

Content Area	English Language Arts	Grade Level	11				
Course Name/Course Code	American Literature & Composition	American Literature & Composition					
Purpose	Common Core State Standard with Colorado Academic	Standard Code					
Priority Standards Reading Literature (RL) Reading Informational (RI) Language (L) Writing (W)	RL.11-12.3 Analyze the impact of the author's choices regarding ordered, how the characters are introduced and developed). (CA RL.11-12.7 Analyze multiple interpretations of a story, drama, or version interprets the source text. (Include at least one play by S RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, texts from the same period treat similar themes or topics. (CAS.1 Rl.11-12.2 Determine two or more central ideas of a text and and another to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide a complex analysis; provide an objective summanther to provide an objective	S.11.2.1.a.iii) poem (e.g., recorded or live production of nakespeare and one play by an American dand early-twentieth-century foundational 1.2.1.c.ii) plyze their development over the course of nary of the text. (CAS.11.2.2.a.iii) exts, including the application of constitut purposes, and arguments in works or pub ntury foundational U.S> documents of hist is, and Lincoln's Second Inaugural Address) ain-specific words and phrases, sufficient for cabulary knowledge when considering a vice of the consultation, and style are appropriately approximately and demonstrate command of Language states support analysis, reflection, and research. Constrate knowledge of eighteenth-, nineterme period treat similar themes or topics") g., "Delineate and evaluate the reasoning upreme Court Case majority opinions and course in the consultation of	a play or recorded novel or poetry), evaluating how each ramatist.) (CAS.11.2.1.c.i) works of American literature, including how two or more the text, including how they interact and build on one ional principles and use of legal reasoning (e.g., in U.S. lic advocacy (e.g., The Federalist, presidential addresses) torical and literary significance (including The Declaration of for their themes, purposes, and rhetorical features. For reading, writing, speaking, and listening at the college and word or phrase important to comprehension or expression. Puriate to task, purpose, and audience. (Grade-specific ew approach, focusing on addressing what is most significant and ards 1-3 up to and including grades 11-12.) (CAS.11.3.3.d (CAS.11.4.1.f) The senting U.S. tests, including the application of				

Colorado 21st Century Skills

Ser Direction E

Critical Thinking and Reasoning: Thinking

Deeply, Thinking Differently

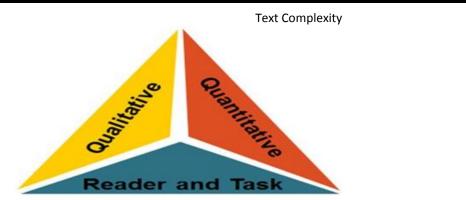
Information Literacy: *Untangling the Web*

Collaboration: Working Together, Learning

Together

Self-Direction: Own Your Learning

Invention: Creating Solutions



Weld County School District 6 Division of Academic Achievement: Learning Services Department Revised 7-1-2015

School Year 2015-16 Page **1** of **40**



Grade 11 American Literature Year at a Glance

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Title	Pacing	Performance	Suggested Big Idea	21st Century Inquiry	Suggested Core Texts
		Task		Questions from CAS	
1. A Gathering of Voices	4 Weeks	Narrative	American literature is	Why did the author choose this	Textbook Prentice Hall Literature:
		Writing	tied explicitly to	particular setting for this story?	The American Experience Common
Reading Priority Standards:	Aug. 19-		location.		Core Edition 2012
RL.11-12.3	Sept. 17	Common			
RL.11-12.9	_	Assessment 1			* Creation Myths: Explaining our
	1st Quarter				Surroundings: "Earth on the Turtle's
Writing Focus:					Back": pg. 27
W.11-12.3					
2. A Growing Nation	4 Weeks	Informative/	Industrialism,	Describe an author's belief that	Textbook Prentice Hall Literature:
1		Explanatory	population growth,	you can cite from the text.	The American Experience Common
Reading Priority Standards:	Sept. 21-	Writing:	economic changes, and	Why do you suppose the author	Core Edition 2012
RI.11-12.8	Oct. 15	, , iting.	the Civil War shaped	holds that belief? Do you share	Core Edition 2012
RI.11-12.9	300.13		the literature in	that same belief? Why or why	A Growing Nation, p. 208
14.11 12.9	1st Quarter		America.	not?	71 Growing reation, p. 200
Writing Focus:	1 Quarter		7 mereu.		
W.11-12.2					
3. The Human Spirit and the Natural	4 Weeks	Write an	Transcendentalism: the	Which character from the	Textbook Prentice Hall Literature:
World	4 WCCKS	Argument	individual is at the	current text do you most	The American Experience Common
WOIIG	Oct. 19-	Aiguilleit	center.	identify with and why?	Core Edition 2012
Reading Priority Standards:	Nov. 13		center.		Core Edition 2012
RL.11-12.7	NOV. 13				The Human Spirit and the Natural
RL.11-12.7 RL.11-12.9	2 nd Quarter				World, p. 360
KL.11-12.9	2" Quarter				world, p. 360
Writing Focus:					
W.11-12.1					
4. The Frontier	4 Weeks	Research	America transformed	What is the greatest	Textbook Prentice Hall Literature:
4. The Frontier	4 Weeks			authoritative position from	
Danding Drivrity Standards	Nov. 16-	Project	from a mostly agricultural nation to a	which to write for a specific	The American Experience Common Core Edition 2012
Reading Priority Standards: RI.11-12.2		CahaalCity	modern industrial	purpose?	Core Edition 2012
	Dec. 15	SchoolCity		^ *	Litanatura of the Civil War and the
RI.11-12.9	and Owners	Assessment	power.		Literature of the Civil War and the
W. W. a. D. a. a.	2 nd Quarter	(Semester 1			Frontier (1850-1914)
Writing Focus:		Final Exam)			
W.11-12.7					
W.11-12.8	C XX :	A 1 1		TT 11.11	m 4 1 p ** ***
5. Disillusion, Defiance, and Discontent	6 Weeks	Analytical	America gained power	How might this story have been	Textbook Prentice Hall Literature:
		Essay	and lost innocence.	different with another setting?	The American Experience Common
Reading Priority Standards:	Jan. 5-				Core Edition 2012
RL.11-12.7	Feb. 12	Common			
RL.11-12.9		Assessment 2			

Weld County School District 6 Division of Academic Achievement: Learning Services Department

Revised 7-1-2015

Page 2 of 40 School Year 2015-16



	3 rd Quarter				Disillusion, Defiance, and Discontent
Writing Focus:					(1914-1945)
W.11-12.4					
W.11-12.9					
6. The Harlem Renaissance	2 Weeks	Speech	African American artists gained	When people's ideas are challenged, does their ego or	Textbook Prentice Hall Literature: The American Experience Common
Reading Priority Standards:	Feb. 16-		recognition for writing	instinct respond first?	Core Edition 2012
RL.11-12.3	Mar. 7		about their culture.		
RL.11-12.9					The Harlem Renaissance, p. 896
	3 rd Quarter				Selections from Langston Hughes,
Writing/ Speaking Focus: W.11-12.8					pp. 902-907
SL.11-12.3					
SL.11-12.4					
7. Prosperity and Protest	4 Weeks	Analytical Essay	An era that began with booming consumer	Does a periodical's headline affect an argument differently?	Textbook Prentice Hall Literature: The American Experience Common
Reading Priority Standards:	Mar. 8-		economy ended with a		Core Edition 2012
RI.11-12.2	Apr. 15		spirit of revolution.		
RI.11-12.9					Prosperity and Protest (1945-1970),
	4 th Quarter				p. 965
Writing Focus:					
W.11-12.4					
W.11-12.9					
8. New Voices, New Frontiers	4 Weeks	Group	Globalization connects	How does living in the 18 th and	Textbook Prentice Hall Literature:
		Presentation	the world economically,	19 th centuries compare with life	The American Experience Common
Reading Priority Standards:	Apr. 18-	(multimedia)	environmentally, and	in the 21st Century?	Core Edition 2012
RI.11-12.8	May 20		culturally.		
RI.11-12.9		SchoolCity			Prosperity and Protest (1945-1970),
	4 th Quarter	Assessment			p. 1277
Writing Focus:		(Semester 2			
W.11-12.4	Semester 2 Final	Final Exam)			



Talking Points

- ❖ All highlighted sections of the ELA Standards (in color or grayscale) indicate how the standard changed in that grade level. The highlighted sections depict the increase in rigor across the grade levels.
- The ELA Curriculum Guides follow the standards by grade level; thus, any honors courses in a particular grade level would follow the grade level standards as laid out in the curriculum guides, with particular attention on diving deeper into all standards, priority and supporting. Honors courses also pay particular attention to 21st Century Skills (critical thinking and reasoning, information literacy, collaboration, and self-direction and invention) as applied to all priority and supporting standards.
- ❖ Writing Priority versus Writing Focus. The priority standards in writing for grades 6-12 are W.4 (clear and coherent writing), W.5 (writing process − planning, revising, editing, rewriting), and W.9 (drawing evidence from literary and informational texts). The writing focus for each unit highlights the priority standards through multiple types of writing, narrative (W.3), informational/explanatory (W.2), argument (W.1, and the research process (W.7) as identified in the writing standards.



