'm reading

Suggested Length of Time: semester-long ongoing

Priority Standards Addressed

- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.
- 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Supporting Standards Addressed:

- 11-12.SL.1.A Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 11-12.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.
- 11-12.RL.2.A Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall meaning and its aesthetic impact.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Students contribute book talks as recommendations to others in the class, either through a brief video, presentation, or as a book club.

Bloom's Levels: Apply

Webb's DOK: 2

Topic 2: Writing for multiple creative purposes

Engaging Experience 1

Title: Book reviews and recommendations

Suggested Length of Time: multiple times per semester as determined by classroom teacher

Priority Standards Addressed

- 11-12.RL.1.D Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.
- 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.
- 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.

Supporting Standards Addressed:

- 11-12.RL.3.D Read and comprehend literature, including stories, dramas and poems, independently and proficiently.
- 11-12.RI.3.D Read and comprehend informational text independently and proficiently.

Detailed Description/Instructions: Publishable, real world book review on a platform like Goodreads, Book Tok or other book review source.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario

Students will decorate a Reading Journal to personalize it and take ownership of it. They will then complete the following tasks within that journal:

- **Character portrait (characterization/detail/close reading/citing text)**
 - Draw any character in your novel to the best of your ability
 - Cite the text that corresponds to the details in your drawing
 - Include as much detail and as many citations as possible (minimum of 5)
 - You will want to be able to cite direct and indirect characterization
 - And note which type they are
- **Thought provoking therapy questions AND the character's answers (characterization/character motivation/inference/deep reading/citing text)**
 - Students imagine they are a psychiatrist and their novel's protagonist has come to them for counseling
 - This is BEFORE the events of your novel
 - Write 5 questions that a psychiatrist would ask the character
 - Answer the 5 questions from the character's perspective
 - Cite text as needed
 - If students provide an answer that is based on the text, they need to cite that text
- **Inciting Incident Rewrite (Plot Elements/conflict/point of view)**
 - Rewrite the inciting incident from a different POV
 - This is NOT a summary of the inciting incident
 - The rewrite should mirror the length of the original
 - Remember the difference between Point of View and perspective. This assignment asks for a change in Point of View.
- **Character type pictures (Round/flat/static/dynamic/symbol)**
 - Collage/draw four characters as symbols
 - In a sentence or two, students should explain why they chose each of those symbols
 - In the explanation, students explain what type of character they are
 - Round/static
 - Round/dynamic
 - Flat/static
 - Flat/dynamic
- **Theme essay (Theme development)**
 - Outline a 5-section essay on the theme of the novel
 - Include all parts of the Toulmin Method AND the 5-section essay
 - Provide 6 pieces of cited evidence within the 3 body sections
- **Letter from the author (syntax/sentence structure/word choice/point of view/theme/organization)**
 - Students imagine they are the author. They write a letter to the editor defending the important stylistic choices that were made
 - Make sure to include Point of View, tone, and mood

- The goal is to discuss the craft of writing from the author's point of view
 - Anything unique that the author does should be discussed
 - This is not a discussion of plot
- This letter should be at least a page
- Character reflection (Inference/Point of View/Mood/Tone)
 - Students will create a cartoon sequence of 8 panels
 - Cartoon tells the unwritten "Last Chapter" of the novel
 - The character should reflect upon the happenings of the novel and his/her growth or lack thereof
- Plotline (Elements of plot/inference/theme)
 - Create a plotline for the novel
 - Include all parts of a plot
 - Also include any nonlinear elements
- Archetypal characters (Archetypes)
 - illustrate an archetypal symbol, explain how it is used
 - illustrate an archetypal character, explain how it is used
 - illustrate an archetypal plot, explain how it is used

Unwrapped Priority Standards:

Priority Standard: 11-12.RL.2.C Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone and aesthetic impact.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate how the author's word choices contribute to a text's overall meaning.	3
	Evaluate
The student will evaluate how the author's word choices contribute to a text's tone.	3
	Evaluate
The student will evaluate how the author's word choices contribute to a text's aesthetic impact.	3
	Evaluate
The student will evaluate how the author's use of syntax contributes to a text's overall meaning.	3
	Evaluate
The student will evaluate how the author's use of syntax contributes to a text's tone.	3
	Evaluate
The student will evaluate how the author's use of syntax contributes to a text's aesthetic impact.	3
	Evaluate

Priority Standard: 11-12.RI.1.D Explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world; provide an objective and concise summary of the text.

Learning Targets

Webb's DOK Level

Bloom's Level

The student will explain two or more central/main ideas in a text.

2

Understand

The student will analyze the development of the central/main ideas throughout a text.

3

Analyze

The student will relate the central ideas to human nature and the world in a text.

2

Apply

The student will provide an objective and concise summary of a text.

1

Remember

Priority Standard: 11-12.RI.2.B Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied.

Learning Targets

Webb's DOK Level

Bloom's Level

The student will analyze a text in which the author's point of view is not obvious.

3

Analyze

The student will recognize when the author's point of view is directly stated in a text	2
	Understand
The student will recognize when the author's point of view is implied in a text.	2
	Apply

Priority Standard: 11-12.RI.2.C Evaluate how the author's word choice and use of syntax contribute to a text's overall meaning and tone.	
Learning Targets	Webb's DOK Level
	Bloom's Level
The student will evaluate how the author's word choices contribute to a text's overall meaning.	3
	Evaluate
The student will evaluate how the author's use of syntax contributes to a text's overall meaning.	3
	Evaluate
The student will evaluate how the author's word choices contribute to a text's tone.	3
	Evaluate

Unit of Study Terminology

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Rubrics

Engaging Scenario: Guided Literary Analysis (Unit 1)

Criteria	Grading Scale			
Characterization analysis	10 Excellent-Wow! Student has successfully and artfully answered the question about character development to such a degree that I see something new. EELA III students have successfully quoted text to support their answers.	8 Good-Student has successfully answered the question about character development, though their answer is not unique. EELA III students have quoted text to support their answers.	6 Satisfactory-Student has attempted to answer the question, but doesn't appear to understand the text. The answer may feel incomplete or unclear. EELA III students have offered only summary in support of their answers.	4 Needs Improvement-Little attempt has been made to correctly or fully answer the question.

**Text to Text
Connection**

10 Excellent-Wow! Student has successfully and artfully answered the question about the fictional and real Rev. Hale to such a degree that I see something new. EELA III students have successfully quoted text to support their answers.	8 Good-Student has successfully answered the question about the fictional and real Rev. Hale, though their answer is not unique. EELA III students have quoted text to support their answers.	6 Satisfactory-Student has attempted to answer the question, but doesn't appear to understand the text. The answer may feel incomplete or unclear. EELA III students have offered only summary in support of their answers.	4 Needs Improvement-Little attempt has been made to correctly or fully answer the question.
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Authorial Intent

10 Excellent-Wow! Student has successfully and artfully answered the question about the author's purpose to such a degree that I see something new. EELA III students have successfully quoted text to support their answers.	8 Good-Student has successfully answered the question about the author's purpose, though their answer is not unique. EELA III students have quoted text to support their answers.	6 Satisfactory-Student has attempted to answer the question, but doesn't appear to understand the text. The answer may feel incomplete or unclear. EELA III students have offered only summary in support of their answers.	4 Needs Improvement-Little attempt has been made to correctly or fully answer the question.
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Text to life

10 Excellent-Wow! Student has successfully and artfully connected the text to "Real Life" to such a degree that I see something new. EELA III students have successfully quoted text to support their answers.	8 Good-Student has successfully connected the text to "Real Life," though their answer is not unique. EELA III students have quoted text to support their answers.	6 Satisfactory-Student has attempted to connect the text to "Real Life," but doesn't appear to understand the text. The answer may feel incomplete or unclear. EELA III students have offered only summary/opinion in support of their answers.	4 Needs Improvement-Little attempt has been made to correctly or fully answer the question.
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Grammar

10 Excellent-0-2 grammatical errors	8 Good-3-4 grammatical errors	6 Satisfactory-5-6 grammatical errors	4 Needs Improvement-7+ grammatical errors
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Engaging Scenario: Multi-modal Project or Speech (Unit 2)

Criteria	Grading Scale			
Time Limit	10 Excellent-Speech is between 4-6 minutes	8 Good-Speech is 3:50-3:59 minutes or 6:01-6:10	6 Satisfactory-Speech is 3:30-3:49 minutes or 6:11-6:30	4 Needs Improvement-Speech is less than 3:29 minutes or longer than 6:31
Information is pertinent	10 Excellent-The evidence is relevant to the topic, credible, and is successfully connected to the claim with a warrant.	8 Good-The evidence is relevant to the topic, but may not be credible or successfully connected to the claim	6 Satisfactory-The evidence may not be relevant or credible. The warrant fails to connect the evidence and the claim	4 Needs Improvement-There is too little or no evidence. There are no warrants. The evidence doesn't seem to relate to anything. Little to no attempt has been made to meet the criteria