11th Grade American Literature Standards Trace Matrix

11 Grade American Enterature Standards Trace Watt	IA							
CC for 11-12	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Units 1-4 with 2 Cycles per Unit P = Priority Standard; S = Supporting Standard RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the	-	2	3	4	3		,	0
text, including determining where the text leaves matters uncertain.	S		S		S	S		
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	S					G		
they interact and build on one another to produce a complex account; provide an objective summary of the text.	8					S		
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	Р					Р		
set, how the action is ordered, how the characters are introduced and developed).	1					Г		
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,	S		S		S	S		
or beautiful. (include Shakespeare as well as other authors.)								
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			S		S	S		
story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.								
RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire,	s		S		S			
sarcasm, irony, or understatement).	3		3		3			
RL.11-12.7								
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating			P		Р			
how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)			•		1			
No RL.11-12.8 Informational only								
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature,			ъ					
including how two or more texts from the same period treat similar themes or topics.	p		P		P	P		
RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text	Farm	امسما			ation for		-:-	
complexity band proficiently, with scaffolding as needed at the high end of the range.	Foun	Foundational part of text selection for each unit.						
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the		S		S			S	S
text, including determining where the text leaves matters uncertain.		5		3			b	ъ
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact				P			P	
and build on one another to provide a complex analysis; provide an objective summary of the text.				1			•	
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		S		S				
over the course of the text.								
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;				G			C	C
analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).		S		S			S	S
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the								
structure makes points clear, convincing, and engaging.		S						S
RI.11-12.6								
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content							S	S
contribute to the power, persuasiveness, or beauty of the text.							5	5
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.				S			S	
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal								
reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works or public advocacy		P						P
	1						<u> </u>	
(e.g., The Federalist, presidential addresses).								
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S> documents of historical and literary significance								
		P		P			P	P

School Year 2015-16



RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	Foundational part of text selection for each unit.										
W.11-12.1 (a,b,c,d,e) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			S								
W.11-12.2 (a,b,c,d,e,f) Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		S									
W.11-12.3 (a,b,c,d,e) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	S										
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W.11-12.1-3.)					P	P	P	P			
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3	P	P	Р	P							
up to and including grades 11-12.) W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing				ated into			datama	n a d			
feedback, including new arguments or information.			ade leve		witting	units as	determ	illeu			
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.					S						
W.11-12.8 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.				S		S					
W.11-12.9 (a,b) Draw evidence form literary or informational texts to support analysis, reflection, and research.	P	P	P	P	P	P	P				
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Writi	ng inco	porated	into eve	ry cycle						
L.11-12.1 (a,b) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.2 (a,b) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language standards embedded within DGP (Daily Grammar Practice), SWI (Specific Word Instruction),										
L.11-12.3 (a) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				Within thin wri			ion, as v	well			
L.11-12.4 (a,b,c,d) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades11-12</i> reading and <i>content</i> , choosing flexibly from a range of strategies.											
L.11-12.5 (a,b) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and		1	1	1	1						
listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	P	P	P	P	P	P	P	P			
1-12.1 (a,b,c,d) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-let) with Speaking and Listenia					tening embedded within the collaboration g tasks in daily lessons.						
diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	Speal and	king and	Listeni lding tas	ng embe ks in da	dded wi ily lesso	tnin tne ns.					
diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2 Integrate multiple sources of information, presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the	Speal and	cing and	Listeni Iding tas	ng embe ks in da	dded wi ily lesso	tnin tne ns.					
diverse partners <i>on grades 11-12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2 Integrate multiple sources of information, presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Speak and	king and	Listeni lding tas	ng embe ks in da	dded wi ily lesso	ns.					
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diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2 Integrate multiple sources of information, presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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	Speak	d scaffo	Iding tas	ng embe iks in da ng embe iks in da	ily lesso	S S	collabo	ration			

Weld County School District 6 Division of Academic Achievement: Learning Services Department Revised 7-1-2015



11th grade American Literature Unit 1: A Gathering of Voices (4 Weeks – Aug. 19-Sept. 17)

Suggested Big Idea	American literature is tied ex	xplicitly to location.	duncting of voices (+ v	reeks Mug. 17 Bept. 17)
21st Century Inquiry		his particular setting for this st	tory?		
Question from CAS	vviiy are the author choose t	ins particular setting for this st			
End of Unit Performance	DISTRICT COMMON AS	SSESSMENT: Narrative Essa	v Students will write a fiction	al parrative from the perspect	ive of a character they have
Task	read throughout the semester		y- Students will write a fielion	iai narrative from the perspect	ive of a character they have
	C	ial and evaluative listening. (C	CAS Onel Evangasion and List	oning 11 1 2)	
Graduate Competency					G 11 0 G
CCSS Reading Priority	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting	College & Career
Standards		W/11 10 0		Standards	Readiness Connection
RL.11-12.3 PRIORITY	Literacy Connections	W.11-12.3 Write narratives to develop real or	L.11-12.6 PRIORITY	RL.11-12.1 Cite strong and thorough textual	CCR.R.3
Analyze the impact of the	DIL 11 12 2	imagined experiences or events using	Acquire and use accurately	evidence to support analysis of what	Analyze how and why
author's choices regarding	RH.11-12.3	effective technique, well-chosen	general academic and domain-	the text says explicitly as well as	individuals, events, and ideas
how to develop and relate	Evaluate various explanations	details, and well-structured event sequences.	specific words and phrases,	inferences drawn from the text, including determining where the text	develop and interact over the
elements of a story or drama	for actions or events and	a. Engage and orient the	sufficient for reading, writing,	leaves matters uncertain.	course of a text.
(e.g., where a story is set, how the action is ordered, how the	determine which explanation best accords with textual	reader by setting out a problem,	speaking, and listening at the college and career readiness	RL.11-12.2	CCR.R.9
characters are introduced and	evidence, acknowledging	situation, or observation and its significance, establishing one or	level; demonstrate	Determine two or more themes or central ideas of a text and analyze their	Analyze how two or more
developed).	where they text leaves matters	multiple point(s) of view, and	independence in gathering	development over the course of the	texts address similar themes
developed).	uncertain.	introducing a narrator and/or	vocabulary knowledge when	text, including how they interact and	or topics in order to build
DI 11 12 0 PRIODITY	uncertain.	characters; create a smooth progression of experiences or events.	considering a word or phrase	build on one another to produce a complex account; provide an objective	knowledge or to compare the
RL.11-12.9 PRIORITY		b. Use narrative techniques,	important to comprehension	summary of the text.	approaches the author's take.
Demonstrate knowledge of eighteenth-, nineteenth-, and	RST.11-12.3	such as dialogue, pacing, description,	or expression.	RL.11-12.6	approaches the dather stake.
early-twentieth-century	Follow precisely a complex	reflection, and multiple plot lines, to develop experiences, events, and/or	or expression.	Analyze a case in which grasping a point of view requires distinguishing	
foundational works of	multistep procedure when	characters.	RL.11-12.4	what is directly stated in a text from	
American literature, including	carrying out experiments,	c. Use a variety of	Determine the meaning of	what is really meant (e.g., satire,	
how two or more texts from	taking measurements, or	techniques to sequence events so that they build on one another to create a	words and phrases as they are	sarcasm, irony, or understatement). W.11-12.9 PRIORITY	
the same period treat similar	performing technical tasks;	coherent whole and build toward a	used in the text, including	Draw evidence form literary or	
themes or topics.	analyze the specific results	particular tone and outcome (e.g., a	figurative and connotative	informational texts to support analysis, reflection, and research.	
memes of topics.	based on explanations in the	sense of mystery, suspense, growth, or resolution).	meanings; analyze the impact	a. Apply grades 11-12	
	text.	d. Use precise words and	of specific word choices on	Reading standards to literature (e.g., 'Demonstrate knowledge of eighteenth-,	
		phrases, telling details, and sensory	meaning and tone, including	nineteenth-, and early-twentieth-century	
	Mathematical Practice	language to convey a vivid picture of the experiences, events, setting, and/or	words with multiple meanings	foundational works of American	
	Connections	characters.	or language that is particularly	literature, including how two or more texts from the same period treat similar	
		e. Provide a conclusion that	fresh, engaging, or beautiful.	themes or topics").	
	7. Look for and make use of	follows from and reflects on what is experienced, observed, or resolved	(include Shakespeare as well	b. Apply grades 11-12 Reading standards to literary nonfiction	
	structure.	over the course of the narrative. W.11-12.5 PRIORITY	as other authors.)	(e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including	
	I can see and understand how	Develop and strengthen writing as needed by planning, revising, editing,		the application of constitutional principles	
	numbers and spaces are	rewriting, or trying a new approach,		and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions	
	-	focusing on addressing what is most		and dissents] and the premises, purposes,	
	parts and wholes.	demonstrate command of Language		presidential addresses]").	
	organized and put together as parts and wholes.	significant for a specific purpose and audience. (Editing for conventions should		and arguments in works of public advocacy [e.g., <i>The Federalist</i> ,	



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Language CCSS.L.11-12.1, L.11-12.2, L.11-12.3, L.1 Study and apply grammar (explicit gramm Use and understand both general academic (DGP, SWI, WWW)	ar instruction within writing)	Speaking and Listening CCSS.: SL.11-12.1,S L.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 Engage in collaborative discussions Present findings Evaluate a speaker's claims, rhetoric, and strategy Incorporate multimedia components (21st Century Skills=Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction and Invention)			
Suggested Daily Routines – Beginning of the Period	Suggested Daily Routines – End of the Period	Writing Instruction	Vocabulary		
 Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (not on the specific words) Specific Word Instruction (SWI): as determined by teacher 	 Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily 	 Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus 	Resource: Word Within Word List 51 Content Vocabulary narrative, beliefs, values, perspectives, mood, tone, theme, characterization, conflict, identity (individual/group), attitudes, point of view, perceptions, figurative language, interpretation, oral literature, autobiography, dialogue, plot		

Unit Performance Task	3 Moments in a Lesson & Suggested Scaffolding Tasks	Suggested Resources	Key Concepts
Suggested Formative Assessments: Analytic Essay – identifying a common theme in a variety of texts; author's purpose Compare and Contrast Essay – structure, theme, etc. Various PCRs related to class readings End of Unit Performance Task Description:	Preparing the Learner: Daily Routines (Beginning) What makes American Literature "American?" (p. 9) and/or How does literature shape or reflect society? (p. 11) Prerequisite Reading Skills/Strategies and Other and Introduction to Unit Daily Routines (End)	Textbook Prentice Hall Literature: The American Experience Common Core Edition 2012 Unit 1: A Gathering of Voices Literature of Early America (beginnings to 1750) Suggested Selections: Creation Myths: Explaining our Surroundings: "Earth on the Turtle's	Reading Strategies: Monitor & Clarify Story Structure Summarize Word Learning Strategies Reading Skills: Draw Inferences Fact/Opinion Note Details (Key)
(DISTRICT COMMON ASSESSMENT)	Interacting with the Text: Content Reading Vocabulary	Back": p. 27 • From "A Journey through Texas" and "From of Plymouth Plantation": Inference of Perspectives: p. 48	ThemeCharacterSetting

Weld County School District 6 Division of Academic Achievement: Learning Services Department Revised 7-1-2015

School Year 2015-16 Page **8** of **40**



 Narrative Essay- Students will write a fictional narrative from the perspective of a character they have read throughout the semester.

Choose one or more of the items in parenthesis to complete the prompt, based on the texts studied this unit.

Prompt: After reading (texts from this unit), write a fictional narrative from the perspective of a character in one of the stories in which you demonstrate knowledge of (eighteenth-, nineteenth-, and/or early twentieth-century) foundational works of American literature and in which you demonstrate how this complex character develops over the course of the text. In your narrative, analyze how this character interacts with another character and how the character advances the plot or develops the theme.