Structure

10 Excellent-The student has successfully employed the five section format and integrated the Toulmin method (Including counterclaim and rebuttal)	8 Good-The student has employed the five section format and integrated the Toulmin method (including counterclaim and rebuttal), but the speech doesn't flow well.	6 Satisfactory-The student has employed either the five section format or the Toulmin method, but has not integrated the two. The listener gets lost	4 Needs Improvement-Little to no attempt has been made to meet the criteria
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Presentation

5 Excellent-Student is calm, poised, makes eye contact with the audience, and speaks clearly and at a measured rate.	4 Good-Student may not be calm or poised, may fail to make eye contact, may not speak clearly, or may speak too quickly; however, the flow is not detrimental to the overall persuasiveness of the speech.	3 Satisfactory-Student may not be calm or poised, may fail to make eye contact, may not speak clearly, or may speak too quickly; however, the flow is not detrimental to the overall persuasiveness of the speech.	2 Needs Improvement-Little attempt has been made to meet the criteria
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Rehearsal

15 Excellent-The speech is flawless. It has clearly been rehearsed numerous times. There is no hesitation with the material. The inclusion of the external aid is seamless.	12 Good-The speech is good. It has been rehearsed, but the speaker got lost once or twice. They may have misspoken. The transition to the external aid may be clunky.	9 Satisfactory-The speech may be based on a very rough outline, but it is clear that the speaker is ad libbing. Does not show successful planning.	6 Needs Improvement-Little attempt has been made to meet the criteria
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Persuasiveness

10 Excellent-The speech, presentation, and external aid have completely persuaded the audience.	8 Good-The speech was mostly persuasive; however, the audience may still have some doubt.	6 Satisfactory-The speech may have failed at persuading the audience, but an effort was made.	4 Needs improvement-There has been little attempt made at persuading the audience
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Ethos

10 Excellent-The speaker has used the mode of persuasion so successfully that there is no doubt of their understanding of Ethos	8 Good-The speaker has used this mode of persuasion; however, they have done so unconvincingly or in a manner that may have been accidental	6 Satisfactory-There is an attempt to use this mode of persuasion, but it was not successful or it may have been accidental	4 Needs Improvement-The speaker does not attempt to use this mode of persuasion in any meaningful way
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Pathos

10 Excellent-The speaker has used the mode of persuasion so successfully that there is no doubt of their understanding of Pathos	8 Good-The speaker has used this mode of persuasion; however, they have done so unconvincingly or in a manner that may have been accidental	6 Satisfactory- There is an attempt to use this mode of persuasion, but it was not successful or it may have been accidental	4 Needs Improvement- The speaker does not attempt to use this mode of persuasion in any meaningful way
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Logos

10 Excellent-The speaker has used the mode of persuasion so successfully that there is no doubt of their understanding of Logos	8 Good-The speaker has used this mode of persuasion; however, they have done so unconvincingly or in a manner that may have been accidental	6 Satisfactory- There is an attempt to use this mode of persuasion, but it was not successful or it may have been accidental	4 Needs Improvement- The speaker does not attempt to use this mode of persuasion in any meaningful way
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External Aid

10 Excellent-The external aid is successful in persuading the audience	8 Good-The external aid begins to persuade the audience	6 Satisfactory- The external aid neither benefits or hinders the speech's persuasiveness	4 Needs Improvement- The external aid hinders the persuasiveness of the speech
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Evidence

15 Excellent-The correct number of pieces of evidence are used (2 per body section for EELA, 1 per body section for ELA). Each piece of evidence is properly introduced. Each piece of evidence is cited.	12 Good-The correct number of pieces of evidence are used (2 per body section for EELA, 1 per body section for ELA). However, the evidence may not be properly introduced or cited	9 Satisfactory-The correct number of pieces of evidence are not used, or they may not be correctly introduced or cited.	6 Needs Improvement-Little attempt has been made to meet the criteria
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Engaging Scenario: Literary Analysis Paper (Unit 3)**Criteria****Introduction****Grading Scale**