- Score using PARCC Narrative Task Rubric
- Students should reference texts being used in individual classrooms.

■ Activate and clarify prior knowledge: Discuss multiple perspectives on the era (pp. 1 – 16)

Class discussion: "What makes literature "American"?

Extending the Learning:

- Literary Analysis
- PCR

Other Suggested Strategies:

Inquiry: American identity discussion Higher level questions:

- What makes American Literature "American?"
- How would this story have been different if in another setting?
- Why do writers want to appeal to the author's senses?
- How do these authors appeal to our sense of patriotism?
- Discussion of relevant themes then and now, and their effect on society.
- Is there a contemporary connection?

Collaboration:

- Small groups readings
- Small group discussions
- Think Write Pair Share

Reading:

- A-B (partner) reading
- Incorporate writing in the margins strategies (AVID)
- Sticky note annotation
- Double-entry diary
- RAE (Respond, Analyze, Evaluate)
- Relate to other texts they have read in class, or contemporary events

- "To My Dear and Loving Husband": p. 76
- "Sinners in the Hands of an Angry God": p. 86
- From" What to the Slave on the Fourth of July: p. 97
- The Declaration of Independence: p. 112
- From "The American Crisis": p. 117
- From The Crucible: Act I: p. 1120 or

Plot

Other Prerequisites:

- Implicit/Explicit
- Central Idea
- Connotation
- Denotation
- Figurative Language
- Tone
- Analogy
- Allusion



11th grade American Literature Unit 2: A Growing Nation (4 Weeks – Sept. 21-Oct. 15)

Suggested Big Idea			the Civil War shaped the litera	<u> </u>	
21st Century Inquiry			Why do you suppose the author		have that some hall of Wiles
		nat you can cite from the txt.	why do you suppose the author	or noids that belief? Do you s	nare that same benef? why
Question from CAS	or why not?	•.•			
End of Unit Performance	Informative/Explanatory Wr	iting			
Task					
Graduate Competency			literary, and persuasive texts.		
CCSS Reading Priority	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting	College & Career
Standards				Standards	Readiness Connection
RI.11-12.8 PRIORITY	Literacy Connections	W.11-12.2 Write informative/ explanatory texts to	L.11-12.6 PRIORITY	RI.11-12.1	CCR.R.8
Delineate and evaluate the		examine and convey complex ideas,	Acquire and use accurately	Cite strong and thorough textual evidence to support analysis of	Delineate and evaluate the
reasoning in seminal U.S.	RH.11-12.8	concepts, and information clearly and accurately through the effective selection,	general academic and	what the text says explicitly as well	argument and specific
texts, including the	Evaluate an author's	organization, and analysis of content. a. Introduce a topic; organize complex	domain-specific words and	as inferences drawn from the text, including determining where the	claims in a text, including
application of constitutional	premises, claims, and evidence by corroborating	ideas, concepts, and information so that	phrases, sufficient for	text leaves matters uncertain.	the validity of the reasoning as well as the relevance and
principles and use of legal reasoning (e.g., in U.S.	or challenging them with	each new element builds on that which precedes it to create a unified whole;	reading, writing, speaking, and listening at the college	RI.11-12.3	sufficiency of the evidence.
Supreme Court majority	other information.	include formatting (e.g., headings),	and career readiness level;	Analyze a complex set of ideas or sequence of events and explain how	sufficiency of the evidence.
opinions and dissents) and	other information.	graphics (e.g., figures, tables), and multimedia when useful to aiding	demonstrate independence	specific individuals, ideas, or	CCR.R.9
the premises, purposes, and	RST.11-12.8	comprehension. b. Develop the topic thoroughly by selecting	in gathering vocabulary	events interact and develop over the course of the text.	Analyze how two or more
arguments in works or	Evaluate the hypotheses, data,	the most significant and relevant facts,	knowledge when	RI.11-12.5	texts address similar themes
public advocacy (e.g., <i>The</i>	analysis, and conclusion in	extended definitions, concrete details, quotations, or other information and	considering a word or	Analyze and evaluate the effectiveness	or topics in order to build
Federalist, presidential	a science or technical text,	examples appropriate to the audience's knowledge of the topic.	phrase important to	of the structure an author uses in his or her exposition or argument,	knowledge or to compare
addresses).	verifying the data when	 Use appropriate and varied transitions 	comprehension or	including whether the structure	the approaches the author's
	possible and corroborating	and syntax to link the major sections of the text, create cohesion, and clarify the	expression.	makes points clear, convincing, and engaging.	take.
RI.11-12.9 PRIORITY	or challenging conclusions	relationships among complex ideas and	771112	W.11-12.9 PRIORITY	
Analyze seventeenth-,	with other sources of	concepts. d. Use precise language, domain-specific	RI.11-12.4	Draw evidence form literary or informational texts to support analysis,	
eighteenth-, and nineteenth-	information.	vocabulary, and techniques such as metaphor, simile, and analogy to manage	Determine the meaning of	reflection, and research.	
century foundational U.S>	Mathematical Practice	the complexity of the topic.	words and phrases as they are used in a text, including	a. Apply grades 11-12 Reading standards to literature (e.g.,	
documents of historical and	Connections	 Establish and maintain a formal style and objective tone while attending to the 	figurative, connotative, and	"Demonstrate knowledge of	
literary significance	Connections	norms and conventions of the discipline in which they are writing.	technical meanings;	eighteenth-, nineteenth-, and early- twentieth-century foundational works	
(including The Declaration	8. Look for and express	f. Provide a concluding statement or section	analyze how an author uses	of American literature, including how	
of Independence, the	regularity in repeated	that follows from and supports the information or explanation presented	and refines the meaning of	two or more texts from the same period treat similar themes or topics").	
Preamble to the	reasoning.	(e.g., articulating implications or the significance of the topic).	a key term or terms over	b. Apply grades 11-12 Reading	
Constitution, the Bill of Rights, and Lincoln's	Toucoming.	W.11-12.5 PRIORITY	the course of a text (e.g.,	standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning	
Second Inaugural Address)	I can notice when calculations	Develop and strengthen writing as	how Madison defines	in seminal U.S. tests, including the	
for their themes, purposes,	are repeated. Then, I can	needed by planning, revising, editing, rewriting, or trying a new approach,	faction in Federalist No.	application of constitutional principles and use of legal reasoning [e.g., in	
and rhetorical features.	find more general methods	focusing on addressing what is most significant for a specific purpose and	<mark>10)</mark> .	U.S. Supreme Court Case majority	
	and short cuts.	audience. (Editing for conventions		opinions and dissents] and the premises, purposes, and arguments in	
	and short cuts.	should demonstrate command of Language standards 1-3 up to and		works of public advocacy [e.g., The	
		including grades 11-12.)		Federalist, presidential addresses]").	
	1			<u> </u>	



Language CCSS.L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6 Study and apply grammar (explicit grammar instruction within writing) Use and understand both general academic and domain-specific vocabulary (DGP, SWI, WWW)			Speaking and Listening CCSS.: SL.11-12.1,S L.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 Engage in collaborative discussions Present findings Evaluate a speaker's claims, rhetoric, and strategy Incorporate multimedia components (21st Century Skills=Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction and Invention)			
	Suggested Daily Routines – Beginning of the Period	Suggested Daily Routines – End of the Period	Writing Instruction	Vocabulary		
	 Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (not on the specific words) Specific Word Instruction (SWI): as determined by teacher 	 Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily 	 Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus 	Resource: Word Within Word List 52 Content Vocabulary Transcendentalism, Individualism		

Unit Performance Task 3 Moments in a Lesson &	Suggested Resources	Key Concepts
Suggested Scaffolding Ta	asks	
Suggested Formative Assessments: Literary Analysis Content Writing Process Writing Suggested end of Unit Performance Task Description: Inquiry: Socratic Seminar: Students write and revise discussion questions to participate in a Socratic Seminar after finishing the novel. Question format: Page number, quotation, question. Collaboration: Preparing the Learner: AVID Note taking and annotation strategies Cornell Note taking Strategies Socratic Seminar preparation Interacting with the Text: Double-entry diary RAE (Respond, Analyze, Evalua Activate and clarify prior knowled (p. 72) The Puritan Influence Class Discussion: Is American so still "puritan" in certain ways? Extending the Learning:	on Prentice Hall Literature - The American Experience A Growing Nation - p. 208 Suggested Selections: "Devil and Tom Walker": p. 228 From "Self-Reliance" and "Civil Disobedience": p. 369, p. 388 From "Moby Dick": The Golden Age of Whaling (p. 344); The Whale as an Archetype (p. 346)	Reading Strategies: Monitor & Clarify Story Structure Summarize Word Learning Strategies Reading Skills: Draw Inferences Fact/Opinion Note Details (Key) Theme Character Setting Plot Other Prerequisites:

Weld County School District 6
Division of Academic Achievement: Learning Services Department
Revised 7-1-2015

Page 11 of 40 School Year 2015-16



• Relate to other things they have read in ■ Implicit/Explicit **Small Group Discussions** • "When I Heard the Learn'd class or contemporary events Astronomer" p. 432 Central Idea Writing: ■ Performance Tasks – see p. 456 • "I Hear America Singing" p. 433 Connotation PCR related to class readings (to • "Man Listening to Disc" p. 403 Denotation differentiate, the teacher can • "Because I Could Not Stop for Death" ■ Figurative Language choose the specific texts to ■ Tone p. 408 answer prompt or students can Analogy choose a text from the unit) Preparing the Learner: Allusion Connecting to Essential Question **Sample prompt:** What makes American Literature Write ___ (informative/explanatory "American?" (p. 9) or compare/contrast) in which you How does literature shape or reflect analyze (seventeenth-, society? (p. 11) eighteenth-, and/or nineteenthcentury texts from this unit) for their themes, purposes, and rhetorical features. Score using PARCC Research Simulation Task and Literary

Analysis Task Rubric



11th grade American Literature Unit 3: The Human Spirit and the Natural World (4 Weeks – Oct. 19-Nov. 13)

Suggested Big Idea	Transcendentalism: the indi		Spirit and the ratural	WORLD (4 WEEKS – Oct. 19	1101.13)			
21st Century Inquiry		rrent text do you most identify	w with and why?					
Question from CAS								
End of Unit Performance	Write an Argument							
Task	Claim (thesis), Data (evider	nce), Warrant (conclusion/sta	ince on argument)					
Graduate Competency				soning. (CAS.Research and Rea	asoning.11.4.3)			
CCSS Reading Priority	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting	College & Career			
Standards				Standards	Readiness Connection			
RL.11-12.7 PRIORITY	Literacy Connections	W.11-12.1	L.11-12.6 PRIORITY	RL.11-12.1	CCR.R.7			
Analyze <mark>multiple</mark>		Write arguments to support claims in an analysis of substantive topics or	Acquire and use accurately	Cite strong and thorough textual evidence to support analysis of what the	Integrate and evaluate			
interpretations of a story,	RH.11-12.9	texts, using valid reasoning and	general academic and domain-	text says explicitly as well as inferences	content presented in diverse			
drama, or poem (e.g.,	Integrate information from	relevant and sufficient evidence. a. Introduce precise, knowledgeable	specific words and phrases,	drawn from the text, including determining where the text leaves	media and formats, including			
recorded or live production of a play or recorded novel or	diverse sources, both primary and secondary, into a coherent	claim(s), establish the significance	sufficient for reading, writing, speaking, and listening at the	matters uncertain.	visually and quantitatively, as well as in words.			
poetry), evaluating how each	understanding of an idea or	of the claim(s), distinguish the claim(s) from alternate or opposing	college and career readiness	RL.11-12.5 Analyze how an author's choices	as well as in words.			
version interprets the source	event, noting discrepancies	claims, and create an organization	level; demonstrate	concerning how to structure specific	CCR.R.9			
text. (Include at least one	among sources.	that logically sequences claim(s), counterclaims, reasons, and	independence in gathering	parts of a text (e.g., the choice of where to begin or end a story, the choice to	Analyze how two or more			
play by Shakespeare and one		evidence.	vocabulary knowledge when	provide a comedic or tragic resolution)	texts address similar themes			
play by an American		b. Develop claim(s) and counterclaims	considering a word or phrase	contribute to its overall structure and	or topics in order to build			
dramatist.)	RST.11-12.9	fairly and thoroughly, supplying the most relevant evidence for each	important to comprehension	meaning as well as its aesthetic impact. RL.11-12.6	knowledge or to compare the			
	Synthesize information from	while pointing out the strengths and	or expression.	Analyze a case in which grasping a	approaches the author's take.			
RL.11-12.9 PRIORITY	a range of sources (e.g., texts, experiments, simulations) into	limitations of both in a manner that anticipates the audience's	RL.11-12.4	point of view requires distinguishing what is directly stated in a text from				
Demonstrate knowledge of eighteenth-, nineteenth-, and	a coherent understanding of a	knowledge level, concerns, values,	Determine the meaning of	what is really meant (e.g., satire,				
early-twentieth-century	process, phenomenon, or	and possible biases. c. Use words, phrases, and clauses as	words and phrases as they are	sarcasm, irony, or understatement). W.11-12.9 PRIORITY				
foundational works of	concept, resolving conflicting	well as varied syntax to link the	used in the text, including	Draw evidence form literary or				
American literature, including	information when possible.	major sections of the text, create cohesion, and clarify the	figurative and connotative	informational texts to support analysis, reflection, and research.				
how two or more texts from		relationship between claim(s) and	meanings; analyze the impact	a. Apply grades 11-12 Reading				
the same period treat similar	Mathematical Practice	reasons, between reasons and evidence, and between claim(s) and	of specific word choices on meaning and tone, including	standards to literature (e.g., "Demonstrate knowledge of				
themes or topics.	Connections	counterclaims.	words with multiple meanings	eighteenth-, nineteenth-, and early-				
	3. Construct viable arguments	d. Establish and maintain a formal	or language that is particularly	twentieth-century foundational works				
	and critique the reasoning of	style and objective tone while attending to the norms and	fresh, engaging, or beautiful.	of American literature, including how two or more texts from the same				
	others.	conventions of the discipline in	(include Shakespeare as well	period treat similar themes or				
	omoio.	which they are writing. e. Provide a concluding statement or	as other authors.)	topics"). b. Apply grades 11-12 Reading				
	I can make logical arguments	section that follows form and		standards to literary nonfiction (e.g.,				
	and respond to the	supports the argument presented. W.11-12.5 PRIORITY		"Delineate and evaluate the reasoning in seminal U.S. tests, including the				
	mathematical thinking of	Develop and strengthen writing as		application of constitutional				
	others.	needed by planning, revising, editing, rewriting, or trying a new approach,		principles and use of legal reasoning [e.g., in U.S. Supreme Court Case				
		focusing on addressing what is most		majority opinions and dissents] and				
		significant for a specific purpose and		the premises, purposes, and				
		audience. (Editing for conventions should demonstrate command of		arguments in works of public advocacy [e.g., <i>The Federalist</i> ,				
		Language standards 1-3 up to and		presidential addresses]").				
		including grades 11-12.)						

Weld County School District 6

Division of Academic Achievement: Learning Services Department

Revised 7-1-2015

School Year 2015-16 Page **13** of **40**



Language CCSS.L.11-12.1, L.11-12.2, L.11-12.3, L. Study and apply grammar (explicit gramn Use and understand both general academic (DGP, SWI, WWW)	nar instruction within writing)	Speaking and Listening CCSS.: SL.11-12.1,S L.11-12.2, SL.11-12 Engage in collaborative discussions Present findings Evaluate a speaker's claims, rhetoric, and Incorporate multimedia components (21st Century Skills=Critical Thinking and Collaboration, Self-Direction and Invention	strategy Reasoning, Information Literacy,	
Suggested Daily Routines – Beginning of the Period	Suggested Daily Routines – End of the Period	Writing Instruction Vocabulary		
 Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (not on the specific words) Specific Word Instruction (SWI): as determined by teacher 	 Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily 	 Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus 	Resource: Word Within Word List 53 Content Vocabulary dialect, vernacular, colloquialism, diction, dialogue	

Unit Performance Task	3 Moments in a Lesson &	Suggested Resources	Key Concepts
	Suggested Scaffolding Tasks		
Suggested Formative Assessments:	Preparing the Learner:	Prentice Hall Literature: The	Reading Strategies:
 Examine how authors express their 	 Connecting to Essential Question 	American Experience - The	■ Monitor & Clarify
individualism through their writing	 How does literature shape or reflect 	Human Spirit and the Natural	■ Story Structure
 Analyze how multiple events and 	society?	World – p. 360	■ Summarize
experiences in someone's life carry a particular theme.	• Is it difficult to be true to oneself?	Suggested Selections:	Reading Skills:
Read "The Song of Myself", p. 428.	Interacting with the Text:	■ From "Walden": p. 378 – essay -	Draw Inferences
How does this poem express	 Activate and clarify prior knowledge 	themes across centuries	■ Fact/Opinion
individualism?	(pp. 360-361) Literary History:	■ "Water on Tap": p. 393 – expository	■ Note Details (Key)
• Read "Dust Tracks on a Road," pp.	Transcendentalism	text	■ Theme
930 - 931 Why is this story relevant	Small Group Discussion: How much	From "Song of Myself": p. 428 – poem	■ Character
today?	power do formal institutions have in our society? In what way do	■ "Thoreau-Wabanaki Trail": p. 398 –	■ Setting
Literary AnalysisPhilosophical Chairs	individuals make a difference in our	contemporary connection – photographs	■ Plot
- r miosopincai Challs	society?	photographs	Other Prerequisites:
	,		■ Implicit/Explicit



■ "America's Epic": page 4"America's Small Group Discussion: How do we **Extending the Learning:** ■ Central Idea express individualism? ■ See Performance Tasks – see p. 456 Epic": p. 437 – Literary Criticism Connotation ■ ACT/SAT Prep – see pp. 452 – 455 · Denotation **End of Unit Performance Task** • See Research Project: Primary Sources, ■ Figurative Language **Description:** p. 614 ■ Tone ■ Make a museum-style exhibit about the Analogy **Argument Essay Prompt:** Westward Expansion, p. 624 Is Transcendentalism relevant Allusion today? After reading (texts from the unit), write ____ (an argumentative essay) in which you demonstrate knowledge of Transcendentalism as a foundational element of American literature. In your argument, analyze how texts from the same period treat similar _____ (theme(s), topic(s). Score using PARCC Research Simulation Task and Literary Analysis Task Rubric



11th grade American Literature Unit 4: The Frontier (4 Weeks – Nov. 16-Dec. 17)

Suggested Big Idea		mostly agricultural nation to	a modern industrial power	3 1101. 10 Dec. 17)	
21st Century Inquiry	what is the greatest authorit	ative position from which to w	The for a specific purpose?		
Question from CAS	B 1 B 1				
End of Unit Performance	Research Project				
Task					
Graduate Competency			evaluate the quality and releva	ance of the source; and use it	to answer complex
	questions. (CAS.Research			1	
CCSS Reading Priority	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting	College & Career
Standards				Standards	Readiness Connection
RI.11-12.2 PRIORITY	Literacy Connections	W.11-12.5 PRIORITY	L.11-12.6 PRIORITY	RI.11-12.1	CCR.R.2
RI.11-12.2 PRIORITY Determine two or more 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 provide a complex analysis: provide an objective summary of the text. RI.11-12.9 PRIORITY Analyze seventeenth, eighteenth-, and nineteenth-century foundational U.S>documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Mathematical Practice Connections 8. Look for and express regularity in repeated reasoning. I can notice when calculations are repeated. Then, I can	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12.) W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.8 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;	L.11-12.6 PRIORITY Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 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. 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. W.11-12.9 PRIORITY Draw evidence form literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority	CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author's take.
		searches effectively; assess the strengths and limitations of each source in terms of the	faction in Federalist No.	in seminal U.S. tests, including the application of constitutional principles and use of legal reasoning [e.g., in	

Weld County School District 6

Division of Academic Achievement: Learning Services Department

Revised 7-1-2015

School Year 2015-16 Page **16** of **40**



Language CCSS.L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6 Study and apply grammar (explicit grammar instruction within writing) Use and understand both general academic and domain-specific vocabulary (DGP, SWI, WWW)		Speaking and Listening CCSS.: SL.11-12.1,S L.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 Engage in collaborative discussions Present findings Evaluate a speaker's claims, rhetoric, and strategy Incorporate multimedia components (21st Century Skills=Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction and Invention)		
Suggested Daily Routines – Beginning of the Period	Suggested Daily Routines – End of the Period	Writing Instruction	Vocabulary	
 Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (not on the specific words) Specific Word Instruction (SWI): as determined by teacher Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection		 Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus 	Resource: Word Within Word List 54 Content Vocabulary dialogue, imagist, Imaginism	