10 Excellent-Brief introduction successfully introduces the audience to the topic.	8 Good-Brief introduction introduces the audience to the topic. The wording or organization may be odd.	6 Satisfactory-Student attempts to introduce the topic. The wording and organization is odd. The introduction is overly brief.	4 Needs Improvement-Little to no effort has been made to meet the criteria
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Thesis statement (Claim)	10 Excellent-A two part thesis statement is clearly given in a single sentence at the end of the introduction.	8 Good-A two part thesis statement is given, but is not in a single sentence or is misplaced.	6 Satisfactory-A two part thesis statement is not given- one part is missing or the claim is unclear.	4 Needs Improvement- Little to no effort has been made to meet the criteria
Reasons/Roadmap	10 Excellent-The Reasons/Roadmap component of the two-part thesis statement is clearly and articulately stated. There is no doubt about what the reader will be reading.	8 Good-The Reasons/Roadmap component of the two-part thesis statement is stated. There may be some questions about what the reader will be reading and the paper's organization.	6 Satisfactory-The Reasons/Roadmap component of the two-part thesis statement is unclear, disorganized, confusing, or parts are missing.	4 Needs Improvement- Little to no effort has been made to meet the criteria
Organization	10 Excellent-Paper is logically organized and successfully uses both the 5-section and Toulmin methods of organization.	8 Good-Paper is logically organized but may not successfully use both the 5-section and Toulmin methods of organization.	6 Satisfactory-Paper's organization is confusing, hurts the persuasiveness of the argument.	4 Needs Improvement- Little to no effort has been made to meet the criteria

Evidence

10 Excellent- Quotes from the text have been successfully used in each of the body sections. They are properly introduced, cited, and connected to the claim.	8 Good-Quotes from the text have been used in each of the body sections. They may not be properly introduced, cited, or connected to the claim.	6 Satisfactory- Quotes from the text may be missing. There may be only summary. Quotes are poorly introduced, cited, or connected to the claim.	4 Needs Improvement- Little to no effort has been made to meet the criteria
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Warrants

10 Excellent-All evidence has been successfully connected to the claim.	8 Good-An attempt has been made to connect the evidence to the claim	6 Satisfactory- The warrants are unsuccessful or there has been no attempt to connect the evidence to the claim.	4 Needs Improvement- Little to no effort has been made to meet the criteria
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Transitions

10 Excellent- Transitions have been successfully used. The paper flows smoothly.	8 Good- Transitions have been used. The paper may not flow perfectly, but it does not hurt the argument's persuasiveness.	6 Satisfactory- Transitions may be missing. It begins to confuse the reader and hurt the argument's persuasiveness.	4 Needs Improvement- Little to no effort has been made to meet the criteria
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Quality of thought	10 Excellent- Student has added to the body of knowledge on the author's work. The uniqueness of thought makes the reader see something new in the author's work	8 Good- Student's argument is logical, but not unique. The analysis is not of significant depth.	6 Satisfactory- The student's argument is illogical or cliché. The analysis is incomplete or illogical.	4 Needs Improvement- Little to no effort has been made to meet the criteria
Literary Techniques	10 Excellent- Argument successfully addresses the author's intent in the use of certain literary techniques.	8 Good- Argument spends significant time addressing the author's intent in using literary techniques.	6 Satisfactory- Argument begins to address the author's intent in the use of literary techniques.	4 Needs Improvement- Little to no effort has been made to meet the criteria
Persuasiveness	10 Excellent- Argument is extremely persuasive.	8 Good- Argument begins to persuade the reader.	6 Satisfactory- Argument attempts to persuade the reader.	4 Needs Improvement- Little to no effort has been made to meet the criteria
Citations	15 Excellent-All evidence is correctly cited.	12 Good-All evidence is cited, but there may be one or two errors.	9 Satisfactory- An attempt to cite evidence has been made, but	6 Needs Improvement- Little to no effort has been

			there are multiple errors or a citation is missing.	made to meet the criteria
Works Cited	10 Excellent- Works cited has the appropriate entries and formatting.	8 Good-Work Cited may be missing an entry or have a formatting error.	6 Satisfactory- The works cited is missing multiple entries or there are numerous formatting errors.	4 Needs Improvement- Little to no effort has been made to meet the criteria
Grammar	10 Excellent- There are 1-2 Grammatical errors	8 Good- There are 3-4 Grammatical errors.	6 Satisfactory- There are 5-6 Grammatical errors.	4 Needs Improvement- There are 7+ Grammatical errors.
Formal Writing	15 Excellent- Work follows all of the rules of formal writing throughout the paper.	12 Good- There are 1-2 places when the rules of formal writing are broken, but it doesn't hurt the overall quality of the argument.	9 Satisfactory- There are numerous places when the rules of formal are broken. The quality of the argument is broken.	6 Needs Improvement- Little to no effort has been made to meet the criteria.