Unit Performance Task	3 Moments in a Lesson &	Suggested Resources	Key Concepts
Suggested Formative Assessments: Research Project – Primary Sources – p. 614 Compare and Contrast Essay – analyze multiple perspectives of the period Narrative PCR on real or imagined life experience Compare Primary Sources Various PCRs related to class readings Oral Presentations related to class readings Philosophical Chairs: How does Mark Twain's portrayal of America define our national character?	Suggested Scaffolding Tasks Preparing the Learner: Activate and clarify prior knowledge: Historical Background, p. 464, Snapshot of the Period - Graphics, p. 463; Meet the Author: Mark Twain – p. 566 Class discussion: How did the Civil War redefine what it meant to be American? How did the war affect people's lives? Why did Americans travel to the West not knowing what challenges they faced? Interacting with the Text:	Women's Roles Preparing the Learner: Textbook <i>Prentice Hall Literature</i> : Literature of the Civil War and the Frontier (1850 – 1914) Suggested Selections: From "Mary Chestnut's Civil War," – dairy, p. 495 "Black, Blue and Gray: African Americans in the Civil War", Jim Haskins – independent reading "Reflections of a Private", - journal, p. 500 From "Black Boy", - narrative nonfiction, p. 517 "Slave Narratives", Frederick Douglass, p. 526	Reading Strategies: Monitor & Clarify Story Structure Summarize Word Learning Strategies Reading Skills: Draw Inferences Fact/Opinion Note Details (Key) Theme Character Setting Plot

Weld County School District 6
Division of Academic Achievement: Learning Services Department
Revised 7-1-2015



- Discussion of relevant themes then and now, and their effect on society. Is there a contemporary connection?
- How would this story have been different if in another setting?

End of Unit Performance Task Description:

Create a research project/paper (teacher discretion) about Westward Expansion. Research the reliability of early media sources that informed people about opportunities in the West. Cite strong and thorough textual evidence (use primary as well as secondary sources) to support analysis of what the text says explicitly as well as inferences drawn from the text. Discuss where the text leaves matters uncertain.

- See Research Project: Primary Sources, p. 614
- Score using PARCC Research Simulation Task and Literary Analysis Task Rubric

• Why did Americans travel to the West not knowing what challenges they faced?

Extending the Learning:

- See Performance Tasks p. 684
- Make a museum-style exhibit about the Westward Expansion, p. 624
- ACT/SAT Prep pp. 680 -684

- "The Gettysburg Address", speech –p. 538
- "Letter to His Son", Robert E. Lee, letter p. 541
- "An Account of an Experience with Discrimination", Sojourner Truth: first-person account p. 554
- From "Life on the Mississippi", Mark Twain, autobiography, p. 570
- "Heading West", Miriam Davis Colt, personal history, p. 617
- "I Will Fight No More Forever", Chief Joseph, speech, p. 622
- From "The Story of an Hour" Kate Chopin, p. 628 Challenging

- Implicit/Explicit
- Central Idea
- Connotation
- Denotation
- Figurative Language
- Tone
- Analogy
- Allusion



11th grade American Literature Unit 5 "Disillusion, Defiance, and Discontent" (6 Weeks –Jan. 5-Feb. 12)

21st Century Inquiry Question from CAS How might	ined power and lost innocence. this story have been different wit	h another setting?			· · · · · · · · · · · · · · · · · · ·
Question from CAS	this story have been different wit				
	COMMON ASSESSMENT: C	ompare/Contrast the America	n Dream from the 1920s to	modern day	
Task	00111101(110020011111(11)	ompare, commust and rimeries	21 0 110 0 17 2 00 00	inoucin day.	
	ick, self-assess, and reflect on per	sonal learning while engaging	with increasingly more di	fficult texts (CAS R	Reading for All
Purposes.11		sonur rearming winne engaging	, with mercusingly more th	mean tems. (Cris.i	touching for this
	nt Connections Writing Focus	Language/Voc	abulary CCSS Supp	oorting C	College & Career
Standards	William g 1 ocus	Zungunge, v sei	Standards		Leadiness Connection
RL.11-12.7 PRIORITY Literacy Con	nections W.11-12.4 PRIC	ORITY L.11-12.6 PRIO			CCR.R.7
Analyze multiple	Produce clear an				ntegrate and evaluate content
interpretations of a story, RH.11-12.7	writing in which				resented in diverse media
drama, or poem (e.g., Integrate and	evaluate development, org	ganization, domain-specific			nd formats, including
recorded or live production of multiple sour	ces of and style are app				isually and quantitatively, as
a play or recorded novel or information p					vell as in words.
	ats and media (Grade-specific e			ng determining	
	, quantitatively, for writing types				CR.R.9
	words) in order in standards W.1 words in standards W.1 words with the words with the words in standards with the words words in standards with the words words in standards with the words with the word				analyze how two or more
play by an American a problem.	Draw evidence for				exts address similar themes
dramatist.)	informational texts	to support a word or phrase			r topics in order to build
RST.11-12.7	analysis, reflection	, and research.		, ,	nowledge or to compare the pproaches the author's take.
Integrate and	a. Apply grades 11	-12 Reaaing		cific parts of a	pproaches the author's take.
RL.11-12.9 PRIORITY multiple sour				e choice of where	
Demonstrate knowledge of information p	presented in eighteenth-, nine			nd a story, the	
	ats and media early-twentieth-c	entury words and phrase		ovide a comedic	
(e.g., quantita	ative data, video, foundational wor				
American literature, including multimedia)		ingulative and ec			
how two or more texts from	estion or solve a how two or more same period trea	incamings, anary.	ze the impact structure and	l meaning as well	
the same period treat similar problem.	themes or topics	"). or specific word		ic impact.	
themes or topics. Mathematica	b. Apply grades 11	rary ponfiction meaning and ton			
Connections	I Practice standards to liter (e.g., "Delineate	ary nonnection		se in which	
Connections	the reasoning in				
7. Look for a	nd make use of tests, including to			inguishing what	
structure.	of constitutional	principles and Shakespeare as y			
	use of legal reaso U.S. Supreme Co			really meant	
I can see and	understand how understand how majority opinion		(e.g., satire,	sarcasm, irony, or	
numbers and			understatem	ent).	
	d put together as arguments in wo	rks of public			
parts and who	advocacy [e.g., T				
paris and will	presidential addr	esses j).			



Language CCSS.L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6 Study and apply grammar (explicit grammar instruction within writing) Use and understand both general academic and domain-specific vocabulary (DGP, SWI, WWW)		Speaking and Listening CCSS.: SL.11-12.1,S L.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 Engage in collaborative discussions Present findings Evaluate a speaker's claims, rhetoric, and strategy Incorporate multimedia components (21st Century Skills=Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction and Invention)		
Suggested Daily Routines – Beginning of the Period	Suggested Daily Routines – End of the Period	Writing Instruction	Vocabulary	
 Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (not on the specific words) Specific Word Instruction (SWI): as determined by teacher Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily 		 Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus 	Resource: Word Within Word List 55 Content Vocabulary Harlem Renaissance, colloquial diction	

Unit Performance Task	3 Moments in a Lesson &	Suggested Resources	Key Concepts
 Unit Performance Task Suggested Formative Assessments: Analysis of word choice and how it reveals author's purpose Compare and Contrast: Analysis of impact of setting between Hemingway and Fitzgerald Compare and Contrast: writing style of 	3 Moments in a Lesson & Suggested Scaffolding Tasks Preparing the Learner: Activate and clarify prior knowledge: Historical background on Harlem Renaissance, The Great Depression, and the time leading up to the America's involvement in WWII.	Suggested Resources Textbook Prentice Hall Literature: Disillusion, Defiance, and Discontent (1914 – 1945) Suggested Selections: "The Love Song of J. Alfred Prufrock." T.S. Eliot, poem – p. 708	Reading Strategies: Monitor & Clarify Story Structure Summarize Word Learning Strategies
 Compare and Contrast. Withing style of authors; for example, Faulkner and William Carlos Williams Philosophical Chairs How do world conflicts affect American society in the first half of the twentieth century? What major social and political events affected American writers in the first half of the twentieth century? 	 Class Discussion: Discuss what values, attitudes, and ideas grew from these events. Introducing the Essential Questions: What is the relationship between literature and place? How does literature shape or reflect society? 	 "Winter Dreams," F. Scott Fitzgerald, short story – p. 730 "The Turtle," from The Grapes of Wrath (Chapter 3) – John Steinbeck, novel excerpt, p. 758 "The Unknown Citizen," W.H. Auden, poem, p. 774 Selections from William Carlos Williams, poems, pp. 723 – 724 	Reading Skills: Draw Inferences Fact/Opinion Note Details (Key) Theme Character Setting Plot Other Prerequisites:

Weld County School District 6
Division of Academic Achievement: Learning Services Department
Revised 7-1-2015

Page 20 of 40 School Year 2015-16



- How were these forces expressed in literature?
- How did the style of American authors change during this period?
- To what extent was the structure of the material significant?

End of Unit Performance Task Description: (DISTRICT COMMON ASSESSMENT)

Prompt: Compare/Contrast the American Dream from the 1920s to modern day. After reading (texts from this unit), write a compare/contrast essay in which you demonstrate knowledge of how early twentieth-century foundational works of American literature depict life and by analyzing how texts from the same period treats similar themes or topics, and how that description compares/contrasts to the modern concept of the American Dream. Draw evidence from multiple texts.

- Score using PARCC Research Simulation Task and Literary Analysis Task Rubric
- Students should reference texts being used in individual classrooms.

• What make American literature" American"?

Interacting with the Text:

- www.PHLitOnline.com teacher's choice for video information on:
- Author
- Get Connected
- Historical Background
- Interactive journals, graphic organizers, tutorials

Extending the Learning:

■ See Performance Tasks – p. 960 ACT/SAT Prep – pp. 956 - 959

- From "A White Heron," Sarah Orne Jewett, short story, p. 797
- "In Another Country," Ernest Hemingway, short story, p. 800
- "A Rose for Emily", William Faulkner, short story, p. 816
- "Mending Wall," Robert Frost, poem, friendship, p. 878
- "Out Out", Robert Frost, poem, friendship, p. 880

Suggestions for Novel:

- *The Great Gatsby*, F. Scott Fitzgerald
- As I Lay Dying, William Faulkner
- A Farewell to Arms, Ernest Hemingway
- Their Eyes Were Watching God, Zora Neale Hurston
- Our Town: A Play in Three Acts, Thornton Wilder

- Implicit/Explicit
- Central Idea
- Connotation
- Denotation
- Figurative Language
- Tone
- Analogy
- Allusion



11th grade American Literature Unit 6: The Harlem Renaissance (2 Weeks – Feb. 16-Feb. 29)

Suggested Big Idea		ned recognition for their writing	ng about their culture.	7,00115 100,10100,20	
21st Century Inquiry		llenged, does their ego or insti			
Question from CAS			1		
End of Unit Performance	Speech				
Task					
Graduate Competency	Use language appropriate for	purpose and audience. (CAS.	Oral Expression and Listening	g.11.1.1)	
CCSS Reading Priority	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting	College & Career
RL.11-12.3 PRIORITY 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). RL.11-12.9 PRIORITY 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.	Literacy Connections RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where they text leaves matters uncertain. RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. Mathematical Practice Connections 7. Look for and make use of structure. I can see and understand how numbers and spaces are organized and put together as parts and wholes.	W.11-12.8 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. W.11-12.9 PRIORITY Draw evidence form literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and earlytwentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	L.11-12.6 PRIORITY Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. 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.)	RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 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. 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. SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 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	Readiness Connection CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author's take.

School Year 2015-16 Page 22 of 40



Language CCSS.L.11-12.1, L.11-12.2, L.11-12.3, L.1 Study and apply grammar (explicit gramma Use and understand both general academic (DGP, SWI, WWW)	ar instruction within writing)	Speaking and Listening CCSS.: SL.11-12.1,S L.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 Engage in collaborative discussions Present findings Evaluate a speaker's claims, rhetoric, and strategy Incorporate multimedia components (21st Century Skills=Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction and Invention)		
Suggested Daily Routines – Beginning of the Period	Suggested Daily Routines – End of the Period	nd Writing Instruction Vocabulary		
 Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (not on the specific words) Specific Word Instruction (SWI): as determined by teacher 	 Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily 	■ Content Writing (minimum 15 min.): twice per week ■ DGP Embedded authentically within Writing (7 – 10 min.): Daily ○ Follow Teacher Guide for each daily routine ○ Be sure to note the Weekly Focus ○ Be sure to note the Weekly erspectives, mood, tone, the conflict, identity (individual/grattitudes, point of view, percefigurative language, interpreta		

Unit Performance Task	3 Moments in a Lesson &	Suggested Resources	Key Concepts
	Suggested Scaffolding Tasks		
Suggested Formative Assessments:	Preparing the Learner:	Textbook Prentice Hall Literature:	Reading Strategies:
 Persuasive Essay 	• Introducing the Essential Questions:	Disillusion, Defiance, and	■ Monitor & Clarify
 Philosophical Chairs 	Activate and clarify prior knowledge:	Discontent (1914 – 1945)	■ Story Structure
 What are the connections 	Historical background on Harlem	Harlem Renaissance, p. 896	■ Summarize
between the author and their characters? How would a short story contain an understanding about an experience that an essay could not? How does an author's place of birth/native country contribute to their writing? (style, dialect, dialogue, imagery, etc.)	Renaissance, The Great Depression, and the time leading up to the America's involvement in WWII. What is the relationship between literature and place? Interacting with the Text: Class discussion: Discuss what values, attitudes, and ideas grew from these events?	 Suggested Selections: Selections from Langston Hughes, pp. 902 – 907 Selections from Lucille Clifton and Colleen McElroy, starting on p. 914 Selections from Claude McKay, Arna Bontemps, and Countee Cullen, starting on p. 920 	 Word Learning Strategies Reading Skills: Draw Inferences Fact/Opinion Note Details (Key) Theme Character Setting

Weld County School District 6 Division of Academic Achievement: Learning Services Department Revised 7-1-2015

School Year 2015-16 Page **23** of **40**



Suggested End of Unit Performance Task Description:

Sample prompt: Create a multimedia presentation or speech that you present to the class. After reading Harlem Renaissance poetry and novel excerpts, create a multimedia presentation or speech in which you analyze the impact of the author's choice in relating _____ (one or more elements of the text) and how those choices helped shape contemporary culture.

 Score using PARCC Research Simulation Task and Literary Analysis Task Rubric

- www.PHLitOnline.com teacher's choice for video information on:
- Author
- Get Connected

Extending the Learning:

 Research Project on the Harlem Renaissance (use primary and secondary sources)

- "Dust Tracks on a Road" by Nora Neale Hurston
- Excerpts from Their Eyes Were Watching God by Zora Neale Hurston

Suggestions for Novel:

- *The Great Gatsby*, F. Scott Fitzgerald
- As I Lay Dying, William Faulkner
- A Farewell to Arms, Ernest Hemingway
- Their Eyes Were Watching God,
 Zora Neale Hurston
- Our Town: A Play in Three Acts, Thornton Wilder
- **960**
- ACT/SAT Prep pages 956 -959

■ Plot

Other Prerequisites:

- Implicit/Explicit
- Central Idea
- Connotation
- Denotation
- Figurative Language
- Tone
- Analogy
- Allusion



11th grade American Literature Unit 7: Prosperity and Protest (4 Weeks & Testing – Mar. 1-Apr. 15)

	_	` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` `		,
Boes a periodical s neadmic	arreet air argament arrierentry	•		
Analytical Essay				
Write with a clear focus, coh-	erent organization, sufficient e	elaboration, and detail. (CAS.)	Writing and Composition.11.3	3.1)
Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting	College & Career
	_		Standards	Readiness Connection
Literacy Connections RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Mathematical Practice Connections 8. Look for and express regularity in repeated reasoning. I can notice when calculations are repeated. Then, I can find more general methods and short cuts.	W.11-12.4 PRIORITY Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W.11-12.1-3.) W.11-12.9 PRIORITY Draw evidence form literary or informational texts to support analysis, reflection, and research. c. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents and the premises, purposes, and arguments in works of public advocacy [e.g., The	L.11-12.6 PRIORITY Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. 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.	CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author's take.
	An era that began with boom Does a periodical's headline Analytical Essay Write with a clear focus, coh Cross-Content Connections Literacy Connections RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Mathematical Practice Connections 8. Look for and express regularity in repeated reasoning. I can notice when calculations are repeated. Then, I can find more general methods	An era that began with booming consumer economy ended Does a periodical's headline affect an argument differently Analytical Essay Write with a clear focus, coherent organization, sufficient of Cross-Content Connections RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Mathematical Practice Connections 8. Look for and express regularity in repeated reasoning. I can notice when calculations are repeated. Then, I can find more general methods and short cuts. Analytical Essay Writing Focus W.11-12.4 PRIORITY Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards W.11-12.1-3.) W.11-12.9 PRIORITY Draw evidence form literary or informational texts to support analysis, reflection, and research. c. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). Apply grades 11-12 Reading standards to literature, including how two or more texts from the same period treat similar themes or topics"). Apply grades 11-12 Reading standards to literature, including how two or more texts from the same period treat similar themes or topics"). Apply grades 11-12 Reading standards to literature, including how two or more texts from the same period treat similar themes or topics"). Apply grades 11-12 Reading standards to literature, including how two or more texts from the same period treat similar themes or topics"). Apply grades 11-12 Rea	An era that began with booming consumer economy ended with a spirit of revolution. Does a periodical's headline affect an argument differently? Analytical Essay Write with a clear focus, coherent organization, sufficient elaboration, and detail. (CAS: Cross-Content Connections Writing Focus Literacy Connections RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, of information presented in a text by paraphrasing them in simpler but still accurate terms. 8. Look for and express regularity in repeated reasoning. Look for and express regularity in repeated reasoning in seminal U.S. superme Court Case majority opinions and dissents and short cuts. Apply grades 11-12 Reading standards to literary nonfiction to comprehension or expression. REALTH-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text to by paraphrasing them in simpler but still accurate terms. S. Look for and express regularity in repeated reasoning. Look for and express regularity in repeated reasoning in seminal U.S. ests, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents and the premises, purposes, and aguments in works of public advocacy [e.g., The Federalists, presidential formal process and admining them in the premises, purposes, and admining them in the premise provided the premises and premise provided the premises and development, organization, a	Does a periodical's headline affect an argument differently? Analytical Essay Write with a clear focus, coherent organization, sufficient elaboration, and detail. (CAS. Writing and Composition.11.2 Cross-Connections Writing Focus Writing Foc



Language CCSS.L.11-12.1, L.11-12.2, L.11-12. Study and apply grammar (explicit g Use and understand both general acad (DGP, SWI, WWW)	mmar instruction within writing)	Speaking and Listening CCSS.: SL.11-12.1,S L.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 Engage in collaborative discussions Present findings Evaluate a speaker's claims, rhetoric, and strategy Incorporate multimedia components (21st Century Skills=Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction and Invention)		
Suggested Daily Routines Beginning of the Period	Suggested Daily Routines – End of the Period	Writing Instruction	Vocabulary	
 Word Learning Strategies (WLS) as needed Word Within a Word (WWW): focus on word parts (not on the specific words) Specific Word Instruction (SWI) as determined by teacher 	 Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily 	 Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus 	Resource: Word Within Word List 57 Content Vocabulary characterization, author's style, social commentary, imagery	

Unit Performance Task	3 Moments in a Lesson &	Suggested Resources	Key Concepts
	Suggested Scaffolding Tasks		
Suggested Formative Assessments:	Preparing the Learner:	Prentice Hall Literature: Prosperity	Reading Strategies:
 Research paper/ projects 	• Introducing the Essential Questions:	and Protest (1945 – 1970) p. 965	Monitor & Clarify
	■ The Post-War Era		 Story Structure
End of Unit Performance Task	Activate and clarify prior knowledge:	Suggested Selections:	■ Summarize
Description:	Historical background – pp. 966 – 970	• "The Life You Save May be Your Own," Flannery O'Conner, short story,	■ Word Learning Strategies
Sample Prompt: Analyze how the values and attitudes of this era are expressed in American literature in the following areas: diversity, nonfiction, technology and themes (identity, truth and illusion, success and family)? After reading (texts from this unit), write (an analytical essay) in which you determine two or more central ideas and analyze their development and	 Interacting with the Text: Class discussion: What values, attitudes, and ideas changed during this volatile? www.PHLitOnline.com – teacher's choice for video information on: Interactive journals, graphic organizers, tutorials Extending the Learning: 	 p. 1012 From "Letter from Birmingham City Jail," Martin Luther King, letter, p. 1109 From A Raisin in the Sun, Lorraine Hansberry, drama, p. 1117 "One Art,", poem, p. 1072; "Filling Station," poem, p. 1074 Suggested Reading, On the Road, Jack Kerouac, excerpts from novel. 	Reading Skills: Draw Inferences Fact/Opinion Note Details (Key) Theme Character Setting Plot
and analyze their development and			Other Prerequisites:

Weld County School District 6
Division of Academic Achievement: Learning Services Department
Revised 7-1-2015

7-1-2015 School Year 2015-16 Page **26** of **40**



how these central ideas interact and build on one another to provide a complex analysis. Provide an objective summary of the text.

 Score using PARCC Research Simulation Task and Literary Analysis Task Rubric Greeley/Evans School District 6

- Research Paper due end of unit/cycle –
 Assignment: Of the authors we've read about this year, argue or explain his/her influence on a society or culture addressing why an author is included in the canon could be another avenue- use pages 1256 1265 in the American Literature text to guide the research process.
- Debate or Socratic Seminar on above topic
- See Performance Tasks pp. 1272-1273.
- SAT/ACT Prep Practice Test p. 1268

■ Implicit/Explicit

Central Idea

Connotation

Denotation

• Figurative Language

■ Tone

Analogy

Allusion



11th grade American Literature Unit 8: New Voices, New Frontiers (4 Weeks – Apr. 18-May20)

			Voices, New Frontiers (4 Weeks – Apr. 18-May	20)			
Suggested Big Idea		vorld economically, environm						
21st Century Inquiry	How does living in the 18 th a	How does living in the 18 th and 19 th centuries compare with life in the 21 st Century?						
Question from CAS								
End of Unit Performance	Group Presentation	Group Presentation						
Task	(multimedia)							
Graduate Competency	Demonstrate skill in inferent	ial and evaluative listening. (CAS.Oral Expression and List	ening.11.1.2)				
CCSS Reading Priority	Cross-Content Connections	Writing Focus	Language/Vocabulary	CCSS Supporting	College & Career			
Standards				Standards	Readiness Connection			
RI.11-12.8 PRIORITY	Literacy Connections	W.11-12.4 PRIORITY	L.11-12.6 PRIORITY	RI.11-12.1	CCR.R.8			
Delineate and evaluate the		Produce clear and coherent	Acquire and use accurately	Cite strong and thorough	Delineate and evaluate the			
reasoning in seminal U.S.	RH.11-12.9	writing in which the	general academic and	textual evidence to support	argument and specific claims			
texts, including the	Integrate information from	development, organization,	domain-specific words and	analysis of what the text says	in a text, including the			
application of constitutional	diverse sources, both primary	and style are appropriate to	phrases, sufficient for	explicitly as well as	validity of the reasoning as			
principles and use of legal	and secondary, into a	task, purpose, and audience.	reading, writing, speaking,	inferences drawn from the	well as the relevance and			
reasoning (e.g., in U.S.	coherent understanding of an	(Grade-specific expectations	and listening at the college	text, including determining	sufficiency of the evidence.			
Supreme Court majority opinions and dissents) and the	idea or event, noting	for writing types are defined	and career readiness level;	where the text leaves matters uncertain.	CCR.R.9			
premises, purposes, and	discrepancies among sources.	in standards W.11-12.1-3.)	demonstrate independence in gathering vocabulary	uncertain.	Analyze how two or more			
arguments in works or public			knowledge when considering	RI.11-12.5	texts address similar themes			
advocacy (e.g., <i>The</i>	RST.11-12.9		a word or phrase important to	Analyze and evaluate the	or topics in order to build			
Federalist, presidential	Synthesize information from		comprehension or expression.	effectiveness of the structure	knowledge or to compare the			
addresses).	a range of sources (e.g., texts,		The state of the s	an author uses in his or her	approaches the author's take.			
	experiments, simulations)		RI.11-12.4	exposition or argument,				
DI 11 12 0 DDIODITY	into a coherent understanding		Determine the meaning of	including whether the				
RI.11-12.9 PRIORITY Analyze seventeenth-,	of a process, phenomenon, or concept, resolving conflicting		words and phrases as they are	structure makes points clear,				
eighteenth-, and nineteenth-	information when possible.		used in a text, including	convincing, and engaging.				
century foundational U.S>	information when possible.		figurative, connotative, and					
documents of historical and	Mathematical Practice		technical meanings; analyze	RI.11-12.6				
literary significance	Connections		how an author uses and	Determine an author's point				
(including The Declaration of			refines the meaning of a key term or terms over the course	of view or purpose in a text in which the rhetoric is				
Independence, the Preamble	8. Look for and express		of a text (e.g., how Madison	particularly effective,				
to the Constitution, the Bill of	regularity in repeated		defines faction in Federalist	analyzing how style and				
Rights, and Lincoln's Second	reasoning.		No. 10).	content contribute to the				
Inaugural Address) for their				power, persuasiveness, or				
themes, purposes, and	I can notice when calculations			beauty of the text.				
rhetorical features.	are repeated. Then, I can find							
	more general methods and							
	short cuts.							
·	•		•	•				

School Year 2015-16 Page **28** of **40**



Language CCSS.L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6 Study and apply grammar (explicit grammar instruction within writing) Use and understand both general academic and domain-specific vocabulary (DGP, SWI, WWW)			Speaking and Listening CCSS.: SL.11-12.1,S L.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.5, SL.11-12.6 Engage in collaborative discussions Present findings Evaluate a speaker's claims, rhetoric, and strategy Incorporate multimedia components (21st Century Skills=Critical Thinking and Reasoning, Information Literacy, Collaboration, Self-Direction and Invention)			
	Suggested Daily Routines – Beginning of the Period		Suggested Daily Routines – End of the Period		Writing Instruction	Vocabulary
	 Word Learning Strategies (WLS): as needed Word Within a Word (WWW): focus on word parts (not on the specific words) Specific Word Instruction (SWI): as determined by teacher 	-	Time in Text (minimum 15 min.): twice per week Closure/Ticket Out/Reflection (3 min.): Daily		Content Writing (minimum 15 min.): twice per week DGP Embedded authentically within Writing (7 – 10 min.): Daily Follow Teacher Guide for each daily routine Be sure to note the Weekly Focus	Resource: Word Within Word List 58 Content Vocabulary beliefs, values, perspectives, mood, tone, identity (individual/group), attitudes, point of view, perceptions, interpretation

Unit Performance Task	3 Moments in a Lesson &	Suggested Resources	Key Concepts
Suggested Formative Assessments: Research Paper/Project Suggested research questions: Inquiry: How this era created the future. How do the values and attitudes of this era expressed in American literature in the following areas: diversity, non-fiction, technology and themes (identity, truth and illusion, success and family)?	Suggested Scaffolding Tasks Preparing the Learner: What is the relationship between literature and place? How does literature shape or reflect society? What make American literature" American"? Activate and clarify prior knowledge: Historical background – pp. 1278 – 1282 Interacting with the Text: Class discussion: What values, attitudes, and ideas changed during this volatile period?	Prentice Hall Literature: Prosperity and Protest (1945 – 1970) p. 1277 Suggested Selections: "All-American Writer," Julia Alvarez, essay, p. 1290 Introduces "Antojos", page 1294; "Antojos," Julia Alvarez, short story, p. 1298 "The Latin Deli:" An Ars Poetica," Judith Ortiz Cofer – short story, p. 1366 "The Fibonacci Sequence," Poetry in Numbers – p. 1371	Reading Strategies: Monitor & Clarify Story Structure Summarize Word Learning Strategies Reading Skills: Draw Inferences Fact/Opinion Note Details (Key) Theme Character Setting Plot

Weld County School District 6
Division of Academic Achievement: Learning Services Department
Revised 7-1-2015



End of Unit Performance Task	
Description:	

Create a presentation/multimedia presentation in which you research and analyze _____ (texts you read in this unit including the places contemporary Americans write about) for their themes, purposes, and rhetorical features.

 Score using PARCC Research Simulation Task and Literary Analysis Task Rubric

Extending the Learning:

- See Performance Tasks pp. 1464
- Writer's Workshop Writing a Short Story – use as template for their personal narrative (non-fiction) pp. 1448 - 1455
- "American Slang" from American Language, H.L. Mencken, essay, p. 1375
- "Mother Tongue," Amy Tan, essay, p. 1410
- "For the Love of Books," Rita Dove, essay, p. 1418
- From The Woman Warrior, Maxine Hong Kingston, memoir, p. 1426
- From The Names, N. Scott Monday, memoir, p. 1434

Other Prerequisites:

- Implicit/Explicit
- Central Idea
- Connotation
- Denotation
- Figurative Language
- Tone
- Analogy
- Allusion



PARCC Condensed Scoring Rubric for Prose Constructed Response Items Grades 6-11 (**revised July 29, 2014**)*

Research Simulation Task and Literary Analysis Task

Construct Measure	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading	The student response	The student response	The student response	The student response	The student response
Comprehension of Key	demonstrates full	demonstrates	demonstrates basic	demonstrates limited	demonstrates no
Ideas and Details	comprehension of ideas	comprehension of ideas	comprehension of ideas	comprehension of ideas	comprehension of ideas
	stated explicitly and	stated explicitly and/or	stated explicitly and/or	stated explicitly and/or	by providing inaccurate
	inferentially by providing	inferentially by providing	inferentially by providing	inferentially by providing	or no analysis and little
	an accurate analysis and	a mostly accurate	a generally accurate	a minimally accurate	to no textual evidence.
	supporting the analysis	analysis, and supporting	analysis and supporting	analysis and supporting	
	with effective and	the analysis with	the analysis with basic	the analysis with limited	
	convincing textual	adequate textual	textual evidence.	textual evidence.	
	evidence.	evidence.			
Writing Written Expression	The student response	The student response	The student response	The student response	The student response
	 addresses the prompt 	• is undeveloped and/or			
	and provides effective	and provides mostly	and provides some	and develops the claim	inappropriate to the
	and comprehensive	effective development	development of the	or topic and provides	task;
	development of the	of the claim or topic	claim or topic that is	minimal development	
	claim or topic that is	that is mostly	somewhat	that is limited in its	
	consistently	appropriate to the	appropriate to the	appropriateness to the	
	appropriate to the task	task, by using clear	task, by using some	task by using limited	
	by using clear and	reasoning supported by	reasoning and text-	reasoning and text-	
	convincing reasoning	relevant textual	based evidence;	based evidence; or	
	supported by relevant	evidence;		 is a developed, text- 	
	textual evidence;			based response with	
				little or no awareness	
				of the prompt;	
	 demonstrates 	• demonstrates	• demonstrates some	• demonstrates limited	• lacks coherence,
	purposeful coherence,	coherence, clarity, and	coherence, clarity,	coherence, clarity,	clarity, and cohesion;
	clarity, and cohesion,	cohesion, making it	and/or cohesion,	and/or cohesion,	, ,
	making it easy to	fairly easy to follow	making the writer's	making the writer's	
	follow the writer's	the writer's	progression of ideas	progression of ideas	
	progression of ideas;	progression of ideas;	usually discernible	somewhat unclear;	
	,		but not obvious;	,	

Weld County School District 6

Division of Academic Achievement: Learning Services Department

Revised 7-1-2015 School Year 2015-16 Page **31** of **40**



	establishes and maintains an effective style, attending to the norms and conventions of the discipline	establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline.	• has a style that is somewhat effective, generally attending to the norms and convention of the discipline	has a style that has limited effectiveness, with limited awareness of the norms of the discipline.	has an inappropriate style, with little to no awareness of the norms of the discipline.
Writing		The student response to	The student response to	The student response to	The student response to
Knowledge of Language		the prompt demonstrates	the prompt demonstrates	the prompt demonstrates	the prompt demonstrates
and Conventions		full command of the	some command of the	limited command of the	no command of the
		conventions of standard	conventions of standard	conventions of standard	conventions of standard
		English at an appropriate	English at an appropriate	English at an appropriate	English. Frequent and
		level of complexity.	level of complexity.	level of complexity.	varied errors in
		There may be a few	There may be errors in	There may be errors in	mechanics, grammar, and
		minor errors in	mechanics, grammar, and	mechanics, grammar, and	usage impede
		mechanics, grammar, and	usage that occasionally	usage that often impede	understanding.
		usage, but meaning is	impede understanding,	understanding.	
		clear.	but the meaning is		
			generally clear.		

PARCC Rubric (2014). Retrieved from https://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf



Condensed Scoring Rubric for Prose Constructed Response Items Grades 6-11 (**Revised July 29, 2014**)*

Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression	The student response • is effectively developed with narrative elements and is consistently appropriate to the task;	The student response • is mostly effectively developed with narrative elements and is mostly appropriate to the task	The student response • is developed with some narrative elements and is somewhat appropriate to the task;	The student response • is minimally developed with few narrative elements and is limited in its appropriateness to the task;	The student response • is undeveloped and/or inappropriate to the task;
	• demonstrates purposeful coherence, clarity, and cohesion, making it easy to follow the writer's progression of ideas;	• demonstrates coherence, clarity, and cohesion, making it fairly easy to follow the writer's progression of ideas;	• demonstrates some coherence, clarity, and/or cohesion, making the writer's progression of ideas usually discernible but not obvious ;	demonstrates limited coherence, clarity, and/or cohesion, making the writer's progression of ideas somewhat unclear;	• lacks coherence, clarity, and cohesion;
	• establishes and maintains an effective style, attending to the norms and conventions of the discipline.	• establishes and maintains a mostly effective style, while attending to the norms and conventions of the discipline.	• has a style that is somewhat effective, generally attending to the norms and conventions of the discipline.	• has a style that has limited effectiveness, with limited awareness of the norms of the discipline.	• has an inappropriate style, with little to no awareness of the norms of the discipline.
Writing Knowledge of Language and Conventions		The student response to the prompt demonstrates full command of the conventions of standard English at an appropriate level of complexity. There may be a few minor errors in mechanics, grammar, and usage, but meaning is clear.	The student response to the prompt demonstrates some command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that occasionally impede understanding, but the meaning is generally clear.	The student response to the prompt demonstrates limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in mechanics, grammar, and usage that often impede understanding.	The student response to the prompt demonstrates no command of the conventions of standard English. Frequent and varied errors in mechanics, grammar, and usage impede understanding.

PARCC Rubric (2014). Retrieved from https://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf



Note:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.
- Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters' personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade-level standards 3 for writing.

A response is considered unscoreable if it cannot be assigned a score based on the rubric criteria. For unscoreable student responses, one of the following condition codes will be applied.

Coded Responses:

A=No response

B=Response is unintelligible or undecipherable

C=Response is not written in English

D=Off-topic

E=Refusal to respond

F=Don't understand/know

*This rubric is subject to further refinement based on research and study.

PARCC Rubric (2014). Retrieved from https://www.parcconline.org/sites/parcc/files/Grade%206-11%20July%2029%20Rubric%20Final.pdf



Six Types of Scaffolding Definitions

School Year 2015-16

Modeling: Providing Students clear examples of what is requested of them for imitation

Examples:

* Modeling Language for Text Discussion

I think this means... This part reminds me of the time...

I agree with... I also think... I have the same opinion as...

* Showing finished products

Bridging: Activating prior knowledge and experiences to build or weave in new knowledge and understanding

Examples:

- * Think-Pair-Share
- * Anticipatory Guide

Contextualization: Embedding academic language and concepts in a sensory environment, thus clarifying them

Examples:

- * Videos
- * Art Work
- * Music
- * Poems
- * Photographs

Schema Building: Assisting students in identifying and organizing clusters of concepts that are interconnected Helping students build connections between prior knowledge and experiences and content and language to be learned

Examples:

- * Graphic organizers (Double Entry Journal)
- * Think-Pair-Share
- * Gallery Walk



Metacognitive Development: Fostering metacognition and learner autonomy through the explicit teaching of strategies Helping students reflect on and monitor learning and performance

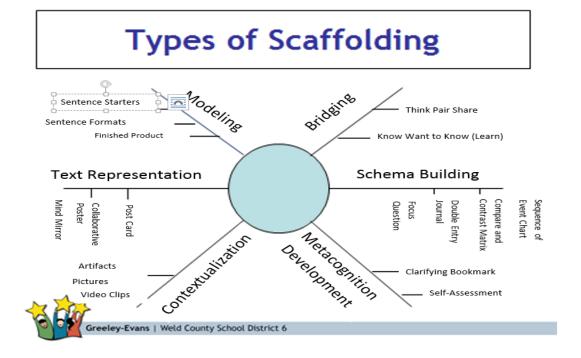
Examples:

- * Clarifying Bookmark
- * Self-Assessment
- * Gallery Walk

Text Representation: Asking students to transform the linguistic constructions they have found in on genre into forms used in another genre

Examples:

- * Collaborative Poster
- * Mind Map
- *Post Cards
- * Facebook Pages



School Year 2015-16



6 Types of Scaffolding	ELD Interactive Tasks (see
	Resources on Schoology)
Modeling	Sentence Starters Sentence Formats Finished Product
Bridging	Anticipatory Guide Think-Pair-Share KWL Vocabulary Knowledge
Metacognitive Development	Clarifying Bookmark Self-Assessment
Schema Building	Focus QuestionsDouble Entry JournalSequence of EventsCompare/Contrast MatrixCharting Informational (Main Idea)
Text Representation	Talking Head Post Card Collaborative Poster Mind Mirror
Contextualization	Artifacts Pictures Viewing with a purpose (video clips)
Incorporate Gradual Relea	se Model :



QTEL Tasks	AVID	Scaffolds:	Mo	ments of a Le	sson
	Strategies	Purpose			
		-	Preparing	Interacting with Text/Concept	Extending the Learning
Sentence Starters/Sentence Frames	Sentence Templates	Modeling	X	X	X
Showing Finished Product	Showing Exemplar	Modeling	X		
Think-Pair-Share	Jigsaw (Home & Expert Group)	Bridging	X	X	
KWL	Inside/Outside Circles	Bridging	X	X	
Anticipatory Guide		Bridging	X		
Viewing with a Focus		Bridging	X		
Graphic Organizers	Double Entry Journal	Schema Building		X	
Compare/Contrast Matrix	Focus Question	Schema Building		X	
Sequence of Events Chain	Essential Question	Schema Building		X	
Reading with a Focus	Dialectical Journal	Schema Building		X	
Reciprocal Teaching	Learning Log	Schema Building		X	
	Quick-Write	Schema Building	X	X X	
Round-Robin	Analyzing Rhetorical Devices Template	Schema Building	X	X	
Reaching a Consensus		Schema Building		X	
Sort and Label		Schema Building		X	
Novel Ideas Only		Schema Building	X	X	



		Greeley/ Eva	ans School District	O	
Three-Step		Schema Building		X	
Interview					
Carousel		Schema Building		X	
Clarifying	Pausing to Connect	Metacognition		X	
Bookmark	Ideas to the Text	Development			
Self-Assessment	Marking the Text	Metacognition		X	
		Development			
Narrative	Charting the Text	Metacognition		X	
Construction		Development			
	Summarizing the	Metacognition	X	X	
	Text Template	Development			
QTEL Tasks	AVID	Scaffolds:	Mo	ments of a Le	sson
	Strategies	Purpose			
	StrateSies	Turpose	Preparing	Interacting	Extending
				with	the Learning
				Text/Concept	
In Our own Words	Cornell Notes	Metacognition		X	
		Development			
Literary Device	Writing in the	Metacognition			
Matrix	Margins	Development			
Vocabulary Review	Analyzing an	Metacognition		X	
Jigsaw	Author's Evidence	Development			
	Template				
Dyad Reading:	Crafting an	Metacognition		X	
Question-Answer	Argument	Development			
Relationship	Statement				
	Template				
Find the Tie	Say, Do, Mean	Metacognition		X	
	Exercise	Development			
How Writers		Metacognition		X	
Accomplish Their		Development			
Goals					
Speech Analysis		Metacognition		X	
		Development			
Jigsaw Sequencing		Metacognition		X	
Reading Group		Development			

School Year 2015-16



	Greeley/ Evans School District 6				
Artifacts	Connecting Visuals	Contextualization	X	X	
	to Surrounding				
	Text				
Pictures		Contextualization	X	X	
Visuals		Contextualization	X	X	
Video Clips		Contextualization	X	X	
Images		Contextualization			
Post Card	One-Page Report:	Text Representation			X
	Poster Activity				
Mind Mirror		Text Representation			X
Collaborative		Text Representation			X
Poster					
Era Envelope		Text Representation	X	X	
Reading in Four		Text Representation		X	X
Voices					
Jigsaw Reading		Text Representation			X
Role Play and		Text Representation			X
Mixer					
Reader's Theatre		Text Representation			X
Essay		Text Representation			X